

# Creating and Developing Learning Organization Dimensions in Educational Settings; Role of Human Resource Development Practitioners

Farhad Alipour<sup>1</sup>

Assistant Professor, Farhangian University, Tehran, Iran

Roohangiz Karimi

PhD Student, Farhangian University, Tehran, Iran

---

## Abstract

Nowadays, creating and developing learning organization culture is becoming a main subject in the strategic plans of various organizations. In this regards, the purpose of the study is to develop a conceptual model to show how human resource development can be lead to creating and developing learning organization dimensions especially in educational settings. Based on existing theoretical and empirical evidence, the study develops and presents a conceptual model of the relationship between human resource development practices and learning organization dimensions. Based on the proposed model, human resource development practices such as delivering new knowledge, creating shared vision, reward and recognition, training, create learning atmosphere, mentoring and coaching program, evaluation and promoting employees' technical, human and cognitive skills can be linked to learning organization dimensions. It is recommended that the model may help human resource development practitioners to better understand the link between human resource development and learning organization dimensions.

**Keywords:** Learning organization, educational settings, human resource development, competitive advantages.

---

Cite this article: Alipour, F., & Karimi, R. (2018). Creating and Developing Learning Organization Dimensions in Educational Settings; Role of Human Resource Development Practitioners. *International Journal of Management, Accounting and Economics*, 5(4), 197-213.

---

<sup>1</sup> Corresponding author's email: [alipoor\\_f@yahoo.com](mailto:alipoor_f@yahoo.com)

## Introduction

Changes in organizations namely, the changing nature of work, changes in the workforce and changes in how people learn, are factors that organizations need to be as a learning organization (Watkins & Marsick, 1993) in a knowledge based society. The learning organization is a valuable means of facilitating learning and knowledge management, and has been viewed as an important strategy for making improvements in organizational performance in order for the organization to remain competitive (Davis & Daley, 2008). It puts an emphasis on the need to take action and make changes based on learning that has already occurred in order to improve performance (Weldy, 2009). Learning organizations promote innovation and employee creativity (Calantone, Cavusgil, & Zhao, 2002; Ramus & Steger, 2000), which in turn helps to improve organizational performance. It can also facilitate knowledge transfer and sharing within organization (Jiang & Li, 2008), which is very important in the process of organizational performance. Several scholars and researchers (Harrim, 2008; Marquardt, 2002; Nier, 2009; Rebelo & Gomes, 2008; Serrat, 2009; Skerlavaj, Song, & Lee, 2010; Sudharatna & Li, 2004; Watkins & Marsick, 1993) have studied about the concept of learning organization and its role in competitive advantages and organizational performance, however, little attention has been paid to learning organization dimensions (Alam, 2009; Watkins & Marsick, 1993). Moreover, the literature of learning organization reveals that, the studies are scattered, insufficient and especially not much has been paid to the role of human resource development (HRD) as a key driver in creating and developing a learning organization especially in educational settings (Runhaar, 2017). In this particular study the researcher presents conceptual model and explore the nature and the significance of learning organization in educational settings and roles of HRD practices in creating and developing of this particular structure.

## Theoretical Review

### *What is a learning organization?*

In the wake of changing global trends, organizations have no choice but to also change with the times if they want to remain competitive and meet the demands of the market. In order to maintain their competitive edge, organizations must be quick to learn from their mistakes and achievements both internally and externally (Marquardt, 1996). One of strategic formulation that has been recognized to sustain this competitive edge is to establish the concept of learning organization. A learning organization is not a place; even it is not a goal, a learning organization is where people continually expand their capacity to create results they truly desire, where new and expansive patterns of thinking are nurtured, where collective aspiration is set free, and where people are continually learning how to learn together (Senge, 1990, p. 3). Armstrong & Foley (2003) believed that “A learning organization has appropriate cultural facets (visions, values, assumptions and behaviors) that support a learning environment; processes that foster people’s learning and development by identifying their learning needs and facilitating learning; and structural facets that enable learning activities to be supported and implemented in the workplace” (p.75). Based on the reviews of literature in the field, in a learning organization, continues learning is encouraged, employees are committed to their

organizational goals, knowledge is created, shared and managed, team working and systems thinking always are emphasized, dialogue and critique are rewarded new knowledge and skills are supported.

Indeed, learning organization as a form of organization develops their companies by promoting continuous self-learning and establishing the right support system and a rewarding compensation system (Marquardt, 2002). Organizations must change the way they do things and interact with their employees if they want to establish a learning organization (Gonzalez, 2010). Learning organizations are dynamic and are continually growing and innovating in alignment with organizational goals and objectives (Marquardt, 2002). According to Saw, Wilda & Harte (2010) most learning organizations:

- Are able to adapt and change according to the change in the external business environment
- Constantly encourage innovative behavior and creativity
- Encourage their employees to constantly grown, learn and innovate
- Create an organizational learning culture that develops the individual as well
- Have an open business environments that encourages communications among peers and colleagues
- Regard the opinion of each employee as valuable
- Maximize the use of tools that helps the learning process
- Optimize the outcome of learning for continuous growth

#### *Significance of learning organization*

Nowadays, organizations need to provide a context in which the knowledge creation can be usefully applied in practice, where typical standards are challenged, and where new routines can be turned into improved actions (Hyland, Di Milia, & Becker, 2005). A learning organization is able to equip its people with the needed information and knowledge to continuously uphold its competitive position in the market. Learning organization can be considered as a competitive advantages in all organizations especially educational settings. Achieving the functional status of a learning organization will enable educational setting such as universities to strategically adapt and survive to any possible futures (Prelicean & Bejinaru, 2016). Below are some of the most important roles of a learning organization culture in organizations:

1. Increasing organizational knowledge

Learning organizations increase the knowledge of the organization by teaching the workforce to learn and analyze knowledge and use it appropriately to solve organizational problems (Garvin, 2000; Marquardt, 2002).

## 2. Customer retention

Learning organizations are able to retain their customers and get new ones by serving them with their acquired competencies and expertise in the market (DiBella & Nevis, 1998; Nevis, DiBella, & Gould, 1995).

## 3. Innovation

Learning organization also influences the innovation level in the organization. Many researchers show that learning organizations improve the innovation level in the organization. According to Vargas-Hernández, et al., (2010), maintaining appropriate innovative spirit of competitiveness is a critical benefit of a learning organization. According to Bates and Khasawneh (2005), learning organizations have critical roles in being innovative as it allows the organization to stay ahead in an ever-changing business world. Naturally, an organization with a learning culture is exemplified by all the employees appreciating the need to continuously improve progress and aim for high achievement. These organizations encourage communication and sharing of information so that all may benefit. In fact, they act as facilitators of learning since creating such an environment needs the support of top management and leaders so that employees need not fear speaking up or questioning. There are three methods in which a learning organization can improve the innovation level, namely through the use of high technology, seizing the opportunities in the market and being better than competitors through innovative capabilities (Calantone et al., 2002).

## 4. Professional growth

Learning organizations attempt to create events and avail resources so that there is simultaneous growth both in the individual as well as the team to incorporate innovative ideas (Marquardt, 2002; Senge, 1990; Van Deusen & Mueller, 1999).

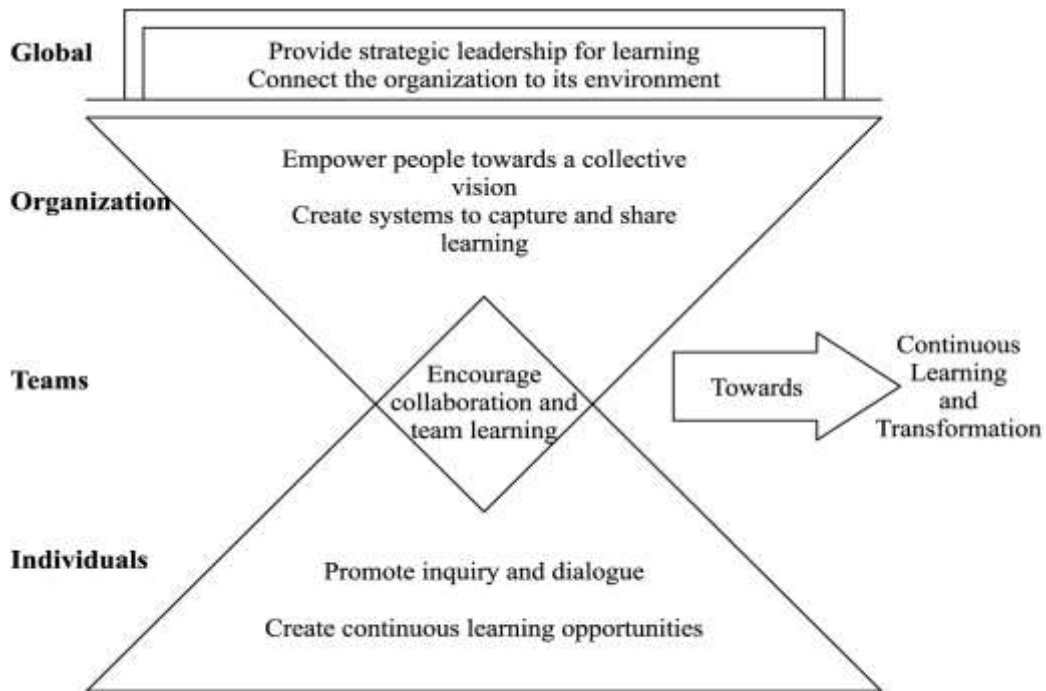
## 5. Increasing profitability

By increasing the quality level of products and services (Vargas-Hernández, Administrativas, Norte, Edificio, & Noruzi, 2010), a learning organization will be able to increase the profits and performance of the organization (Ellinger, Ellinger, Yang, & Howton, 2002).

## **Roles of HRD practitioners in developing learning organization dimensions**

Watkins and Marwick's (1993) learning organization model is more applicable for the applying the learning organization in educational settings than the other models (Kumar, 2005). Therefore, HRD practitioners can serve this appropriate model in the educational context. According to Watkins and Marsick (1993) there are seven dimensions of learning

organization namely, continuous learning, inquiry and dialogue, team learning, embedded system, empowerment, system connection and strategic leadership. The model suggests that learning takes place at four levels: individual, team, organizational, and global levels. Thus, organizations that are aiming to become learning organization must encourage and support learning at all the four levels (figure1.). In addition, the managers and HRD practitioners must understand requirements, conditions, factors and characteristics of a learning organization.



Source: Marsick and Watkins (1999, p. 11)

Figure 2. Learning Organization Action Imperatives Model

Using the aforementioned seven elements or dimensions, Watkins and Marsick(2004), introduced a nomological network of the dimensions of learning organization and performance outcomes model. These seven elements are used as the cornerstone of this study. The model (Figure 2) shows the interrelationship of the seven of the learning organizations dimensions at people and structural stages. The model suggests that learning takes place at two levels: people level and structural level. Consequently, organizations that are trying to become learning organizations must encourage and support learning at all the two levels. Based on the model, learning organization dimensions leads to increasing organizational knowledge and organizational financial performance improvement.

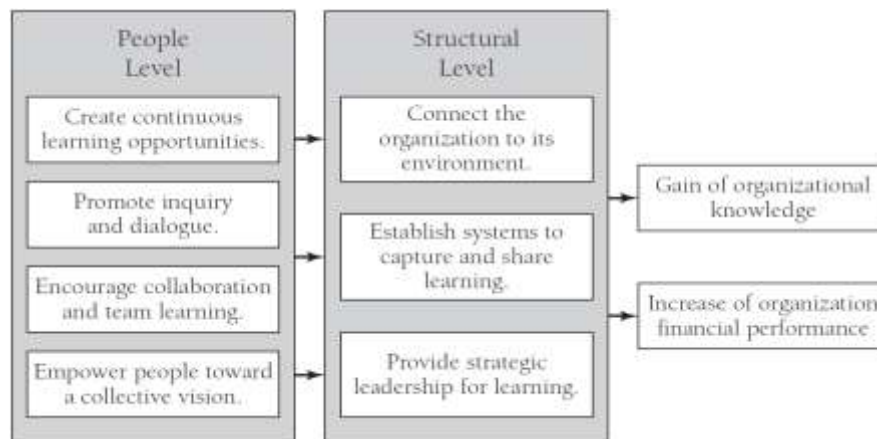


Figure 2. Nomological network of the dimensions of Learning organization and Performance outcomes

Source: Baiyin Yang et al. (2004)

Although the management of employee as the most important capital may not be different from the other types of capitals in organizations, the nature of human capital is complex, innovative and creative. It has long also been known as a competitive advantage for an organization that can create value added for organizations especially for advanced economies. It allows the companies to growth their resources and apply it to obtain new industries. In addition, human capital assists organizations to increase knowledge and experience and other resources such as physical and financial capital (Unger, Rauch, Frese, & Rosenbusch, 2009). Indeed, companies without qualified human capital could not manage effectively other sources (Benhabib & Spiegel, 2005).

In educational context, the role human capital is vital. Therefore, HRD practitioners should assist managers and leaders of educational settings to create relevant and applicable structure to develop human talents and abilities. Calculating education sector human resource needs, is another important role for HRD practitioners. They should foretaste, report training performance, teach staff rotation and promote labor relations. The review of the literature shows that HRD is a crucial factors in adapting to change, such as economic change, social change, organizational change and technological change(Gibb, 2011). Therefore as a discipline, HRD try to solve real word problem through adopting a multidisciplinary approach(McGuire & Jorgensen, 2011).

HRD is a process in which the staff of any firm are encouraged to gain and build up technical, managerial and behavioral knowledge, skills, and abilities (Singh, 2015) and its role is more than the sharing and transmission of knowledge and preparation of training courses needed for organizations. With combination ability, motivation and opportunity(Runhaar, 2017), human resource practitioners, involve a process of observation, planning, action and review to manage the cognitive capacities, capabilities and behaviours needed to enable and improve individual, team and organisational performance in organisations(Gibb, 2011).

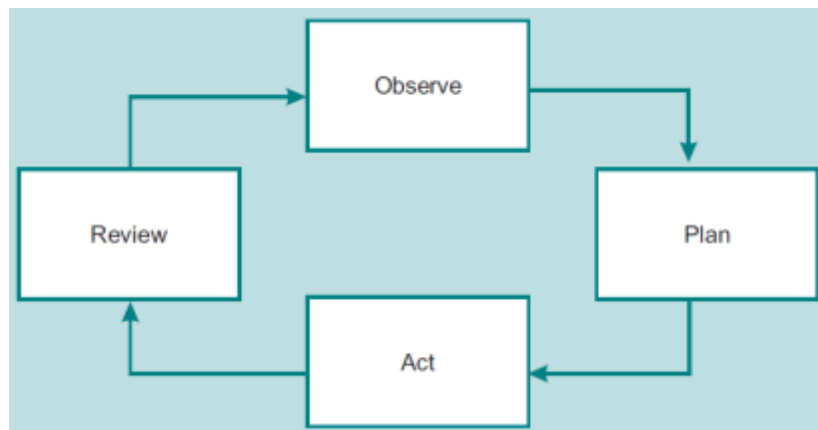


Figure 1. The HRD process (Gibb, 2011)

HRD practitioners in educational settings can facilitate learning and share knowledge to achieve dimensions of learning organization. Generally, at work in organizations they involves five major kinds of practice for facilitating, guiding and coordinating learning as follow(Gibb, 2011):

1. On-the-job learning experiences at the workplace
2. organization-based short training courses
3. External short courses or learning events
4. e-learning – either computer-based or in a learning center
5. Learning partnerships, such as coaching or mentoring.

### **The proposed conceptual model**

Although the most important product in educational setting is learning, they cannot automatically become as a learning organization. In order to become as a learning organization, HRD practitioners in educational setting should be aware about dimensions of learning organization and also the role of themselves to develop these dimensions. In this part, the researchers elaborate the dimension of learning organization based on Watkins and Marwick's (1993) model and role of human resource development practitioners in the creation of them based on the proposed conceptual model.

#### *1- Promote inquiry and dialogue*

Based on Watkins and Marsick (1993) inquiry is “open-minded curiosity that enables us to suspend our presuppositions and judgments in the interest of truth or a better solution” (p. 74). Being inquisitive is defined as being curious and putting aside assumptions and preconceptions and wanting to find the answer or solution to a problem. Effective dialogue requires open minds and open communication. Inquiry involves questioning in spite of challenging assumptions, however, it does not, attack the

individual. They believed “Two people may make essentially accurate assumptions about the meaning of a situation, but they cannot share meaning unless they make their assumptions public through talk” (1993, p. 77).

HRD practitioners should identify their strategies, and invest in deeper level learning in order to increase their organizational learning capacity. This is in line with the often-made observation that successful learning organizations are those which can produce systems which can develop the ability of the organization to continuously learn and improve.

## *2- Encourage collaboration and team learning*

Senge (1990) pointed out three main reasons for collective learning in an organization. Firstly, a group approach to learning encourages group thinking and collaboration which also creates more opportunity to solve puzzling issues. Secondly, this group approach encourages employees to work together to mutually benefit each other in the team which gives rise to an efficient work environment. Thirdly, this type of team or group learning impacts the whole firm as the innovation of one team may lead to the discovery of even newer and advanced methods of solving problems and issues and becomes an interesting learning cycle for the entire firm. Collaboration in organizations offer opportunities for employees to cooperate in an environment of self-managed learning (Piercy, 2007).

Human resource practitioners and departments should create more learning potential, which is a critical aspect of the learning organization (Watkins & Marsick, 1993). In line with this function, they can use programs such as training and scenario planning, and provide essential facilities. HRD practitioners should help organizational members to work as a group, cope with their duties, and share their knowledge and experiences with others. They should also help employees to identify, manage, and evaluate their work and encourage them to obtain solutions from around the workplace through open communication and problem solving.



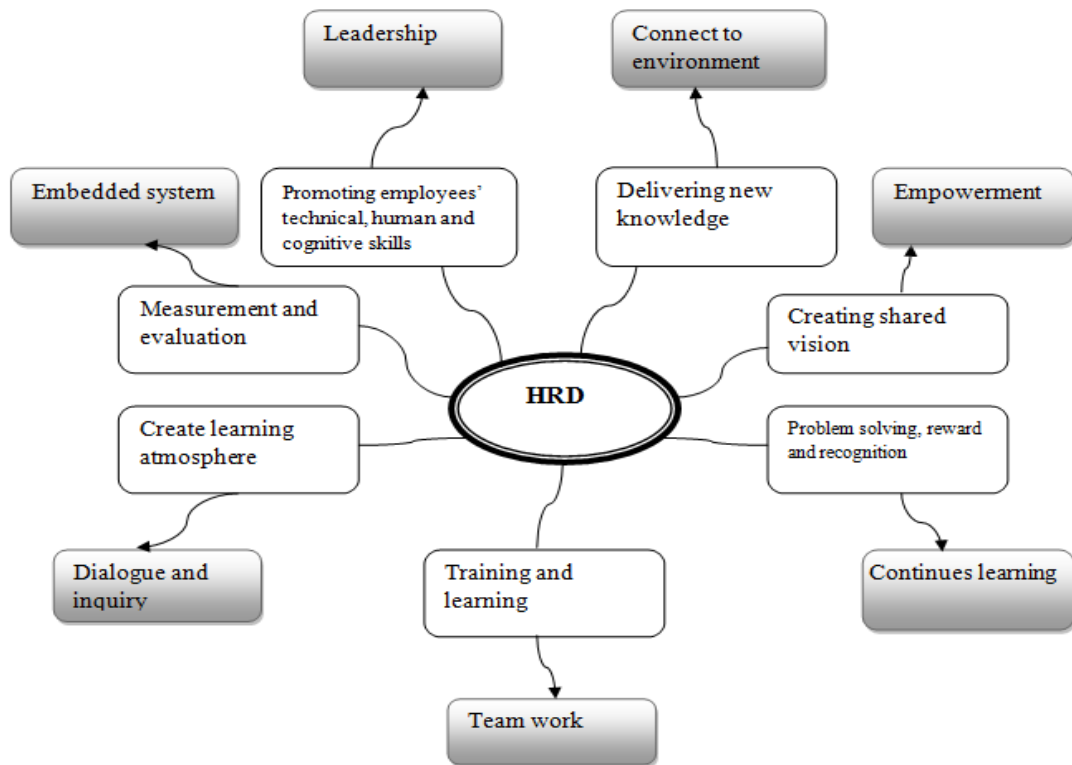


Figure3. The proposed conceptual model

### *3- Establish system to capture and share learning*

Learning must be captured and collected in systems to keep what is learned in the organizational memory. According to Marsick & Watkins(2003, p. 136)“Rules, memory, values, the system of relationships or structure, and the underlying dynamic or pattern that characterizes the organization all need to change” to become as a learning organization. In educational setting especially in universities, the creation of learning organization depends on embedding learning in the management process of the organization(Rowley, 1998).

The role of HRD in this regard is vital. HRD departments and practitioners can provide a dynamic system which measure and evaluate rules, values and organizational structure continually based on needs and environmental changes.

### *4- Empower people toward a collective vision*

According to Watkins and Marsick (1993), empowerment is “a deliberate decision to allow others to take the risks that might create mistakes but that might also lead to learning” (p. 18). It means to let the employees make mistakes by taking risks which will eventually let them learn from their mistakes as well. While there is not any globally accepted definition for the term ‘empowerment’, it is generally understood as a means of giving power to employees to act and make decisions that will benefit the organization

(Grievies, 2003). In a learning business culture, it is imperative to empower the employees to achieve an overall acceptable vision (Senge, 1990).

In order to empower people toward a collective vision, Learning organizations normally demonstrate a flatter structural design, in which everybody find out the overall organizational objectives, knows how to achieve current tasks, operates within their own budget, has the authority to take action, and has the ability to influence and work with others (Watkins & Marsick, 1993). The rate of progress in organizations may eventually be limited by the rate at which new things can be learned by individuals and the organization (Hyland et al., 2005).

HRD practitioners should convert tacit knowledge to explicit knowledge through discussion, dialogue, team work and experiences shared in organizations. They should establish open communications regularly, in the form of feedback systems, electronic newsletters, and open discussions. As a shared direction and objectives are necessary for a learning organization (Watkins & Marsick, 1993), HRD practitioners can help employees to empower toward a collective vision. empirical evidence show that HRD practices can enhance levels of employee engagement (Shuck, Twyford, Reio, & Shuck, 2014), which is necessary to make a collective vision.

HRD practitioners help employees to learn how to make decision in their works and how to solve their own problems and difficulties. They also help employees to set goals that align them with the vision of the organization. To empower employees in educational setting such as universities, HRD practitioners should provide opportunities for academicians and employees to learn, to grow and to expand their attitude, knowledge, skills and ability during their work at university or school. Contribution in planning, curriculum and serious decision making are also strategies that can be used to empower educators in educational settings. In addition, HRD practitioners should recognize the employees latent abilities that enables them to be able enough to reach organizational goals (Habib, 2012).

##### *5- Connect the organization to its environment*

Having an interdependent organization that works well with both the community it is in as well as internal stakeholders is an important issue to be realized. In meeting the needs of the internal stakeholders, there should be responsibility towards their welfare and work-life balance. The external stakeholders include the community in which the firm is based, the society around the business and the environment at large. Creating this intricate matrix of interdependency means all the stakeholders such as the firm's employees as well as the society, and environment must be taken into consideration. Watkins and Marsick (1993) suggested that being able to realize this interconnection and the cause and effect of one group on another in this system can be viewed as systemic thinking. Promoting a learning culture in an organization enables the employees to view their individual job in alignment with the firm's goals and realize the connection to the environment as well.

In order to connect to their environment, employees must know about their organization's vision and mission and common values. They also need to know about challenges and opportunities that influence to organization's goals. Therefore HRD departments must able to connect the organizations to its environment by giving new information and knowledge. In addition organization must be able to cope with new challenging and demanding in unexpected situations.

#### *6- Create continuous learning opportunity*

One of characteristics of learning organization is continuous learning. This concept serves as the basic principle for the learning organization. This is because organizations learn as individuals within the organizations learn (Senge, 1990; Watkins & Marsick, 1993). Continuous learning "can be intentionally planned, serendipitously discovered, incidentally absorbed, or retrospectively revealed"(Watkins & Marsick, 1993, p. 47). They believe that, in a learning organization, the learning process is a social one and takes place at the individual, group, and organizational levels (Swanson & Holton, 2001). Therefore, it is important for HRD to create and develop a learning environment within organization and support employees through new information and knowledge.

Watkins & Marsick (1993) argued that, continuous learning can be increased when people are proactive, reflective, and creative in their learning. They believed, there are three important strategies to supporting continuous learning in a learning organization; linking formal and informal learning, helping employees learn how to learn and think more complexity and supporting performance through just-in-time training and desktop learning. Therefore in order to promoting continuous learning in organization, HRD' departments, practitioners and consultants should consider these strategies. To perform these strategies in a learning organization, HRD must know about the vision, mission and structural network of organization, about the kind of relationship networks in organization and also the relationship between top managers and employees. They have to explore or establish informal network within organization. because they need to understand what employees need to learn to be successful. In order to linking formal and informal learning HRD should provide an appropriate atmosphere and a variety of meetings to share and transfer of knowledge. In these situation employees can learn continuously from their experiences. In deed "learning is facilitated in the learning organization by a participatory, democratic culture (Watkins & Marsick, 1993, p. 193).

To create and develop continuous learning in their organizations, managers should first decide what continuous learning means in their organization and consider their particular history, culture, and staffing profiles. They should link learning with business and organizational changes through programs such as on-the-job training and in-service training. Furthermore, they should translate complicated methods of how learning takes place into user-friendly tools and techniques that are easily comprehended and used throughout the organization. They should also provide an organizational atmosphere that enables employees to willingly share mistakes and learn from these mistakes. Based on Watkins & Marsick (1993), one of the most important barrier to building organizational capacity is organizations habit of exploiting superficial fads without making the investment in learning required to learn at a deeper level. By recognize conditions and

situations HRD can create new learning opportunities and techniques such as instruction problem solving to employees. HRD departments are able to support employees by giving new information and knowledge. In addition, human resource development practitioners can create and design Double-loop learning in organizations that provides new solutions for coping with this obstacle which in turn can be lead to create continuous learning opportunity.

### *7- Provide strategic leadership for learning*

Although all dimensions of learning organization are necessary for efficient performance, the role of leadership is vital for the development of a learning organization to work and support learning (Watkins & Marsick, 1993). Marsick & Watkins(2003) claimed that the appropriate learning culture in the work place is developed by the senior management through their own experience, and the power of persuasion. Based on Gary (2010), leadership especially transformational leadership is a necessity in today's organizations to support, push, and encourage the entire organization to be as a learning organization. In educational settings, leaders and managers should create and manage an educational culture that allows students, teachers and parents to be as a part of a team that learn together(Sackney & Walker, 2006). Based on Wick and Leon (1995)“Without a leader committed to learning, an organization will never approach its potential for success”(p.301).

Human resource development practitioners can develop learning capacity to promote employees' technical, human and cognitive skills in order to help managers and leaders to support learning and knowledge creation in learning organization. For this purpose managers must think how to promote a high level of powerful relationship among employees at the organization to engage in exploration and exploitation activities simultaneously(Chang, 2015). HRD departments should be ensure the organization has a leadership and management capability at all levels of organization in order to envision the future and help to generate the motivation among employees(Davenport & Davenport, 2015).

### **Discussion and conclusions**

In this study, the theoretical framework for learning organization was based on Watkins and Marsick's model(1999; 1993, 1996). This model was chosen due to a few evidences. Firstly, the model gives a holistic interpretation of the learning organization structure. It offers a cultural view and provides appropriate measuring elements. Secondly, all the levels needed for a learning organization are given by this model. Thirdly, not only does this model utilize all the key dimensions of a learning organization portrayed in past researches but it also identifies the relationships of these dimensions in the framework. Therefore, this framework offers valuable procedures to develop the measuring and validating instrument for this study. The fourth fact for choosing this model is because it clearly categorizes a learning organization into seven dimensions from a practical point of view. This approach enables observable and measurable actions that can be carried out in an organization that is focused on learning. In addition, based on Ortenblad(2002) this model is comprehensive and included all the necessary angles (four

perspectives) which included developing a learning culture in the organization, work environment, and the required learning structure. Furthermore, many researches were carried out that proved the validity and reliability of this model (Basim, Sesen, & Korkmazurek, 2007; Marsick & Watkins, 2003; B. Yang, K. Watkins, & V. Marsick, 2004).

This study has explored theoretical understanding of Watkins and Marsick's (2003; 1993, 1996) model of learning organization. In addition, the study has shed light on the roles of human resource practitioners in learning organizations. This work adds value to the existing literatures. This study contributes to the human resource development and learning organization body of knowledge by highlighting that organizational settings should understand the importance of learning organization and the role of HRD departments and practitioners. By applying the proposed model, HRD practitioners might develop better implementation of mentoring, in particular within an educational organization. From HRD perspective it is essential that educational settings understand the importance of role of learning organization. Based on the proposed model and the mentioned discussions it will be rational that human resource development practices can influence on creating learning organization culture in educational setting. Whereas, one of the most important obstacle to reach learning organization features is the lack of qualified employees, educational settings such as schools and universities are required to facilitate needed situations and environment to develop and improve employees and academic member's competencies.

Because of the nature of their activities and missions, educational settings are different from other types of organizations. Therefore HRD practitioners and departments should be aware about necessities, requirement and obstacle in the creation of a learning organization in educational settings. To do this, HRD practitioners should recognize the policy landscape of educational organizations to create a learning organization (Senge, 1990). They should also create an environment of knowledge sharing and learning systems that is an indication of a learning organization. Moreover, they should consider appropriate rewards and recognition as an undergirding structure to the learning organization (Griego, Geroy, & Wright, 2000).

HRD practitioners and departments in educational setting should continuously insist on individual, organizational, group and continuous learning of their employees. They should constantly improve the skills, attitudes, abilities and knowledge of their employees and up to date them with new ideas and knowledge. They should help managers of educational settings to succeed the specified aims in the context of a learning organization.

One of the most important challenge for organization such as educational settings is that how to motivate their academic staff to improve knowledge, skills and job performance. Relevance of knowledge and skills to the changing environment, voluntary and mandatory training, consistently Performance evaluation and quality assurance, are ways to cope with this challenge that HRD practitioners and departments should always consider.

## References

- Alam, M. F. (2009). Learning organization and development of woman managers in Pakistan. *Human Resource Development International*, 12(1), 105-114.
- Armstrong, A., & Foley, P. (2003). Foundations for a learning organization: organization learning mechanisms. *The Learning Organization*, 10(2), 74-82.
- Basim, H., Sesen, H., & Korkmazyurek, H. (2007). A Turkish Translation, Validity and Reliability Study of the Dimensions of the Learning Organization Questionnaire. *World Applied Sciences Journal*, 2(4), 368-374.
- Bates, R., & Khasawneh, S. (2005). Organizational learning culture, learning transfer climate and perceived innovation in Jordanian organizations. *International Journal of Training and Development*, 9(2), 96-109.
- Benhabib, J., & Spiegel, M. M. (2005). Human capital and technology diffusion. *Handbook of economic growth*, 1, 935-966.
- Calantone, R., Cavusgil, S., & Zhao, Y. (2002). Learning orientation, firm innovation capability, and firm performance. *Industrial Marketing Management*, 31(6), 515-524.
- Chang, Y.-Y. (2015). Strategic human resource management, transformational leadership organizational ambidexterity: evidence from Taiwan. *Asia Pacific Business Review*, 21(4), 517-533.
- Davenport, T. O., & Davenport, T. O. (2015). How HR plays its role in leadership development. *Strategic HR Review*, 14(3), 89-93.
- Davis, D., & Daley, B. J. (2008). The learning organization and its dimensions as key factors in firms' performance. *Human Resource Development International*, 11(1), 51-66.
- DiBella, A., & Nevis, E. (1998). *How organizations learn: An integrated strategy for building learning capability*: Jossey-Bass San Francisco.
- Ellinger, A., Ellinger, A., Yang, B., & Howton, S. (2002). The relationship between the learning organization concept and firms' financial performance: An empirical assessment. *Human Resource Development Quarterly*, 13(1), 5-21.
- Garvin, D. A. (2000). *Learning in action: A guide to putting the learning organization to work*: Harvard Business School Pr.
- Gary, C. C. (2010). *Senge's learning organization: Leadership in an urban high school in northeast Alabama*: Walden University.
- Gibb, S. (2011). *Human resource development*: Palgrave Macmillan Basingstoke, UK.

- Gonzalez, A. M. (2010). The U.S. Army: A Learning Organization. *SSRN eLibrary*.
- Griego, O. V., Geroy, G. D., & Wright, P. C. (2000). Predictors of learning organizations: a human resource development practitioner's perspective. *The Learning Organization*, 7(1), 5-12.
- Grieves, J. (2003). *Strategic human resource development*. London EC2A 4PU: Sage.
- Habib, N. (2012). The Role of Developing Countries Governments in HRD Programs The Egyptian Experience. *International Journal of Business and Social Science*, 3(3).
- Harrim, H. M. (2008). Learning Organization And Organizational Performance Relationship: Empirical Study Of Pharmaceutical Firms In Jordan. *Knowledge Management Practice*, 9(4), 405-425.
- Hyland, P., Di Milia, L., & Becker, K. L. (2005). The role of human resource development in continuous improvement: facilitating learning and change.
- Jiang, X., & Li, Y. (2008). The relationship between organizational learning and firms' financial performance in strategic alliances: A contingency approach. *Journal of World Business*, 43(3), 365-379.
- Kumar, N. (2005). The relationships between learning organization dimensions and performance among Malaysian private institutions of higher learning. *Unpublished Dissertation*.
- Marquardt, M. J. (2002). *Building the learning organization : mastering the 5 elements for corporate learning* (2nd ed.). Palo Alto, CA: Davies-Black Pub.
- Marsick, V., & Watkins, K. (1999). *Facilitating learning organizations: Making learning count*: Gower Publishing Company.
- Marsick, V., & Watkins, K. (2003). Demonstrating the value of an organization's learning culture: the dimensions of the learning organization questionnaire. *Advances in Developing Human Resources*, 5(2), 132-151.
- McGuire, D., & Jorgensen, K. M. (2011). *Human Resource Development: Theory and Practice* (1 ed.): Sage.
- Nevis, E., DiBella, A., & Gould, J. (1995). Understanding organizations as learning systems. *Knowledge, groupware, and the Internet*, 36(2), 73-83.
- Nier, S. (2009). The relationship between organizational culture and organizational performance in a large federal government agency.
- Ortenblad, A. (2002). A typology of the idea of learning organization. *Management learning*, 33(2), 213-230.

- Piercy, G. W. (2007). *The dimensions of the learning organization as performance indicators in the church*: Walden University.
- Prelicean, G., & Bejinaru, R. (2016). Universities as learning organizations in the knowledge economy. *Management Dynamics in the Knowledge Economy*, 4(4), 469.
- Ramus, C., & Steger, U. (2000). The roles of supervisory support behaviors and environmental policy in employee "ecoinitiatives" at leading-edge European companies. *The Academy of Management Journal*, 43(4), 605-626.
- Rebelo, T., & Gomes, A. (2008). Organizational learning and the learning organization. *The Learning Organization*, 15(4), 294-308.
- Rowley, J. (1998). Creating a learning organisation in higher education. *Industrial and Commercial Training*, 30(1), 16-19.
- Runhaar, P. (2017). How can schools and teachers benefit from human resources management? Conceptualising HRM from content and process perspectives. *Educational Management Administration & Leadership*, 45(4), 639-656.
- Sackney, L., & Walker, K. (2006). Canadian perspectives on beginning principals: their role in building capacity for learning communities. *Journal of Educational Administration*, 44(4), 341-358.
- Saw, J. L., Wilda, J., & Harte, H. (2010). Learning organisations for major hazards and the role of the regulator. *Process Safety and Environmental Protection*, In Press, *Accepted Manuscript*.
- Senge, P. (1990). *The Fifth Discipline. The Art and Practice of the Learning Organization*. New York: Currency Doubleday.
- Serrat, O. (2009). Building a Learning Organization.
- Shuck, B., Twyford, D., Reio, T. G., & Shuck, A. (2014). Human resource development practices and employee engagement: Examining the connection with employee turnover intentions. *Human Resource Development Quarterly*, 25(2), 239-270.
- Singh, C. M. (2015). Models of Human Resource Management/Development Practices and its Relevance in Higher Education Institutions. *International Journal of Innovations in Engineering and Management*, 4(2).
- Skerlavaj, M., Song, J., & Lee, Y. (2010). Organizational learning culture, innovative culture and innovations in South Korean firms. *Expert Systems with Applications*, 37(9), 6390-6403.



- Sudharatna, Y., & Li, L. (2004). Learning organization characteristics contributed to its readiness-to-change: a study of the Thai mobile phone service industry. *Managing Global Transitions*, 2(2), 163-178.
- Swanson, R., & Holton, E. (2001). *Foundations of human resource development*: Berrett-Koehler Pub.
- Unger, J., Rauch, A., Frese, M., & Rosenbusch, N. (2009). Human capital and entrepreneurial success: A meta-analytical review. *Journal of business venturing*, 26(3), 341-358.
- Van Deusen, C., & Mueller, C. (1999). Learning in acquisitions: understanding the relationship between exploration, exploitation and performance. *LEARNING ORGANIZATION*, 6, 186-193.
- Vargas-Hernández, J., Administrativas, C., Norte, P., Edificio, G., & Noruzi, M. (2010). How Intellectual Capital and Learning Organization Can Foster Organizational Competitiveness? *International Journal of Business and Management*, 5(4), 183-193.
- Watkins, K., & Marsick, V. (1993). *Sculpting the learning organization*: Jossey-Bass San Francisco.
- Watkins, K., & Marsick, V. (1996). In action: Creating the learning organization. *American Society for Training and Development*, Alexandria, VA.
- Weldy, T. (2009). Learning organization and transfer: strategies for improving performance. *The Learning Organization*, 16(1), 58-68.
- Wick, C. W., & Leon, L. S. (1995). From ideas to action: Creating a learning organization. *Human Resource Management*, 34(2), 299-311.
- Yang, B., Watkins, K., & Marsick, V. (2004). The construct of the learning organization: Dimensions, measurement, and validation. *Human Resource Development Quarterly*, 15(1), 31-55.
- Yang, B., Watkins, K. E., & Marsick, V. J. (2004). The construct of the learning organization: Dimensions, measurement, and validation. *Human Resource Development Quarterly*, 15(1), 31-55.