

Learning Organisation: The Case of Italian Multinational Companies

Vittorio D'Amato*, Francesca Macchi** and Elena Tosca***

This article presents a concrete integrated model for becoming a learning organisation, that is missing for both academia and management. Our proposal integrates many of the accepted best practice approaches on the theme of implementing learning organisation with an analysis conducted through open ended questions with six CEOs of Italian multinational companies that have demonstrated to be learning organisations. The article suggests which are the practical phases that a company has to follow for becoming a learning organisation.

JEL Codes: M10, M12, M50, M53, O15, O31, O35

Keywords: management innovation, learning organisation, change, organisational learning

1. Introduction

The business world is in a constant state of flux. New technologies, a new generation of employees and new competitors from emerging economies are all factors that contribute to what is often called a VUCA (Volatile-Uncertain-Complex-Ambiguous) world (Bennett & Lemoine 2014). These trends led to a fundamental change. Today the firms succeed not just on the basis of their efficiency, but mainly on their ability to learn faster than their competitor and to engage people in the continuous development of the company (Nonaka 2008). It's more crucial than ever that companies learn to become learning organisations (Russell 2016). Learning organisations are living being in continuous development, where sense and meaning is given to what people do, where people actively participate and engrave on the creation of a sustainable future for all (Birkinshaw 2010).

Actually, only few companies have achieved this ideal concretely. In fact, many companies have understood only from a theoretical point of view how crucial it is to learn and to be able to evolve and adapt continuously in order to face the new challenges, but they aren't able to actualize it concretely. The bibliographical references lack of practical approach. The great majority of studies and researches on the topic tends to provide a theoretical overview, describing which are the critical factors or conditions distinguishing a learning organization (Dilworth 1995; Garvin 2000; Garvin, Edmondson & Gino 2008) or which competence people have to cultivate to encourage the development of learning organisations (Senge 1990; Marquardt 1996).

*Prof. Vittorio D'Amato, Department of Economics & Management, LIUC - Università Cattaneo, Corso Matteotti 22, 21053 Castellanza (VA), Italy, tel. 0039-331-572484 email: vdamato@liuc.it

** Prof. Francesca Macchi, Department of Economics & Management, LIUC - Università Cattaneo, Corso Matteotti 22, 21053 Castellanza (VA), Italy, tel. 00039-331-572557 email: fmacchi@liuc.it

*** Prof. Elena Tosca, Department of Economics & Management, LIUC - Università Cattaneo, Corso Matteotti 22, 21053 Castellanza (VA), Italy, tel. 00039-331-572484 email: etosca@liuc.it

All the considered studies are extremely useful to get a complete theoretical overview of the topic, but none of them outlines a concrete action plan listing all the steps which have to be put into practice to transform an organisation into a learning organisation. Therefore, the presented study is aimed to list the concrete and practical phases needed to transform a company into a learning organisation. To reach the objective, the study wants to integrate theory and practice, matching the most relevant bibliographical contributions on the topic with the results of the interviews with the CEOs of six Italian multinational companies, which can be recognised as learning organisations (AIADS – Italian Association of System Dynamics) for their behaviour, attitudes and approaches.

Our paper is organised as follows: after this brief introduction underlying the main goals of the work, section 2 conducts a deep bibliographical analysis, in order to collect and review all the most relevant literature contributions on the subject. Section 3 describes the adopted methodology and give reasons about the choice of the six analysed companies. The results of the interviews are reported in section 4. From the interviews examination, it was possible to identify and describe in details the three crucial steps that a company has to implement to transform itself into a real learning organisation. Section 5 contains conclusion and limitations.

2. Literature Review

Various definitions and models of learning organisations have been proposed by organisational theorists (Argyris & Schon 1978; Fiol & Lyles 1985). Furthermore, some scholars tried to check the concept of learning organisations practically, besides the theoretical discussions through designing conceptual models and their implications in the real environment of organisations. (Senge 1990; Thurbin 1994; Marquart 1996; Garvin 2000; Garvin, Edmondson & Gino 2008; Zirak 2015).

For becoming a learning organisation, Senge (1990) suggests that companies have to develop five disciplines: Systems Thinking, Personal Mastery, Mental Models, Shared Vision and Team Learning. Systems Thinking is a framework for seeing interrelationships rather than things, for seeing patterns of behaviour rather than static structures. Personal Mastery is the discipline of continually clarifying what is really important for us and deepening our personal vision. Mental Models represent a person's view of the world. When individuals makes their mental models explicit through qualified discussion or communication, this allows individual mental models to be shared with others. Shared Vision is the representation of a possible future that we want to create. A Shared Vision creates a sense of community that permeates the organisation and gives coherence to diverse activities. Team learning is the ability of a team to function as a whole, where there is a commonality of purpose and where people are encouraged to complement each other.

Dilworth (1995) identifies five principal barriers to organisational learning. First, there is a tendency to treat learning as an individual phenomenon, rather than as something that can involve a group of people. Second, there is a fixation with formal training with scant attention given to informal learning. Third, business and learning processes are considered separately. The fourth barrier refers to non-listening working environments. Non-listening blocks communication and the exchange of ideas which is necessary to promote organisational learning. The fifth barrier is created by hierarchical and bureaucratic management style and generates an atmosphere of distrust, fear, blocked communications and stultification of organisational learning. In order to overcome these barriers, Dilworth (1995) identifies some specific strategies: cross functional teams, job rotation, action learning, succession planning, carer pathing, mentoring programs, employee-exchange

program, distributive learning, formal training, celebrations of success, self-directed teams. Learning becomes embedded in the day-to-day working activity. He says that, once created a learning organisation, people have to develop an ability to design a strategic architecture that brings business and learning processes together as part of a single system. Garvin (2000) says that learning organisations has to be skilled at five main activities: systematic problem solving, experimentation with new approaches, learning from their own experience and past history, learning from the experiences and best practices of others, and transferring knowledge quickly and efficiently throughout the organisation. Any company that wishes to become a learning organisation can begin by taking a few simple steps. First, fostering an environment that is conducive to learning; second, reflecting about strategic plans, dissecting customer needs, assessing current work systems and inventing new products; third, opening up boundaries and stimulate the exchange of ideas. Together, these efforts help to eliminate barriers that impede learning and move learning higher on the organisational agenda. He also suggests a subtle shift in focus, away from continuous improvement and toward a commitment to learning. Coupled with a better understanding of the “three Ms” - meaning, management, and measurement of learning -, this shift provides a solid foundation for building learning organisations. Another model is the Marquardt's systematic model (Marquardt 1996). According to it, four influential factors - people, technology, knowledge and organisation in the role of subsystems and learning process in the role of main system - were recognised. Learning takes place at the individual, team and company level. In people subsystem, managers, employees, customers, suppliers and society are studied. In organisational subsystem, perspective, culture, structure and strategy are studied. In technology subsystem, knowledge management, accessibility to information and information exchange are investigated. Finally, in knowledge subsystem, knowledge generation and knowledge management, storing, analysing, and exploring data are studied. Moreover, Marquardt believes that, in order to implement the following ten strategies to build a learning subsystem, it is necessary to namely develop modular and reusable learning plans, increase people's capability to learn how to learn, develop organisational dialogue, design development plans based on employees' capability, design self-grooming plans, execute systemic learning skills, encourage and execute systemic thinking approach, use scenario planning for learning, expand domestic and universal intercultural mind-sets and learning, and finally increase employees' intervention and contribution. All the subsystems indicated by Marquardt must be strictly interconnected to each other. If any subsystem is weak or absent, the effectiveness of the others is significantly weakened.

Garvin, Edmondson & Gino (2008) say that there are mainly three factors that are essential for organisational learning and adaptability, that they call building block: a supportive learning environment, concrete learning processes and practices, and leadership behaviour that provides reinforcement. Building Block 1: A supportive learning environment. An environment that supports learning has four distinguishing characteristics: psychological safety, appreciation of differences, openness to new ideas and time for reflection. Building Block 2: Concrete learning processes and practices. A learning organisation arises from a series of concrete steps and widely distributed activities. Learning processes involve the generation, collection, interpretation, and dissemination of knowledge and information. Building Block 3: Leadership that reinforces learning. Organisational learning is strongly influenced by leaders' behaviour. When leaders help people to do their best, give promptly feedback and are open to dialogue, people in the institution feel encouraged to learn.

All the mentioned works have a clear limitation, since they keep at a theoretical level. Actually, they describe what a learning organisation is and they recognise which are the critical factors and conditions helping a learning organisation to develop or which kind of

D'Amato, Macchi & Tosca

competences are requested to people inside a learning organisation. But what is lacking is the identification of what needs to be done to make a company become a real learning organisation. Similarly, no mention is given to what people have to do concretely to transform their company from an organisation to a learning one. The strength of the presented study is due to the definition of a concrete path to become a learning organisation. This paper wants to provide useful and applicable guidelines to all those companies which not only want to maintain their competitiveness in such an instable world as the current, but which even are determined to excel, moving to a higher level of performance.

3. Methodology and Model

Concerning the methodology, we have combined the contributions of the most robust publications on how to build a learning organisation (Senge 1990; Thurbin 1994; Marquart 1996; Garvin 2000; Garvin, Edmondson and Gino 2008; Zarak 2015), with our research which has been principally focused on identifying the phases to become a learning organisation. The research is based on open ended questions with six CEOs of Italian multinational companies that have demonstrated to be learning organisations:

- FESTO Italy, Foundation: 1956, Sales volume: € 137.439.768, Head Count: 210
- EPSON Italy, Foundation: 1987, Sales volume: € 220.072.262, Head Count: 160
- Angelini Group, Foundation: 1919, Sales volume: € 1.500.000.000, Head Count: 1.400
- Dallara Automobili, Foundation: 1972, Sales volume: € 53.161.362, Head Count: 140
- Binda Group, Foundation: 1906, Sales volume: € 97.258.022, Head Count: 143
- Toyota Material Handling Italy, Foundation: 1994, Sales volume: € 489.087.337, Head Count: 612

These companies have been selected since they have been recognised as learning organisations by the Italian Association of System Dynamics, which is well acknowledged from the International and Italian scientific community. The selected companies are characterised by endurance and excel in managing their business in the medium-long term. Their performance has been proved to be outstanding and sustainable (with average EBITDA of 12%) at least for the latest five years.

AIADS has developed an assessment to measure a company's capability to learn, improve and develop on the basis of seven indicators: culture, decisions, information, objectives, coordination and control, motivation, learning and development. These indicators represent the main dimensions of a company's management model (D'Amato 2015; D'Amato & Macchi 2016). Each indicator can be measured on a rating scale of 1 = total disagreement to 4 = total agreement. All the mentioned companies participated to the assessment between 2014 and 2016, involving the entire company population. Each member of the company in fact was asked to fill in the questionnaire. These companies obtained an average evaluation of 3 in the majority of indicators, with an outstanding score of 4 concerning some key aspects as managing people and effective communication.

In learning organisations, culture is focused on collaboration. People are encouraged to experiment new ideas and solutions, feel free to express their own opinions, are determined to excel in their own job and are inclined to take risks. Decision-making processes are shared: people are involved on the basis of their competence, despite their role or hierarchical position. As far as the management of information is concerned, different

systems and instruments of internal and external communication are adopted. Strategy and the main company data are communicated to all. Moreover, a learning organisation works on social networks actively and is able to attract valuable people. The objectives that a learning organisation sets are oriented to the medium-long term, take into consideration all stakeholders' interests and are more and more challenging. Supervisors care about communicating to their collaborators what expect from them, clearly. The organisational structure is quite flat and flexible to external changes. The core processes are defined clearly. A structured system of performance evaluation and competence development is adopted. Employees can act autonomously to reach the defined objectives. To measure the level of people motivation and engagement, learning organisations run periodical surveys and adopt structured reward systems. Tasks are appointed on the basis of people interests and talents. Hierarchical supervisors communicate effectively, know their collaborators needs and how to satisfy them. Engaged people are always able to run the so called "extra mile" for their company (Solomon & Sridevi 2010; Blessing White 2011). Of course, learning is recognised as the engine of value creation and companies' sustainability in the long term. Training is planned and provided to all organisational levels. Concrete experience together with knowledge and competence sharing are considered key promoters of effective learning. People are asked to reflect on the way in which everyday activities are managed and successes are reached, while failures are considered as learning occasions. Hierarchical supervisors give their employees prompt feedbacks on results and behaviours and provide them with opportunities for growth and continuous challenges.

Moreover, we choose these companies in order to constitute a real miscellaneous sample: they belong to different industries (automotive, pharmaceutical, consumer electronics, fashion, engines), they have different dimensions, both in terms of revenue (50.000.000 - 1.500.000.000 Euro) and number of employees (100-400 people). The methodology that we decide to use in order to understand what a company has concretely to do for becoming a learning organisation is an open ended interview with the CEOs of the six companies mentioned before. An open-ended interview is a way of gathering information from people. The interview is considered open-ended when the interviewer doesn't know what the contents of the response will be, even though the questions can be scripted. Open-ended interviews are classified into three groups on the basis of how structured they are: informal, semi-structured and structured. We have decided to use structured open-ended interviews. This type of open ended interview is the most restrictive. The interviewer can only use exactly the same questions on specific topics for each interview and those questions are carefully worded in order to avoid ambiguity or specific undesired connotations. One advantage of open-ended interviews is that, in addition to fulfil the original interview objective, they can lead interviewers and researchers towards new directions, letting them see perspectives and opportunities they didn't consider before. Participants can also clarify what they mean, with motivations often revealed. A possible disadvantage of an open-ended interviews is the fact that they generally don't provide data that are quantifiable. But, since we are interested in qualitative information in order to understand which steps have these companies followed to become learning organisations, we decided to adopt the described methodology. We conducted the six interviews, following the subsequent phases (Turner III 2010):

Open-ended Questions.

Questions have been worded so that respondents expound on the topic, not just answer "yes" or "no." Many questions begin with "why" or "how," which gives respondents freedom to answer the questions using their own words.

D'Amato, Macchi & Tosca

Semi-structured Format.

Nevertheless we have to pre-plan the key questions in order to clearly understand the phases that these companies have put in place for becoming a learning organisation. Concerning the semi structured format of the interviews we have chosen to follow the elements that compose the companies' management model: motivation, working environment, information, objectives, decisions, coordination/control, learning/growth.

Seek Understanding and Interpretation.

During all the interviews, which have been conducted by two interviewers, we have used active listening skills to reflect upon what the speaker was saying. The interviewers should try to interpret what is being said and should seek clarity and understanding throughout the interview.

Recording Responses.

All the interviews lasted between 60 and 90 minutes and have been taped and transcribed. The responses have been complemented with written notes by the interviewers. Written notes include observations of both verbal and non-verbal behaviours as they occur, and immediate personal reflections about the interview.

In Fig. 1 we have collected the most interesting extracts from CEOs' interviews and we have clustered them on the basis of the dimensions of the management model.

D'Amato, Macchi & Tosca

Figure 1: Results from open ended interviews to the six CEOs.

FESTO Italy Foundation: 1956 Sales volume: € 137.439.768 People: 210	EPSON Italy Foundation: 1987 Sales volume: € 220.072.262 People: 160	Angelini Group Foundation: 1919 Sales volume: € 1.500.000.000 People: 1.400	Dallara Automobili Foundation: 1972 Sales volume: € 53.161.362 People: 140	Binda Group Foundation: 1906 Sales volume: € 97.258.022 People: 143	Toyota Material Handling Italy Foundation: 1994 Sales volume: € 489.087.337 People: 612
MANAGEMENT MODEL					
MOTIVATION					
"In Festo values make the company speed change."	"First of all we have defined our mission, vision, golden rules and strategic intents."	"First, we have clearly defined the mission, vision and values of the Group."	"In Dallara we have clearly shared the idea of future we want to create."	"In Binda mission, vision and values have always determined how people are chosen."	"For us in Toyota, values and culture come first: The Toyota Way."
WORKING ENVIRONMENT					
"We have built an environment where people are able to give their best."	"Our managers must take charge of creating a winning situation."	"We invest a lot of money in order to create a calm and positive environment where people could work at their best."	"We have created a coherent social environment which enables people to feel good."	"We work constantly on our working environment in order to increase the motivation of people."	
INFORMATION					
"We say everything."	"We declare goals, plans and results."	"Our company communicates its plans, where it is going and all its difficulties with the right balance."	"In Dallara, all our people have to share information."	"I am in favour of information disclosure. Knowing things as they are generates less anxiety."	"For us, this means Genchi Genbutsu and Team Work: sharing goals, improvement, information."
OBJECTIVES					
"All of our people work constantly with the idea of managing the present and creating the future."	"We ask our people to work today, while constantly projecting the future."	"We don't have only short term goals but also long term objectives."	"Our company has 3 month, 3 years and 30 years objectives."		"Toyota Way means to have a long time prospective too."
DECISIONS					
"In our company everyone is involved in the creation of the strategy."		"Here, strategy is a top down process which is strongly influenced by a bottom up approach."		"Our strategic process is a teamwork activity."	
COORDINATION/CONTROL					
"Here, control systems are in everyone's hands. Control systems must be built together with the people who will use them."	"I prefer «controlling without (too much) interfering»"	"Have few key indicators, in order to take the right decisions"		"Here, every role is supposed to have a greater level of entrepreneurship"	"Here in Toyota Genchi Genbutsu means that each person is fully responsible of his/her job"
LEARNING/GROWTH					
"We have our Training School and a Master Program for the new people entering the company."		"We invest a lot in developing the core competences at all levels."	"In Dallara a manager is «someone» who evaluates me and helps me to find my place in the future."		"Toyota Production System and Toyota Way mean first of all <i>learning by doing</i> ."

4. Findings

As previously declared, the literature and research on the learning organisations was limited to provide a theoretical overview on the topic.

Senge (1990) defines a learning organisation as a company which is able to adapt and transform itself to function effectively in a complex and dynamic world. A learning organisation encourages and facilitates learning through all company's levels and is characterised by five key competences, in a strict interconnection one to the others: System Thinking, Personal Mastery, Mental Models, Shared Vision and Team Learning. Undoubtedly, Senge provides the first precious contribution to the analysis and understanding of the concept of learning organisation, but he doesn't define the concrete passages to transform a company into a learning organisation.

Starting from Senge's definition, Marquardt (1996) and Garvin (2000) move a step ahead. Their works don't limit themselves to competence identification, but they add useful sparks about the processes and systems to implement in order to become a learning organisation. While Marquardt indicates some strategies to build a learning subsystem (increasing people's capability to learn, developing organisational dialogue, executing systemic learning skills,...), Garvin defines a list of best practices to adopt as systematic problem solving, experimentation with new approaches, learning from errors and past experiences. Even if both of them provide useful suggestions to companies which want to challenge themselves, learn and improve, they don't clarify the concrete phases to follow in order to become a learning organisation.

Moreover, a common linguistic misunderstanding occurs in literature quite frequently. The great majority of the previously analysed studies focuses its attention on the concept of organisational learning, instead of learning organisation. Garvin, Edmondson and Gino (2008) recognise three essentials for organisational learning and adaptability, that are the creation of a supportive learning environment, the implementation of concrete learning processes and practices and the actualisation of a leadership behaviour which encourages the mentioned approaches. Instead, Dilworth (1995) lists the main barriers to organisational learning, as considering learning as an individual phenomenon, relying on formal training methods uniquely or adopting excessive hierarchical and bureaucratic managerial styles. Organisational learning is the process of creating, retaining, and transferring knowledge within an organisation. An organisation continuously gains experience, which represents the basis of knowledge creation and organisational improvement. Therefore, organisational learning is an essential instrument to become a learning organisation, but it isn't sufficient alone.

Our research differs from the previous ones, since, through the analysis of concrete cases, it provides a practical model to follow, in order to become a learning organisation.

The aggregated analysis of the interviews contributions allow us to fill the research gap and to solve the problem statement identifying the three main macro phases that a company has to put into place in order to become a learning organisation: 1) *create a strong sense of identity*, 2) *define goals and strategies*, 3) *work on the management model*.

All the CEOs of the 6 Italian multinational companies that we have interviewed identify the importance to start the process for becoming a learning organisation defining mission, vision and values clearly (see Fig.2). This work has to be done with the contribution of all the members of the management team and, in a second phase, has to be communicated to

D'Amato, Macchi & Tosca

all the employees. The second important step in creating a learning organisation, as demonstrated by 100% of the companies involved into the studies (see Fig. 1), is to translate mission and vision statements into concrete goals, strategies, actions and results. The third step in building a learning organisation is to *work on its management model*. The companies of our study, after having created and communicated their mission, vision and values and developed a clear business model (goals, strategies, action plan), have clearly identified and worked on their management model. A management model is the choices by executives of a firm regarding how they define objectives, motive efforts, coordinate activities and allocate resources, in other words, how they define how work of management gets done. A management model should clearly express the choices made by the management team regarding decisions, systems, procedures, people and organisational structure. A management model has to clearly specify the main principles on which the company sets its behaviour and consequently the main managerial choices. Our research has clearly demonstrated that the management model is the “soul” of each learning organisation.

Our research shows that decisional processes should be based on new concepts of shared responsibility and shared company knowledge. Decisions making are implemented with a double approach: top-down and bottom-up. Coordination and control policies are shared too, since people and teams could become more self-directed and managed. Also the definition of objectives bases itself on a double top-down and bottom-up approach: while vision and strategic aims still rely on top management, operative tasks should be set with the help of employees directly involved in targeted activities. Moreover, objectives can't be uniquely monetary and focused on the short term. Motivation is strongly personal and related to individual needs and perceptions. It can't be only influenced by economic aspects; it should be determined by a higher level of commitment and a higher job quality, instead. In all the conducted interviews, common is the CEOs idea about information management: information need to be shared and transparently communicated inside the company. Learning and growth processes represent another important element of the management model. Actually, two of the six companies studied (Festo and Gruppo Angelini) have internally developed a company Training School and Festo has also a second Level Master Degree in Mechatronics & Management for the new people joining the group. The last element of the management model is the context, the working environment. As the Dallara's CEO, said: “The working environment is crucial, both the physical and social. It is the working environment which makes the difference; we changed from a closed office model to an open space. What is important is generating a coherent social model which enables people to feel good.” (see Fig. 1).

Figure 2: Phases to put in place for creating a Learning Organisation

PHASE 1: Create a strong sense of identity

AIM: Make people feel part of something bigger, helping them to understand why we do what we do.

MAIN STEPS

Definition of the company's mission, vision and values from the management team.

Communication of the company's mission, vision and values to all company's employees.



PHASE 2: Define goals and strategies

AIM: People have to concentrate their efforts on few winning battles.

MAIN STEPS

Definition of the main challenges for the organisation and the strategies necessary to achieve them.



PHASE 3: Work on the management model

AIM: Create the condition and the environment in order to enable people to do their best.

MAIN STEPS

Define the main principles at the base of every choice related to decision making, organisation, control, motivation, evaluation and information.

Communicate the chosen management model.

Implement the management model.

5. Conclusions and Limitations

The paper offers an important contribution both to the academic and managerial worlds. From an academic point of view, the findings of the study help to fill the literature gap about learning organisations. As already underlined, any previous research has adopted such a pragmatic and practical approach as the one presented here. In fact, the great majority of previous articles and works takes a descriptive and theoretical perspective. From a managerial point of view, the results presented are extremely useful for all those companies who are willing to become learning organisations and don't know how to do it. The paper clearly outlines the steps to follow to transform a company into a learning organisation - 1) *create a strong sense of identity*, 2) *define business strategy and execute strategy one step at a time*, 3) *work on their management model* - and provides concrete guidelines to managers to guide the process effectively.

Furthermore, our study has discovered that in learning organisations, as in living beings, the management model can play a vital role in creating a common identity and in supporting learning, since it shares the effectiveness of knowledge inside the organisation. This viewpoint makes an original contribution to the literature by introducing new lens through which it is possible to obtain a deeper and more nuanced understanding of the practical phases that a company has to put in place for becoming a learning organisation. In spite of its pragmatic usefulness, the present study is not free from limitations.

The number of involved companies is small. To have a more complete and relevant overview, it would be interesting to enlarge the sample. Moreover, all the considered companies are located in Italy. It could be useful to consider companies from different countries, in order to understand if the socio-environmental conditions may influence the process. In spite of this, all the interviewed CEOs have responsibilities and collaborators in different countries, which give them a broader perspective. This is the first part of an ongoing research. In order to strengthen and back up the findings and conclusions of this study, it is essential to deepen the analysis of the steps and concrete behaviours which are necessary for becoming a learning organisation.

References

- Anders, Ö 2004, 'The learning organisation: towards an integrated model', *The Learning Organisation*, vol. 11, no. 2, pp.129-144.
- Antonacopoulou, EP 2006, 'The Relationship between Individual and Organisational Learning: New Evidence from Managerial Learning Practices', *Management Learning*, vol. 37, no. 4, pp. 455-473.
- Argyris, C & Schön, D 1996, *Organisational Learning II: Theory, Method and Practice*, Addison Wesley, Boston.
- Argote, L 2012, *Organisational learning: Creating, retaining and transferring knowledge*, Springer Science & Business Media, New York.
- Bennett, N & Lemoine, GJ 2014, 'What VUCA Really Means for You', *Harvard Business Review*, vol. 92, no.1/2, p. 27.
- Birkinshaw, J 2010, *Reinventing Management*, John Wiley & Sons, Hoboken, NJ.
- BlessingWhite Research, *Employee Engagement Report 2011. Beyond the numbers: A practical approach for individuals, managers, and executives*.
- Caldwell, R 2012, 'Systems Thinking, Organisational Change and Agency: A Practice Theory Critique of Senge's Learning Organisation', *Journal of Change Management*, vol. 12, no. 2, pp. 145-164.

D'Amato, Macchi & Tosca

- Darryl, D & Carmel McC 2006, 'Towards a learning organisation? Employee perceptions', *The Learning Organisation*, vol. 13, no. 5, pp. 525-537.
- D'Amato, V 2015, *Management Innovation Road Map*, Egea, Milano.
- D'Amato, V & Macchi, F 2016, 'The need of a new management model: from why to how', *International Journal of Social Science and Economic Research*, Vol.1, pp. 105-117.
- Fiol, CM & Lyles, MA 1985, 'Organisational learning', *Academy of Management Review*, vol.10, no. 4, pp. 803-813.
- Garvin, DA 2000, *Learning in action: A guide to putting the organisational learning to work*, Harvard Business School Press, Boston.
- Garvin, DA, Edmondson, AC & Gino, F 2008, 'Is yours a learning organisation?', *Harvard business review*, vol. 86, no. 3, pp. 109-120.
- Ghahremani, M 2001, 'Learning organisation, as the outcome of half a century of human development', *Quarterly Journal of Management & Development*, vol. 3, no. 9, pp. 79-90.
- Hannah, ST & Lester, PB 2009, 'A multilevel approach to building and leading learning organisations', *The Leadership Quarterly*, vol. 20, no. 1, pp. 34-48.
- Jankowicz, D 2000, *From "Learning Organisation" to "Adaptive Organisation"*, *Management Learning*, Vol.31, No.4, pp.47-490.
- Kim, M & Kim, S 2014, 'Investigation of the Dimensions at Workplace Learning Environments (WLEs): Development of the WLE Measure', *Performance Improvement Quarterly*, vol. 27, no. 2, pp. 35-57.
- Levering, R 1988, *A great place to work: What makes some employers so good, (and most so bad)*, Random House, New York.
- Li-Fen, L 2006, 'A learning organisation perspective on knowledge-sharing behavior and firm innovation', *Human Systems Management*, vol. 25, no. 4, pp. 227-236.
- Lubit, R 2001, *Tacit Knowledge and Knowledge Management: The Keys to Sustainable Competitive Advantage*, *Organisational Dynamics*, Vol.29, No.4, pp.164-178.
- Marah, FAK & Ibrahim, AR 2006, 'Assessment of development of the learning organisation concept in Jordanian industrial companies', *The Learning Organisation*, vol. 13, no. 5, pp. 455-474.
- Marquardt, MJ 1996, *Building the learning organisation*, McGraw-Hill, New York.
- Marquardt, MJ 2002, *Building the learning organisation: Mastering the five elements for corporate learning*, Davies-Black Publishers, Palo Alto.
- Meriam, I 2005, 'Creative climate and learning organisation factors: their contribution towards innovation', *Leadership & Organisation Development Journal*, vol. 26, no. 8, pp. 639-654.
- Nonaka, I & Toyama, R 2005, 'The theory of the knowledge-creating firm: subjectivity, objectivity and synthesis', *Industrial and Corporate change*, vol. 14, no. 3, pp. 419-436.
- Nonaka, I 2008, *The knowledge-creating company*, Harvard Business Review Press, Boston.
- Ortenblad, A 2002, 'A Typology of the Idea of Learning Organisation', *Management Learning*, vol. 33, no. 2, pp. 213-230.
- Popova, I, Irina, V & Cseh, M 2015, 'The Meaning of Organisational Learning: a Meta-Paradigm Perspective', *Human Resource Development Review*, vol. 14, no. 3, pp. 299-331.
- Russell, S 2016, *Building an Innovative Learning Organisation: a Framework to Build a Smarter Workforce, Adapt to change, and Drive Growth*, Wiley & Sons, New Jersey.
- Senge, P 1990, *The Fifth Discipline: The Art and Practice of the Learning Organisation*, Doubleday/Currency, New York.
- Senge, P, et. al. 1994, *The Fifth Discipline Fieldbook*, Doubleday/Currency, New York.

D'Amato, Macchi & Tosca

- Snell, SR 2001, 'Moral Foundations of the Learning Organisation', *Human Relations*, vol. 54, no. 3, pp. 319-342.
- Solomon, M & Sridevi, MS 2010, 'Employee engagement: The key to improving performance', *International Journal of Business and Management*, vol. 5, no. 12, pp. 89-96.
- Stuart, B 2016, 'Organisational learning? Look again', *The Learning Organisation*, vol. 23, no. 5, pp. 332-341.
- Teresa, GW & Gillis, WE 2010, 'The learning organisation: variations at different organisational levels', *The Learning Organisation*, vol. 17, no. 5, pp. 455-477.
- Wang, CL & Pervaiz, KA 2003, 'Organisational learning: a critical review', *The Learning Organization*, vol. 10, no. 1, pp- 8-17.
- William, PH 2005, 'Biological Nature of Knowledge in the Learning Organisation', *The Learning Organisation*, vol. 12, no. 2, pp. 169-188.
- Turner, D.III 2010, 'Qualitative Interview Design: A Practical Guide for Novice Investigators', *The Qualitative Report*, vol. 15, no. 3, pp. 754-760.