RECOGNIZING HOW ORGANIZATIONAL LEARNING CULTURE

IS PASSED TO EMPLOYEES

Approved by _____Date: _____11-05-2013_____

Recognizing How Organizational Learning Culture Is Passed to Employees

---

A Seminar Paper

Presented to

The Graduate Faculty

University of Wisconsin-Platteville

In Partial Fulfillment of the

Requirement for the Degree

Masters of Science

in

Education

---

by

Heidi R. Bredeson

2013

Abstract

RECOGNIZING HOW ORGANIZATIONAL LEARNING CULTURE IS PASSED TO EMPLOYEES

Heidi Bredeson

Under the Supervision of Dr. Patricia Bromley

Learning organizations cannot exist without learning employees (Dodgson, 1993). Employee commitment and development is not only about the employee's contribution to the workplace, but more about an organizational culture that offers the opportunity for individual growth, development and leadership.

Dubbed the mystery below our surface level of thinking, culture plays an important role in the behavior of individuals and organizations. Although many times the role that culture plays toward influencing behavior goes unseen, culture models offer a means of defining organizational learning culture (Schein, 2010).

Observable actions that convey philosophy, values, perceptions, language and understanding through interactions contribute to passing a culture to employees, and allow a path for employees to learn the ropes (Schein, 1968). Bringing together organizational employees, the messages that the group encounters must be easy to understand and consistent. This cooperative effort for communication in the organization is necessary, because many times the employee brings prior experiences and thoughts with them to the workplace (Schein, 1983). Organizational members look to culture as a strong influencer of thinking, feeling and behavior (Schein, 2010). Described as learning that continuously changes to fulfill the needs of all company members involved

(Dixon, 1994), organizational learning happens generally at the systems level, but does occur at the individual and group level (Kim, 1993).

This document explores how individuals who are a part of an organization depend on the information already known by employees in the organization and the additional information that is available to them in the workplace, to school themselves regarding the organization's culture. Organizations need to recognize that where and how learning takes place for the employee is just as important as what information is being shared (Simon, 1991).

TABLE OF CONTENTS

CHAPTER I

INTRODUCTION

When people first encounter a new situation, their initial task is to find out about that situation. What is the physical environment like? What are the people like? What are the social and behavioral expectations? A new employee in an organization must learn about that organization. Organizations that enthusiastically promote on-going learning experiences offer employees the motivation to learn in and outside the workplace (Watkins & Marsick, 1993). Organizational learning and organizational development are not only about workplace process, culture and leadership. They also reflect the methods that individuals put into practice to communicate, to share information and to enhance the decision-making process within the organization (Balasubramanian, n.d.).

The needs of an organization and an individual's development within it are at the forefront of organizational learning culture and development discussions. Organizational learning is important to an organization interested in increasing competitive benefits, effectiveness and innovation (Balasubramanian, n.d.).

A Chinese proverb states, *Give a man a fish and you feed him for a day; Teach a man to fish and you feed him for a lifetime.* Organizational learning concepts in the workplace are similar in that they sustain the people employed within an organization's culture. A planned approach may offer success if it applies an emphasis on self-directed learning, career changes and professional skill development. As one learns and grows in a position, it is assumed that the knowledge and

skill gained will be applied to personal weaknesses and strengths, giving way to a successful career path (Caffarella, 2002).

Statement of the Problem

The problem to be addressed is: how is the organizational learning culture shared with employees?

Definition of Terms

Organizational learning culture

Watkins and Marsick (2003) define organizational learning culture as the process of learning new knowledge as it applies to the organization. These learning efforts move the organization and its employees toward acquiring the knowledge and skill needed for change and understanding (Egan, Yang, & Bartlett, 2004).

Organizational culture

Defined as a shared set of assumptions learned by a group, organizational culture is a pattern of thoughts used to solve internal and external challenges. New members to the group are guided as to how to feel and think as it relates to the organization (Schein, 2010).

Organizational development

Revealed as the way a workplace manages change methods, the practice of organizational development allows for a group to more easily adapt to a changing environment. Each encountered change requires the organization to define the problem, create a solution and implement results for improved performance (Cummings, 2008).

Delimitations of Research

The references used for this research paper were collected over a period of one semester using the resources of Karrmann Library, University of Wisconsin-Platteville, Johnson Public Library, Darlington, Wisconsin and several search engines. The search engines offered sources from EBSCOhost, Educational Resources Information Center (ERIC), Multimedia Educational Resource for Learning and Online Teaching (MERLOT) and related professional journals. Key search terms included organizational culture, organizational learning, learning commitment, employee engagement, employee empowerment, organizational learning culture, employee job satisfaction, employee motivation, new employee, employee performance, and training.

Method of Approach

A brief review of the trends and history of organizational culture, organizational learning and the relationship to employee job satisfaction will be conducted. This review of literature will relate to organizational learning culture, training and learning, employee empowerment, employee engagement and communication. It offers related research information necessary to complete the requirements for this seminar paper. The findings will be summarized and recommendations proposed.

CHAPTER II

REVIEW OF LITERATURE

Organizational Learning Culture

Author Peter M. Senge, of *The Fifth Disipline, The Art & Practice of The Learning Organization*, shared it well, "You cannot force commitment, what you can do…You nudge a little here, inspire a little there, and provide a role model. Your primary influence is the environment you create," (as cited in Senge, 1990). Senge's quote brings together how organizations and people share information, for an increased organizational learning process that offers groups the ability to work together to complete tasks, assist individuals in realizing their goals and put in motion the efforts to make organizations a place that is positive for work and play ("What Is," 2005).

Organizational learning culture combines the ideas of cognitive learning and behavioral learning. Factors that promote the behavioral and cognitive development of an organization include: creating a workplace culture that promotes learning, allowing for flexibility in the development of strategies, encouraging innovation and brainstorming among employees, and offering a positive work environment (Fiol & Lyles, 1985). Behavioral learning, also labeled as lower-level learning, adjusts to the environment and operates within set organizational guidelines. Routine decision-making skills and use of repetitive management procedures highlight this learning method that operates within the rules of the workplace. Cognitive learning or higher-level learning occurs through the sharing of skills and problem-solving techniques. Research suggests that a workplace crisis needs to happen in order for changes to take place at this level, i.e. changes in a given market, new management or a new direction for the organization (Duncan, 1974).

For many individuals in today's world, having knowledge is less about the truth and reason of a situation, and more about being aware of what is going on in the world at all levels (Spender, 1996). With global economy expansion and changes in technology and innovation, organizations are now more than ever facing the need for employee learning and development methods to be in place for creating a workplace that is productive and competitive (Egan et al., 2004). Schein (1990) shares that although there may be some disagreement in the way that a specific group deals with issues, members are offered an alternative way to think, feel and perceive future situations. When an organization takes part in something together, this is considered a shared experience and also part of the organizational culture. Culture includes the basic beliefs of a group, ideas discovered by a group and the way that a group deals with internal or external issues (Schein, 1990).

The motivation of employees to share what they are learning is highly influenced by the environment in which the organizational learning takes place (Kontoghiorghes, 2001). According to research by Watkins and Marsick (2003) learning organizations have the capacity for moving people and communities towards positive change and learning. In the same way, job satisfaction and the motivation for employees to share new information is highly influenced by an organization's culture and environment (Egan et al., 2004). In a shortened survey of organizational learning culture using the Dimensions of Learning Organization Questionnaire designed by Watkins and Marsick (2003), the areas of job satisfaction, knowledge sharing and turnover intention were evaluated. The survey showed that although it seems that these areas may be closely related, they are very different in their effect on organizational learning culture. Job satisfaction is defined as the component that affects employee behavior motivation and is reflected through the expectations of the job, for instance in the area of pay or promotion

(Cranny, Smith, & Stone, 1992). However, knowledge sharing can be affected by an employee's interest in their work. Described as the ability to put into practice the skills gained through related job learning activities, trainee attitudes regarding knowledge sharing can influence their ability to learn (Noe & Schmitt, 1986). Turnover intention is labeled as purposeful actions to leave the company. Commitment and satisfaction are tied to turnover retention (Bluedorn, 1982).

However, employee behavior, good or bad, is the strongest indicator of turnover in the workplace. Organizational learning culture has a large effect on job satisfaction and the willingness to share information and is directly related to one's motivation to share information and to remain with the organization (Egan et al., 2004).

A move to a culture of learning for organizations has started, and this change will allow employees to develop and maintain confidence in their knowledge and skill set (Morris, 1993). By nurturing and making all levels of learning a part of the culture, an organizational learning culture is developed (Bennet & Bennet, 2004). Learning at the organizational level begins with the individual, and moves to group and organizational learning situations (Martinez-Leon & Martinez-Garcia, 2011). Business leaders are becoming more open to the ways to develop an organization that meets business needs, that in turn creates a workforce that is ready to implement the steps needed for a successful, quality learning and training environment in their organizational structure (Morris, 1993).

The structure of an organization is the way in which work is divided into different tasks. The structuring process, if done properly, allows for better communication and more positive relationships to form as they relate to organizational learning situations. In the same way, managers develop procedures and processes that are critical to influencing organizational

development, with a goal to promote work improvement practices in an environment where new ideas are permitted and encouraged (Martinez-Leon & Martinez-Garcia, 2011).

Organizational learning includes five disciplines: systems thinking, team learning, shared vision, mental models, and personal mastery. Each idea assists with individual learning efforts: systems thinking allows for the recognition of seeing patterns in events and actions; team learning reveals the benefit of working within group dynamics and collective behaviors; personal mastery recognizes the commitment to continuous learning efforts and innovation; shared vision highlights the ideas and key points designed by key leaders; and mental models supports the testing of ideas and how images influence the way that we view the world (Cummings, 2008). These areas may not only bring a focus to the organization, but also offer a way to get ahead and survive in this fast-paced world ("What Is," 2005). The sooner employees are able to define the environment that they work in and learn the ropes in an organization, they are better able to make good decisions and reduce errors (Gilsdorf, 1998).

Systems Thinking

With a focus on relationships, the ability to work together to foster teamwork is the base of systems thinking. The ability to review all the components of a larger picture allows one the capacity to create solutions that will offer individual benefit, and give way to the realizing the power of being a part of an organization ("What is," 2005). Realizing how things are interconnected allow for an understanding that each components has an affect on the rest (Senge, 2006).

Team Learning

Mutual respect and honesty play a large part in the work of a team ("What is," 2005). As people come together to participate in a common activity, their behavior becomes the way of the

group and the culture (Cook & Yanow, 1993). This discipline of team learning exercises a unique set of tools in the organizational learning process.

Personal Mastery

A commitment to fostering personal learning in the organizational environment is the focus of this discipline. Through mastery individuals are able to realize both what is the most important to them and the way that they engage in lifelong learning. The creation of a learning organizational environment allows companies to support work force development and training programs toward a committed workforce (Senge, 2006). Organizations must consistently remain involved with the employee's vision for change and development, in order facilitate a sense of mastery (Cook & Yanow, 1993).

Shared Vision

Despite the importance of mastering personal goals ("What is," 2005), sharing these goals within the organization and communicating them through objects (Cook & Yanow, 1993) allows for each person to make his or her role in the organization genuine and real. Realizing how the organization works and how individual goals fit together allows for everyone to be committed to achieving the common vision ("What is," 2005). When a genuine vision has been shared, organizational members will be motivated to learn and excel, not because someone told them that they had to, but because they want to. Management must share from the heart the company goals. This is turn promotes a productive organization (Senge, 2006).

Mental Models

A mental model is one's cognitive representation of something. Objects, language and behavior help employees create a mental model of the organization (Cook & Yanow, 1993). The ideas and values that members of an organization value shape the behavior and decisions

made by group members ("What is," 2005). We are unaware of the influence that our thoughts and ideas have on our actions. Many times at the organizational level new ideas are not put in place because of the conflict with member values and beliefs (Senge, 2006). Kim (1993) described how organizational learning happens through individuals' mental models. Organizational learning takes place takes place as members become immersed in the symbols and ways of the organization. This immersion is where the organizational learning starts (Argyris & Schon, 1978).

With changes in knowledge, beliefs and behaviors taking place at individual, group and organizational levels, the learning process remains a basic function underlying learning in an organization (Watkins & Marsick, 1993). The idea of organizational learning strategy developed from the need to review workplace changes as they relate to industry advancements (Senge, 1990). Organizations are able to develop new ways of thinking (Swanson & Holton, 2009), as groups are capable of working toward set goals, that all learning practices are supported and new ways of doing things are a welcome addition (Senge, 1990).

The importance of organizational learning culture has not gone unnoticed. General Electric (GE) Chief Executive Officer Jack Welch shared that 70-75% of his time goes to "developing people." Further, Welch explained that in order for people to be learning they must be challenged, supported and encouraged to take the next step (Hurley, 2002). This idea is supported by a Ghoshal and Bartlett (2000) study found that employees in companies which realize the importance of organizational learning and change were more supportive of new ideas and strategies introduced by management. Nevertheless, it remains a major challenge to shape an organizational learning culture in which people take the initiative to learn and innovate as if it was their own company (Hurley, 2002).

Employee Training and Learning

Training and learning in organizations are at the forefront of human resource development programming. Although recognized by many organizations as necessary, there is still the idea in some workplaces that training and education are required to secure their importance in organizational learning culture (Yeo & Mayadas, 2010). Defined as acquiring skill or knowledge, learning is revealed to be a way to retain employees and improve workplace performance and productivity (Dodgson, 1993). Likewise, training also increases employee retention rates and gives employees the confidence and knowledge needed to do their job (Mathis & Jackson, 2007). According to a study in 2007 by the American Society for Training and Development (ASTD), organizations that realize training and learning offers a competitive business edge spent on average $1,665 per employee on workplace training expenditures. For the average employer, costs for training run on average about 1.5 to 2 percent of payroll at $677 per employee. These numbers represent at least $60 billion annually that is spent in the United States on training endeavors (Mathis & Jackson, 2007). Because these expenditures increase productivity and decrease turnover, they are worthwhile.

In many corporate organizational settings, training and learning functions fall to the responsibility of the human resource department. Job-specific training is important to organizational learning (Mathis & Jackson, 2007), from worker retention support and ways to improve job performance, to the methods needed for enhancing the technical skills needed in a position (Yeo & Mayadas, 2010). In a study on organizational training and learning it was shared that organizations that create educational opportunities have a better work climate and individuals are more willing to apply their new knowledge in the job setting and actually use the information if it applies to their work (Baumgartel & JeanPierre, 1972).

According to Mathis & Jackson (2007), training guidelines are set to bridge learning gaps. Defining the organizational objectives and priorities is very important for establishing a training program that is effective. Various learning ideas, training approaches and legal issues are part of a useful and quality training curriculum. Active participation in team building, training and learning is needed by team leaders and participants for successful implementation. Effective teams and training procedures need to include shared ideas and mission for the organization, so that members of the group feel a connection, are receptive to training content, have the motivation to learn, and can maintain productivity in the workplace (Senge, 1990).

The emphasis on training encompasses issues in organizations that deal with the development of skill sets, abilities and the knowledge that is gained in learning more about technical, social and interpersonal skills (Kuchinke, 1996). Although determining the right learning method can help trainers in difficult situations, skill and flexibility are needed to offer and sustain a suitable learning environment for all participants to reach their goals (Smith, 1986). Readiness, motivation and a belief that one can learn is a necessary component for employees to successfully complete a training program (Mathis & Jackson, 2007).

In large corporations education and training are considered necessary, but sometimes insufficient value is given to them. Many times it is management that is unclear about what outcomes are required or expected (Yeo & Mayadas, 2010). In situations where there is a transfer of knowledge that needs to take place, trainers must be aware that training should be a coordinated easy sharing of information from the classroom to the job setting (Mathis & Jackson, 2007). Employees that feel that they are being given the right tools and resources are able to see that the organization values them as an employee. This confidence leads to higher performance

and productivity for the organization and higher morale for the employee in feeling valued for the knowledge and competence they bring to the workplace.

Employee Empowerment

If the employee is happy, everyone is happy. Employee empowerment that focuses on positive feelings and perceptions is associated with high profits and production, low turnover and a work environment that fosters employee confidence and responsibility (Harter, Schmidt and Keyes, 2002). When employees love what they are doing, and have the necessary resources (Waterman, 1993) to fulfill their job responsibilities, the employer will have a satisfied, productive workforce (Harter et al., 2002). As managers look toward motivating and inspiring employees, the work of human resource development (HRD) professionals adds emphasis on how employees experience work, rather than how managers are delivering work information (Shuck & Wollard, 2008). Great managers light the fire for employees and bring out the best in their staff by offering the skills and tools needed to inspire creativity and create positive workplace training practices (Shuck & Wollard, 2008).

A recent Gallup study revealed that 71% of American workers were found to be unenthusiastic about their work, or had given up all interest in their work area. More than ever before, people are feeling bad about their work bosses and workplace. It is estimated that employee turnover and lack of interest in the workplace is costing businesses $300 billion in lost production (Crowley, 2012) . However, a recent push to bring the ‘heart’ back into the workplace may stem that tide. In research provided by the Institute of HeartMath, it is demonstrated that organizations which embace the role of human emotional behavior that flourish and retain the best people in the field. The Institute of HeartMath states that much of their research is focused on the complete picture of human performance. Dr. Rollin McCraty, HeartMath’s Director of

Research, shared that the heart and the brain are in constant communication. The signals that our heart receives affect our decision-making, perception and feelings. These in turn determine what we care about and what motivates us, as well as our level of engagement in life (Crowley, 2012).

A team's cohesiveness, commitment and capacity to work together creates a good base for a striving team. Team-building is embraced when it is part of a shared vision for the organization and group leaders are committed to making all accomplishments an important component in the organization (Organizational Change and Development, 1992). For instance, the importance of being motivational, inspirational and genuinely available for team members is key in creating a positive and rewarding work environment. As a supervisor, taking the time to talk with employees about their daily plans, family and goals pays big dividends. This level of positive communication allows for quick buy-in of organizational and team changes when needed. Employees feel that they have a voice and are less defensive when talking about issues. Managers are better able to bring members of a team together when the members feel that they are appreciated and understood.

In a situation where employees feel that there is limited opportunity for job growth or if things are not clear, a feeling of being bored and dissatisfied may result. Employees clearly want to feel that they are working in a place where their skills and knowledge are understood, exercised and respected (Harter et al., 2002). A supervisor's immediate reference to a job well done speaks volumes to keeping up employee morale. It is found that what matters most to people is how they feel about the employers they work for and the managers that supervise them. Giving employees the opportunity to grow and contribute at a higher-level and showing appreciation for completed work is what matters most in the workplace (Crowley, 2012).

Management shares a lead role in bringing together the necessary components to build and share knowledge, and to empower employees to meet needs in the organization and society (Morris, 1993). Although it may be impossible for employees to learn all that there is to know about their job, a move to more organizational learning in the workplace may give way to employees that are less overwhelmed about learning all there is to know, and allow employers to have a better understanding of the current workforce (Morris, 1993). Workplace experiences are a large part of people's lives, and they have a considerable impact on individual growth and development (Glaser, 1992). Empowering employees to take advantage of learning opportunities offered, promotes individual success in the workplace (Karakowsky and McBey, 1999).

Employee Engagement

Employee engagement is defined as an employee's involvement in the workplace, and their satisfaction and enthusiasm for work. It stretches a person without defeating emotionally or mentally, allows for an indivdual to maintain goals and to feel in control about what happens at work (Emmott, 2006; Harter et al., 2002). Engagement happens when employees are informed of what to expect, resources are available to complete their job and they are able to grow and contribute in a satisfying way to the organization. Employees who are successful and engaged find meaning in their work, and have a full sense of ownership about the job that they do. The work that they do impacts self-esteem and influences the emotional, social, physical and spiritual elements of life. This positive feeling of satisfaction is a worker-based engagement that contributes to positive strides in worker retention and business success (Shuck & Wollard, 2008).

Day to day lack of manager engagement and interaction with employees can do as much damage in the workplace as positive engagement can do good. An environment that lacks "hellos," team discussions and collaboration on workplace programming and projects, slowly

breaks down employee enthusiasm and does not promote organizational growth or development. It is not surprising that Harter, Schmidt and Hayes (2002) discovered that many times the success and failure of an organization is directly related to the number of engaged or disengaged employees.

Recent surveys show that upcoming generations of employees are looking for greater meaning and personal development in their work than did previous generations (Shuck & Wollard, 2008). Spector (1997) shared that if employees are satisfied, they are more cooperative, helpful to others, punctual, take less days out of office and remain with the company longer. Further, data indicate that on average, workplaces with engaged employees do a better job at keeping their workforce and customers satisfied, and being financially responsible for the success of their operation (Shuck & Wollard, 2008). As human resource professionals encourage positive employee engagement, additional strategies and approaches can encourage the building of a meaningful and fulfilling work environment (Shuck & Wollard, 2008). A study by Towers Watson (as cited in Crowley, 2012), a global professional company, showed that worldwide the greatest indicator of employee engagement is whether or not managers and organizations have an authentic concern for their well-being. New research is very clear that feelings and emotions play a large part in an employee's level of engagement (Crowley, 2012).

In today's work environment, the ways to engage employees at all levels are important for human resource development (HRD) professionals. Job clarity, adding value and meaning to the workplace and knowing that there is a group of people that believe that the employees' work is changing the world are the three-levels of employee engagement that HRD professionals review for organizational performance (Shuck & Wollard, 2008).

The first engagement level – job clarity – allows for a better understanding of one's work responsibilities. Many times the first few days of a job are exciting and fly by, but after awhile the excitement of the position wears off and getting down to the real work is expected. It is at this point that if the employee understands his or her role, there is greater productivity and engagement in the workplace (Shuck & Wollard, 2008).

The second level of engagement involves the ability of the employee to add value and give meaning to their position in the workplace (Shuck & Wollard, 2008). Without a sense of direction and an understanding as to where they belong in the organization, employees begin to question the value of their work and their work responsibilities.

Labeled the highest level of employee engagement, this level is made up of people who feel that their work is changing the world (Shuck & Wollard, 2008). Passionate employees with a clear misson populate this level. At this level of engagement, all other levels come together to clarify and define an employee's role in the organization.

Employee engagement matters in the workplace. Many employees are becoming better able to find self worth, meaning and excitement in the work that they do in the workplace, while managers focus on basic employee needs and growth that increase the opportunity for success of their organization.

Employee Communication

Defined many times as simply interaction (Pepper, 1995), communication is a process that moves through the steps that offer an understandable message to the receiver. Management's daily presence in all levels of an organization's communication encourages employees to be more effective in the workplace (Brewer & Brewer, 2010). It is very important that managers continue to find the connection between the wants and needs of the individual and those of the

organization by listening to ideas shared by employees. In many workplace environments, the way in which employees share information is closely related to the satisfaction and motivation that employees experience at their workplace (Egan et al., 2004).

An employee's motivation to learn, communicate and share information is affected by the actual environment where organizational learning takes place (Kontoghiorghes, 2001). When employees are kept informed of changes in a situation, they are more likely to have a free exchange of communication. In other situations when communication moves to one-way and order-taking, employees retreat and are less likely to offer up the solutions that may be needed for the organization (Harter et al., 2002). As a new organizational employee it is very hard to establish friendships and connections if management lacks the ability to put in place the needed experiences and opportunities. This inability to bring others into the organization with collaboration and communication, decreases confidence and breaks the spirit and motivation of the new employee.

When positive efforts build relationships, and managers create opportunities for people to get to know each other, it results in a workplace that builds resources, friendships and successful teams (Harter et al., 2002). Companies need to evaluate their operations, to remain competitive in the marketplace (Argyris, 1991). When companies put into place the necessary communication and learning experiences, employees are able to take advantage of a variety of ways to an increase performance for themselves and the organization, rendering the organization more competitive (Morris, 1993).

People are the asset in organizations. Effective employees understand culture in an organization and embrace it through their work. An understanding of organizational learning culture and how employees manage in the workplace through engagement, empowerment and

communication is crucial for managers and employees alike who are striving to achieve a positive workplace environment. Although there are a number of elements that define culture, the strength and degree to which each item is present in the organization defines the stability and intensity of the group's learning experiences (Schein, 1990). Through training, by example, with guidance, and for incentives (Carabelli, n.d.) organizational learning culture is shared with employees in the workplace. These rituals determine an organization's personality and culture, and touch the environments we work in every day (Goodenough, 1991).

CHAPTER III

CONCLUSION AND RECOMMENDATIONS

Created, maintained and transformed by people, an organizational learning culture allows employees to define situations, create action plans and implement solutions toward improved employee and organizational performance. Sharing a message in training and learning through stories and language, leading by example, showing how things are done and offering praise for a job well done describes how organizational learning culture is passed on to employees (Carabelli, n.d.).

Organizational values define how we treat one another as we work together in an organization. Differences in personal experiences, values and communication that are brought to the workplace relate directly to whether organizational members will have a positive or negative experience (Klein & Sorra, 1996). From the start of employment, efforts to socialize and share organizational culture with new employees allows for socialization (Pepper, 1995) and understanding to be embraced (Carabelli, n.d.).

In many cases an active role by the employee to learn the ropes (Pepper, 1995) through training, leading by example observation, guidance on job expectations and taking action on incentives (Carabelli, n.d.) allows the employee to see how an organization works and then share the gained information with others. Organizational learning occurs at the workplace and individual levels providing a way to share information and maintain company approval rates (Swanson & Holton, 2009). If employees are not motivated and challenged to grow in their roles, organizational learning is slow to prosper (Senge, 2006).

By sharing the best qualities of an organization with employees, an effective manager will find a number of successful ways to share organizational learning culture. Having and showing faith and trust in your team, focus on listening to employee needs and allowing employees the opportunity for personal growth are a few of the components that should top the list of a new manager (Lavinsky, 2012).

As employees begin to understand an organization's culture, it will allow the employee to apply it as work duties are performed. Although there is a learning period, through time the employee will realize that helpful communication in the areas of training and guidance prove to be beneficial (Carabelli, n.d.).

The opportunity to put in motion useful ways for organizational learning in the workplace creates a culture that is responsible, promotes leadership, and looks to enhance a work/life balance that reinforces each employee in the workplace ("What Is," 2005). When employees have a better understanding of their role in the workplace they are able to learn and develop effectively, this is turn encourages employee growth and development (Karakowsky & McBey, 1999).

Organizational management is an under-researched area (Kahn,1992). With additional research, management literature could offer a more complete look at organizational issues like e.g., the value of employees to the workplace, the sources that guide worker performance, production and communication, and the changing needs of the workplace (Karakowsky & McBey, 1999).

REFERENCES

American Psychological Association (2010). *Publication manual of the American Psychological Association (6th ed.).* Washington, DC.

Argyris, C. (1991). Teaching smart people how to learn. *Harvard Business Review, 69*(3), 99-109.

Argyris, C., & Schon, D. (1978). Organizational learning: A theory of action perspective. Reading, MA: Addison-Wesley. In Swanson, R. A., & Holton III, E. F. (2009). *Foundations of Human Resource Development*. San Francisco, CA: Berrett-Koehler Publishers, Inc., 216-221.

Balasubramanian, V. (n.d.). *Organizational learning and informational systems.* Retrieved on May 5, 2013 from http://darkwing.uoregon.edu/~bjones/infosoc/orglrn.html. E-Papyrus, Inc., and Graduate School of Management, Rutgers University, Newark, NJ

Baumgartel, H ., & Jeanpierrre, F. (1972). Applying new knowledge in the back-home setting: A study of Indian managers' adoptive efforts. *Journal of Applied Behavioral Science, 8*, pp.674-694. In Egan, T.M., Yang, B., & Bartlett, K.R., (2004). The effects of organizational learning culture and job satisfaction on motivation to transfer learning and turnover intention. *Human Resource Development Quarterly*, 279-301.

Bennet, A. & Bennet, D. (2004). The partnership between organizational learning and knowledge management. In C.W. Holsapple, *Handbook on knowledge management*: *Knowledge matters*. Heidelberg: Springer. In Moser, L. & Pavlovic, J. (Eds.) (December 11, 2010) Studying workplace learning: Retention of employees. Retrieved from http://www.Workbloglearning.wordpress.com/2010/12/11/rentention-of-employees/.

Bluedorn, A.C. (1982). A unified model of turnover from organizations. *Human Relations, 35*, 135-153. In Egan, T.M., Yang, B., & Bartlett, K.R., (2004). The effects of organizational

learning culture and job satisfaction on motivation to transfer learning and turnover intention. *Human Resource Development Quarterly*, 279-301.

Brewer, P. D., & Brewer, K. L. (2010). Knowledge management, human resources management, and higher education: A theoretical model. *Journal of Education for Business, 85*, 330-335.

Caffarella, R. (2002). *Planning programs for adult learners: A practical guide for educators, trainers, and staff developers.* San Francisco, CA; John Wiley and Sons, Inc.

Carabelli, C. (n.d.). *How is organizational culture passed to new employees*. Retrieved on April 23, 2013 from, http://smallbusiness.chron.com.

Cook, S. D. N. & Yanow, D. (1993, December). Culture and organizational learning. *Journal of Management Inquiry*. *2*(4). In Cohen, M.D. & Sproull, L. S. (Eds.), *Organizational Learning*, (pp. 430-459).Thousand Oaks, CA: Sage Publications.

Cranny, C. J., Smith, C. P., & Stone, E. F. (1992). *Job satisfaction: How people feel about their jobs and how it affects their performance*. San Francisco: New Lexington Press. In Egan, T.M., Yang, B., & Bartlett, K.R., (2004). The effects of organizational learning culture and job satisfaction on motivation to transfer learning and turnover intention. *Human Resource Development Quarterly*, 279-301.

Crowley, M. (October 15, 2012). *Why you need to lead with your heart; if you think your brain makes you a great leader, you better check your head.* Retrieved on May 16, 2013: http://www.fastcompany.com.

Cummings, T. G. (2008). *Handbook of organization development*. Thunder Oaks, CA: Sage Publications.

Dixon, N. (1994). The organizational learning cycle: How we can learn collectively. New York: McGraw-Hill. In Swanson, R. A., & Holton III, E. F. (2009). *Foundations of Human Resource Development*. (pp.216-221).San Francisco, CA: Berrett-Koehler Publishers, Inc.

Dodgson, M. (1993). Organizational learning: A review of some literatures. *Organization Studies, 14*, 375-394.

Duncan, R. B. (1974). Modifications in decision structure in adapting to the environment: Some implications for organizational learning. *Decisions Sciences*. (pp.705-725). In Fiol, M.C., & Lyles, M. A. (1985). Organizational learning. *Academy of Management Review, 10*, 803-813.

Egan, T.M., Yang, B., & Bartlett, K.R., (2004). The effects of organizational learning culture and job satisfaction on motivation to transfer learning and turnover intention. *Human Resource Development Quarterly*, *15*(3), 279-301.

Emmott, B. (2006, December 23). Economics discovers its feelings: Not quite as dismal as it was. *The Economist*, pp.33-35.

Fiol, M.C., & Lyles, M. A. (1985). Organizational learning. *Academy of Management Review*, *10*, 803-813.

Fiol, M.C., & Lyles, M. A. (1985). Organizational learning. *Academy of Management Review*, *10*, 803-813. In Spender, J. (1996). Organizational knowledge, learning and memory: Three concepts in search of a theory. *Journal of Organizational Change Management*, *9*(1), 63-78.

Ghoshal, S. & Bartlett, C. A. (2000), Rebuilding behavioral context: A blueprint for corporate renewal. In Beer, M. and Nohria, N. (Eds.), *Breaking the Code of Change*, Boston MA: Harvard Business School Press, (pp.195-222). In Hurley, R. F. (2002). Putting people back into organizational learning. *The Journal of Business & Industrial Marketing, 17*(4), 270-281.

Gilsdorf, J. (1998, April). Organizational rules on communicating: How employees are – and are not – learning the ropes. *Journal of Business, 35*(2), 173-201.

Glaser, J. (1992, June). *Connecting the workplace and adult development theory: Self directed work teams as a petridish for adult development.* Paper presented at the Seventh Annual Meeting of the Society for Research in Adult Development. Toronto, ON, Canada.

Goodenough, W. H. (1971). Culture, language and society: McCaleb module in anthropology, Addison-Wesley, Reading, MA.

Harter, J., Schmidt, F., & Keyes, C. (2002). Well-being in the workplace and its relationship to business outcomes: A review of Gallup studies. In C. Keyes & J. Haidt (Eds.), Flourishing; The positve person and the good life. (pp. 205-224). Washington, DC: American Psychological Association.

Hurley, R. F. (2002). Putting people back into organizational learning. *The Journal of Business & Industrial Marketing. 17*(4), 270-281.

Kahn, W. (1992). To be fully there: Psychological presence. *Human Relations, 45*(4), 321-349.

Karakowsky, L., & McBey, K. (1999). The lessons of work: toward an understanding of the implications of the workplace for adult learning and development. *Journal of Workplace Learning, 11,* 192-201.

Kim, D. H. (1993). The link between individual and organizational learning. In D. A. Klein (ed.), *The Strategic Management of Intellectual Capital*. London: Butterworth-Heinemann, 41-52. In Swanson, R. A., & Holton III, E. F. (2009). *Foundations of Human Resource Development*, (pp. 216-221). San Francisco, CA: Berrett-Koehler Publishers, Inc.

Klein, J., & Sorra, J. S. (1996). The challenge of innovation and implementation. *Academy of Management Review, 21* (4), 1055-1080. In Lewis, L. K., (2011). *Organizational Change*, (pp. 213-216). Wiley-Blackwell, Malden, MA.

Kontoghiorghes, C. (2001). A holistic approach towards motivation to learn. *Performance Improvement Quarterly, 14* (4), 233-246. In Egan, T.M., Yang, B., & Bartlett, K.R., (2004). The effects of organizational learning culture and job satisfaction on motivation to transfer learning and turnover intention. *Human Resource Development Quarterly*, *15*(9) , 279-301.

Kuchinke, K. P. (1996). Classification of human development in HRD. *Organizational Development Journal*, *14*(1), 55-69. In Egan, T.M., Yang, B., & Bartlett, K.R., (2004). The effects of organizational learning culture and job satisfaction on motivation to transfer learning and turnover intention. *Human Resource Development Quarterly*, *15*(9), 279-301.

Lavinsky, D. (2012). The Employee-Motivation Checklist. Retrieved October 5, 2013 from Fast Company: http://www.fastcompany.com/3002877/employee-motivation-checklist. In Lavinsky, D. (2012). *Start at the end: How companies can grow bigger and faster by reversing their business plan*. New York, NY, Wiley. pp. 279-301.

Martinez-Leon, I. M., & Martinez-Garcia, J. A. (2011). The influence of organizational structure on organizational learning. *International Journal of Manpower, 32*(5/6), 537-566.

Mathis, R. L., & Jackson, J. H. (2007). *Human resource management: Essential perspectives*. Mason, OH: Thomson Higher Education.

Morris, L. E. (1993). Learning organizations: Settings for developing adults. In J. Demick & P. Miller (Eds.), *Development in the workplace* (pp. 179-197). Hillsdale, NJ: Lawrence Erlbaum Associates, Inc.

Noe, R. A. & Schmitt, N. (1986). The influence of trainee attitudes on training effectiveness: Test of a model. *Personal Psychology, 39*, 497-523.

Organizational Change and Development. (1992). In D. E. Tallman (Ed.), *Adult Education Perspectives For Judicial Education*, Athens, GA: Georgia Center for Continuing Education, The University of Georgia (pp. 12.1-12.23).

Pepper, G. L. (1995). *Communicating in organizations: A cultural approach*. Duluth, MN: McGraw-Hill, Inc.

Senge, P. M. (2006). *The fifth disipline: The art & pPractice of the learning organization*. New York: Doubleday/Currency.

Senge, P. M. (1990). *The fifth discipline: The art & practice of the learning organization*. New York: Doubleday/Currency. In Swanson, R. A., & Holton III, E. F. (2009). *Foundations of Human Resource Development*. San Francisco, CA: Berrett-Koehler Publishers, Inc.

Schein, E. H. (1968). Organizational socialization and the profession of management. *Industrial Management Review, 9*, 1-15. In Schein, E. H. (2010), *Organizational Culture and Leadership 4th Edition*. San Francisco, CA: John Wiley and Sons, Inc.

Schein, E. H. (1983). The role of the founder in creating organizational culture. *Organizational Dynamics*, Summer, 13-28. In Schein, E. H. (2010), *Organizational Culture and Leadership 4th Edition*. San Francisco, CA: John Wiley and Sons, Inc.

Schein, E. H. (1990, February). Organizational culture. *American Psychologist*, *45*(2), 109-119.

Schein, E. H. (2010). *Organizational culture and leadership, 4th Ed.* San Francisco, CA: John Wiley and Sons, Inc.

Shuck, M. B., & Wollard, K. K. (Winter, 2008). Perspectives on practice, employee engagement: Motivating and retaining tomorrow's workforce. *New Horizons in Adult Education and Human Resource Development, 22*(1), 48-53.

Simon, H. (1991). Bound rationality and organizational learning. *Organization Science, 2*(1), 125-134.

Spector, P. E. (1997). Job satisfaction: Application , assessment, cause, and consequences. Thousand oaks, CA: Sage. In Shuck, M. B., & Wollard, K. K. (Winter 2008). Perspectives on practice, Employee engagement: Motivating and retaining tomorrow's workforce. *New Horizons in Adult Education and Human Resource Development, 22*(1), 48-53.

Spender, J. (1996). Organizational knowledge, learning and memory: Three concepts in search of a theory. *Journal of Organizational Change Management, 9*(1), 63-78.

Swanson, R. A., & Holton III, E. F. (2009). *Foundations of Human Resource Development*. San Francisco, CA: Berrett-Koehler Publishers, Inc.

Waterman, A.S. (1993). Two conceptions of happiness: Contrasts of personal expressiveness (eudaimonia) and hedonic enjoyment. *Journal of Personality and Social Psychology*, 64, 678-691.

Watkins, K. E., & Marsick, V.J. (1993). Sculpting the learning organization: Lessons in the art and science of systematic change. San Francisco: Jossey-Bass. In Swanson, R. A., & Holton III, E. F. (2009). *Foundations of Human Resource Development*. San Francisco, CA: Berrett-Koehler Publishers, Inc., 216-221.

Watkins, K. F., & Marsick, V. J. (Eds.)(2003). Make learning count! Diagnosing the learning culture in organizations. *Advances in Developing Human Resource, 5*(2), 205-214.

"What is organizational learning? [Editorial]. (2005). Retrieved from Pegasus Communciations: http://www.pegasuscom.com/aboutol.html.

Yeo, K. M., & Mayadas, A. F. (2010). The Sloan-C pillars: Towards a balanced approach to measuring organizational learning. *Journal of Asynchronous Learning Networks, 14*(2), 45-48.