LEARNING ORGANIZATION BUILDING BLOCKS: THE CASE OF IRBID DISTRICT ELECTRICITY COMPANY (IDECO) IN JORDAN

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ABSTRACT

Many organizations and academics have been working on and developing the concept of Learning Organization where organizations can continuously learn and develop. What is lacking is the attention to the practical aspect of the learning organization. This study explores the extent to which a certain organization, Like IDECO, could be a learning organization. This study builds on the work of Garvin, Edmondson, and Gino (2008) in exploring the concept of learning organization, and to which extent an organization could be a learning one. The study analysis and results indicated that there is a moderate level of support for learning at IDECO climate. Also there is a moderate level when it comes to the learning processes and practices at IDECO. Findings further indicated correlation among the major learning blocks at 0.01 significance.

Keywords: Human resource development, learning organization, IDECO.

INTRODUCTION

The concept of Learning Organization and Organizational learning is not new (Argyris, 1992; Senge, 1990). Learning organization is an organization skilled at creating, acquiring and transferring knowledge, and at modifying its behavior to reflect new knowledge and insights (Garvin, 1993). Learning Organization and knowledge society are the very areas where researchers and writers have been recently investigating such concepts that suit the 21st century organization. The 21st century has introduced to the globe and to mankind an ever complexity and complicated paradoxes that managers have to approach accordingly with complex and different ways of thinking. The level of complexity and hyper-turbulences that we face nowadays requires system thinking mentality at the collective organizational level to sort complex problems and to see through long term consequences of management current decisions, to change and enhance human resource mental models, to develop the individual capabilities and personal mastery, to create and sustain others in shared meaning and vision, and to have people learn as a team in order to produce extraordinary results. All this conception was advocated by many scholars specifically by Peter Senge in his renowned book; "The Fifth Discipline of the Learning Organization". More public and high level concern was given to the idea of learning organization to the extent that some academics and organizational leaders have created what is known now as "Global Society for Organizational Learning, SOL".

While all this is very important to change the pace of organizations towards broader and system thinking away from narrow thinking, these writers could not provide managers and practitioners with a practical tool or methodology of how to measure any organizational unit or team or even individual's ability to be a learning organization, or unit (Senge, 1990; Child, 2005; Carnall, 2007).
The Learning Organization as a modern discipline along with Knowledge Management and empowerment of employees still conceptual at best. Organizations have not been able to find practical approach for direct application and use. Managers and employees need some tool and instrument in order to find whether their organizations are potential learning ones or not. This study is an empirical field study to examine a case study organization to measure its potentiality to become a learning organization. The significance of this investigation stems from the fact that findings provide management with clear idea of what to do next in the journey of becoming a real learning organization, and to which extent any specific unit or team, within the organization, is a potential learning unit or team.

This study investigates the practical learning organization application and revisits the work of Garvin et al., (2008) measuring a Jordanian utility company's capacity to be a learning organization utilizing a specific survey questionnaire to that purpose.

This study demonstrated that there is a moderate level of support for learning in IDECO climate and environment. Also there is a moderate level when it comes to the learning processes and practices with higher levels of leadership support for learning when compared with supportive learning environment and learning practice and processes. However, there is a good interdependency between the three building blocks indicating that they work in harmony to improve levels of learning at any organization.

**REVIEW OF LITERATURE**

What is different here is that the tool is more practical and logical than the disciplines of the learning organization developed by Senge (1990) and other researchers (Goh, 1998; Argyris, 2000; Nevis, DiBella, & Gould, 1995). Many scholars like Senge (1990) and Argyris (1992) have developed some generic and broad principles that cannot be readily tested and explored methodologically to gauge the extent of learning at certain organizational department or team.

However, this does not deny the significance of the five basic principles of the learning organization including system thinking, personal mastery, mental models, shared vision, and team learning or the concept of loop learning like double loop and triple loop learning developed by Argyris (2000). However, Garvin et al., (2008) debated that such concepts and disciplines seem to be like: "they overemphasized the forest and paid little attention to the trees" (Garvin et al., 2008). As such, Senge's basic disciplines of the learning organization proved to be difficult to implement besides they are directed at top managers rather than unit managers and team members where those managers are unable to assess how their teams’ learning might contribute to the organization as a whole.

**Learning organization**

Learning Organization is the place where individual's and group's knowledge is shared and constructed, where resources and experiences are exploited and directed towards a common goal. Senge, 1990; Senge, 1990 further described Learning Organization as:

...Organization where people continually expand their capacity to create the 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, P3, P14, P364).
Also learning organization has been defined as the process of development in the thinking and actions of people belonging to, or working with organizations, which then becomes institutionalized and integrated into organizational practice (Child, 2005).

Senge (1990), Child (2005), Carnall (2007), Argyris (1996), Nonaka and Takoushi, (1995), (Garvin et al., 2008) are among the different authors and scholars who wrote about learning organization and organizational learning in different perspectives. However, this paper will tackle the issue from a more pragmatic ground taking in consideration the real basis for building a learning organization.

Supportive learning environment

Supportive learning environment is the first building block for creating an actual learning at any social entity or an organization. Such environment according to Garvin et al., (2008) must have four characteristics.

*Psychological safety* Where people have no fear of expressing themselves and conveying their ideas and thoughts in rather a comfortable and understanding environment (Edmondson, 2008). Schein (1993) argued that the key to learning is to make people safe in learning through trying out new things without the fear of punishment. Hence, fear of retribution, according to Schein (1993), is never useful during any learning process. In fact the carrot, not the stick, is the essential tool for learning, and creating the necessary psychological safety for people, and is so vital for effective and healthy learning process (Argyris, Putnam, & Smith, 1985).

The second supportive learning environment is the *Appreciation of differences* where people have an open mind and mental models (Senge, 1990) that appreciate different perspective and consider that as a window of opportunity for learning and growth. The reverse is ways of thinking that stay unexamined and untested. Learning occurs when people become aware of opposing ideas, recognizing the value alternative or different perspectives that increase energy and motivation, stimulate fresh thinking, and prevents sluggishness and apathy (Garvin et al., 2008).

The third factor in supporting people to learn and develop is *Openness to new ideas*. People with open and flexible mental models may take risks and explore the untested and unknown. They are so eager to learn new ideas, approaches or methods. Hence such mental models according to Senge (1990) are the best mental models for sustaining a learning organization climate.

The fourth factor environmental factor is *Time for reflection*. 3M Corporation (Brown & Harvey, 2006) is well-known for providing its engineers 15% reflection time to create new ideas. To do that employees need some time away from routine physical work and daily activities to some time for individual reflection to come up with fresh ideas and unique solution to organizational problems. Supportive learning environments allow time for a pause in the action and encourage thoughtful review of the organization’s processes (Garvin et al., 2008).

Concrete Learning Processes and Practices

Learning processes involve the generation, collection, interpretation, and dissemination of information. They also include experimentation to develop and test new products and services. For maximum impact, knowledge must be shared systematically. “After-action review” is so important after any decision or activity as a key tool for learning vertically or team-based
learning. Learning might be diffused internally among employees at different levels, and externally along with customers and suppliers for improved ideas and better value chain linkage.

Leadership that reinforces Learning Organization

In any change and development initiatives or interventions, leaders can make it or break it. They can lead the change and advocate the entire organization to follow the creed if they want to. Leaders have the power, the clout and the authority to allocate resources and provide encouragement and incentives for the entire organization to support the organization to become a learning organization (Garvin, 2000). A leader can increase learning and innovation in the organization by encouraging experimentation, reflection, knowledge importation, information sharing, diffusion of knowledge, systems thinking, and improvement of mental models.

Synthesis in perspective

Learning cannot be obtained and the learning organization will not be sustained without the three blocks in mutual interdependency, interactivity and tandem. Leaders by themselves will never be able to create the learning organization without the help of supportive overall climate and environment. Learning processes, experimentation and post audit actions cannot also work to a learning organization without the other two dimensions: the effective leadership and supportive environment. The above figure illustrates such mutuality in the three building blocks facilitating interdependency and reciprocity in creating practical learning organization climate and culture.
Method and the Case of IDECO

Irbid District Electricity Company is the only electricity company in the northern region in Jordan. The company was privatized by July of 2008 and sold to Dubai Capital, and since then the new management embarked on different Organizational development programs starting with quality initiatives like TQM, ISO 9000, 14000, and 1800. Recently the company has tried to propose itself as a learning organization. The researcher in this study has worked with the company previously in a diagnostic project related to the company's human resource capabilities and potential for learning utilizing interviews, focus groups, and observations. The project indicated to some extent that the company has some potential, albeit not straight forward, to become a learning organization. For example, the company holds weekly after action review called "Leadership Meeting". Leadership and top management support learning and development initiatives, and programs are underway, in partnerships with external associations, to develop the company and create quality programs. As such, this study is based on some previous remarks encouraging the researcher to further explore to which extent IDECO could be a learning organization.

A version of Garvin et al., (2008) was translated and modified to suit the study context. 150 survey questionnaires were distributed randomly to knowledge workers\(^1\) at the company. The process of survey distribution and collection was implemented by the company's human resource department. The company's human resource department extracted a list of 200 employees as a sample from the total population in a simple random approach. Although, the survey was tested and pretested by Garvin et al., (2008) the researcher made sure that the instrument, after being translated, is being approved by university experts for validation, and 10 employees at the company to review the questions. Few questions were adjusted and modified to avoid any misunderstanding by the respondents.

Objectives of the Research

This research aims at exploring the extent to which any unit, team or even an individual within the organization (IDECO as a case study in this research) has the potential for learning, or to be a learning organization. This initiative provides a tool for managers to use any time for measuring the extent to which their organizations are a learning organization or not. Another goal is to provide managers with an after action review and an action plan regarding what to do in order to shift from the current situation into an actual learning organization (via diagnosis of the learning performance gap) when the scores are below expectations.

Research Questions

1. To which extent IDECO is a learning organization?
2. To which extent IDECO's main departments are learning or potential learning organizations?
3. What action plans would the company embark on as a result of a learning performance gap?
The Instrument

The questionnaire was designed to encompass three main factors (see Survey Appendix below).

1. Supportive Learning Environment
2. Creating Learning process and practices
3. Leadership that reinforces learning.

The first factor; Supportive Learning Environment, consists of four dimensions starting with five statements to measure the psychological Safety and climate conducive to learning. Four statement for the Appreciation of Differences dimension and four statements for the Openness to new idea, and five statements to measure Time for reflection and whether employees have the time for creating new ideas and brainstorming.

The second factor is: Learning processes and Practices with four statements for Experimentation, six statements to measure Information Collection, five questions to measure Analysis, six statements to measure Education and Training and eight statements to measure Information Transfer.

The third factor is Leadership That Reinforces Learning has only one dimension with eight statements related to managers inviting input from others in discussion to questions related to which extent managers are willing to listen and provide resources and encourage different views.

METHOD

Sample and Data Collection

Far from the stream, Irbid District Electricity Company (IDECO) in Jordan has been working for several years, following a major buyout, on becoming a learning organization. As such, a sample (n=150) of what might be called "knowledge workers", at the company including engineers and technology people, have participated in the study to arrive at major indicators as to what extent the company has the potential to be a learning organization.

The method used in this study is a survey questionnaire developed by Garvin et al., (2008) testing three major aspects of the learning organization including: Supportive learning environment, Learning processes and practices, Leadership that reinforces learning. One hundred fifty (150) questionnaires were distributed out of 2000 knowledge employees from the IDECO personnel records. 120 questionnaires were returned usable for analysis. The questionnaire was translated into the Arabic and then distributed and collected by members of the human resource department of the company. The statistical analysis required for this type of exploratory research was the descriptive and correlations in order to find the extent to which the company is a learning one.
DESCRIPTIVE ANALYSIS

Experience

Table 1 shows that 19.2% of the sample have less than 2 years of experience, 40% with 3 to 6 years, 9% with 7 to 10 years of experience, and about 32% with more than 11 years of experience. Perhaps those with less than 7 years of experience have more potential for learning than those senior people. New comers are much more exposed to learning sources including information technology, the internet than their counterparts of senior employees at IDECO.

<table>
<thead>
<tr>
<th>Cumulative Percent</th>
<th>Valid Percent</th>
<th>Percent</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>19.2</td>
<td>19.2</td>
<td>17.3</td>
<td>less than 2 Valid</td>
</tr>
<tr>
<td>59.2</td>
<td>40.0</td>
<td>36.1</td>
<td>3 to 6</td>
</tr>
<tr>
<td>68.3</td>
<td>9.2</td>
<td>8.3</td>
<td>7 to 10</td>
</tr>
<tr>
<td>100.0</td>
<td>31.7</td>
<td>28.6</td>
<td>more than 11</td>
</tr>
</tbody>
</table>

Education

Table 2 shows that 10% of the sample have high school diploma, 26% two year college, 58% bachelor, 5.3% higher learning most of which hold master degree and MBAs. This table indicates that a very good proportion of the sample with good level of education about 80% with university degrees. This is just an encouraging and supporting sign for moving on, and considering IDECO to be a potential for becoming a Learning company.

<table>
<thead>
<tr>
<th>Cumulative Percent</th>
<th>Valid Percent</th>
<th>Percent</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>10.8</td>
<td>10.8</td>
<td>9.8</td>
<td>13 High school Valid</td>
</tr>
<tr>
<td>36.7</td>
<td>25.8</td>
<td>23.3</td>
<td>31 college</td>
</tr>
<tr>
<td>94.2</td>
<td>57.5</td>
<td>51.9</td>
<td>69 B.S</td>
</tr>
<tr>
<td>100.0</td>
<td>5.8</td>
<td>5.3</td>
<td>7 higher learning</td>
</tr>
<tr>
<td></td>
<td>100.0</td>
<td>90.2</td>
<td>120 Total</td>
</tr>
<tr>
<td></td>
<td>100.0</td>
<td>133</td>
<td>Total</td>
</tr>
</tbody>
</table>

Major Field of study

Table 3 shows that 30% of the sample have managerial science major as a field of study, while 8.3% in humanities, 23.3% in engineering, 28.6 others areas of study. This shows that a great deal of workers are coming from managerial background and engineering.
Table 3
Frequencies: Specialization

<table>
<thead>
<tr>
<th>Valid Percent</th>
<th>Percent</th>
<th>Frequency</th>
<th>Valid Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>33.3</td>
<td>30.1</td>
<td>40</td>
<td>managerial science</td>
</tr>
<tr>
<td>9.2</td>
<td>8.3</td>
<td>11</td>
<td>Humanities</td>
</tr>
<tr>
<td>25.8</td>
<td>23.3</td>
<td>31</td>
<td>engineering</td>
</tr>
<tr>
<td>31.7</td>
<td>28.6</td>
<td>38</td>
<td>others</td>
</tr>
</tbody>
</table>

Age

Table 4 demonstrates that 16.67% of the sample are less than 25 years old, about 42% between 26 and 35 years old, 19.17% between 36 to 45, 20.8% between 46 and 55 and finally 1.66% more than 56 years of age. This table illustrates that more than half of the sample are less than 35 years of age which is consistent with the experience dimension according to table (1).

Table 4
Frequencies: Age

<table>
<thead>
<tr>
<th>Valid Percent</th>
<th>Percent</th>
<th>Frequency</th>
<th>Valid</th>
</tr>
</thead>
<tbody>
<tr>
<td>16.67</td>
<td>16.67</td>
<td>20</td>
<td>Less than 25</td>
</tr>
<tr>
<td>41.67</td>
<td>41.67</td>
<td>50</td>
<td>26-35</td>
</tr>
<tr>
<td>19.17</td>
<td>19.17</td>
<td>23</td>
<td>36-45</td>
</tr>
<tr>
<td>20.83</td>
<td>20.83</td>
<td>25</td>
<td>46-55</td>
</tr>
<tr>
<td>1.66</td>
<td>1.66</td>
<td>2</td>
<td>More than 56</td>
</tr>
</tbody>
</table>

To which extent IDECO is a learning organization

Viewing table 5 indicates that there is a moderate level of support for learning in IDECO climate and environment with mean average of 3.22. Also there is a moderate level when it comes to the learning processes and practices at IDECO with mean average of 3.31. The leadership support for learning was 3.6 the highest when compared with the previous two dimensions; supportive learning environment and learning practice and processes. The observation taken previously by the researcher proved that most employees think that the leadership in the company are doing all they can do to create a learning culture at IDECO. Moreover, the standard deviation, from 0.34 the lowest to 0.67 the highest as you see in table (5), shows that there is a consensus and agreement the over the means represented by what they think about IDECO as a learning organization.
Table 5
Means and Standard Deviations of the Learning Building Blocks

<table>
<thead>
<tr>
<th>Std. Deviation</th>
<th>Mean</th>
<th>N</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>.33813</td>
<td>3.2191</td>
<td>120</td>
<td>Supportive learning environment</td>
</tr>
<tr>
<td>.57893</td>
<td>3.3144</td>
<td>120</td>
<td>Learning processes and practices</td>
</tr>
<tr>
<td>.66628</td>
<td>3.5740</td>
<td>120</td>
<td>Leadership that reinforces learning</td>
</tr>
</tbody>
</table>

More Insight into the Dimensions of the Three Main Learning Blocks

Table 6 shows that the specific dimensions of the main factors also represent a moderate levels in feeling of psychological safety with a mean value of 3.35, appreciation of differences of 3.10, time for reflection 3.19, experimentation 3.5, information collection 3.52, analysis 3.2, education 3.4 and finally information transfer of 3.07. All this, with high level of agreement, represented by the standard deviation values with less than 0.76 and 0.37, is so reasonable given the fact that the company is still in its early stages in introducing the concepts of learning, organization change and development, beside other quality programs and interventions.

Table 6
Means and Standard Deviation of The Supportive Environment

<table>
<thead>
<tr>
<th>Std. Deviation</th>
<th>Mean</th>
<th>N</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>.36643</td>
<td>3.3533</td>
<td>120</td>
<td>Psychological safety (D1)</td>
</tr>
<tr>
<td>.55065</td>
<td>3.1063</td>
<td>120</td>
<td>Appreciation of differences(D1)</td>
</tr>
<tr>
<td>.52808</td>
<td>3.1917</td>
<td>120</td>
<td>Time for reflect (D1)</td>
</tr>
<tr>
<td>.67124</td>
<td>3.4667</td>
<td>120</td>
<td>experimentation (D2)</td>
</tr>
<tr>
<td>.73881</td>
<td>3.5194</td>
<td>120</td>
<td>Info-collect (D2)</td>
</tr>
<tr>
<td>.45793</td>
<td>3.2267</td>
<td>120</td>
<td>Analysis (D2)</td>
</tr>
<tr>
<td>.88502</td>
<td>3.4056</td>
<td>120</td>
<td>Education(D2)</td>
</tr>
<tr>
<td>.75952</td>
<td>3.0708</td>
<td>120</td>
<td>Info-transfer (D2)</td>
</tr>
</tbody>
</table>

Correlation Analysis

Table 7 shows that all dimensions are correlated, showing strong interaction and interdependency between main factors like supportive learning environment, learning processes, and practices, and support of leadership. Hence all are significant at 0.01 of the P value. This further indicates that the three major blocks to the learning organization rely and depend on each other. For example supportive learning environment requires leadership that reinforces learning and learning processes and practices as a learning block is necessary for the supportive learning environment and so on.

LIMITATIONS OF THIS STUDY

The first limitation in this study is related to the fact that this study might not be generalized over different sectors due to cultural differences and differences in human resources potential for learning and development over different contexts. However, future research is vital
to draw some research ideas and concepts from this research regarding the possibility of studying different sectors with an emphasis on learning cultures, conditions, antecedent and consequences.

### Table 7
Correlations

<table>
<thead>
<tr>
<th>Leadership that reinforces learning</th>
<th>Learning processes and practices</th>
<th>Supportive learning environment</th>
</tr>
</thead>
<tbody>
<tr>
<td>.259(**)</td>
<td>.345(**)</td>
<td>Pearson Correlation</td>
</tr>
<tr>
<td>.004</td>
<td>.000</td>
<td>Sig. (2-tailed)</td>
</tr>
<tr>
<td>120</td>
<td>120</td>
<td>N</td>
</tr>
<tr>
<td>.640(**)</td>
<td>1</td>
<td>.345(**)</td>
</tr>
<tr>
<td>.000</td>
<td>.000</td>
<td>Sig. (2-tailed)</td>
</tr>
<tr>
<td>120</td>
<td>120</td>
<td>N</td>
</tr>
<tr>
<td>1</td>
<td>.640(**)</td>
<td>.259(**)</td>
</tr>
<tr>
<td>.000</td>
<td>.000</td>
<td>Sig. (2-tailed)</td>
</tr>
</tbody>
</table>

**RECOMMENDATION FOR FUTURE RESEARCH**

Investigating learning organizations requires longitudinal studies in order to validate methodologies and instruments used. Hence, the same learning blocks could be investigated in different sectors in a wider scale and over time. Additionally, future studies could tackle the impact of learning on organizational performance and effectiveness as well as on team and individual performance.

### CONCLUSIONS

This research demonstrated a moderate level of potentiality for IDECO to be considered as a learning organization. The average means scores indicate that the company can build on such level. More psychological safety is important for employees, to speak up and raise their concerns for growth and development, time for reflection and idea creation is very important and lacking at IDECO as well as many potential learning organizations due to work overload and busy schedules, specially of those supposed to be knowledge workers.

This argument was supported by Senge (1990) and other scholars like Garvin et al., (2008). When looking at the experimentation dimension, we tend to see moderate levels. As
such, an enhancement in this dimension is very important along with some time for reflection and brainstorming.

Overall, leaders play a key role in encouraging employees to learn. We found leaders do encourage employees to engage in learning by talking while they never walk their talk when it comes to funding learning programs, and providing substantial funding and real support (Argyris, 1994; 1998).

Learning practices and processes including experimentation, information collection, analysis, information sharing and transfer, and education are very important aspects for managers to care about and give more attention. Moreover, academics need to navigate through the learning organization initiative at different fronts. They need to examine, for example, the impact of the learning organization on the performance of the organization, using longitudinal studies and sometimes qualitative studies conducting different methodologies, reinforcing other quantitative methodologies.

REFERENCES


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Appendix

Survey

The first Dimension: Supportive Learning Environment

Psychological Safety
In this unit, it is easy to speak up about what is on your mind.
If you make a mistake in this unit, it is often held against you.*
People in this unit are usually comfortable talking about problems and disagreements.
People in this unit are eager to share information about what does and doesn’t work.
Keeping your cards close to your vest is the best way to get ahead in this unit.*

Appreciation of Differences
Differences in opinion are welcome in this unit.
Unless an opinion is consistent with what most people in this unit believe, it won’t be valued.*
This unit tends to handle differences of opinion privately or off-line, rather than addressing them directly with the group.*
In this unit, people are open to alternative ways of getting work done.

Openness to New Ideas
In this unit, people value new ideas.
Unless an idea has been around for a long time, no one in this unit wants to hear it.*
In this unit, people are interested in better ways of doing things.
In this unit, people often resist untried approaches.*

Time for Reflection
People in this unit are overly stressed.*
Despite the workload, people in this unit find time to review how the work is going.
In this unit, schedule pressure gets in the way of doing a good job.*
In this unit, people are too busy to invest time in improvement.*
There is simply no time for reflection in this unit.*

The second dimension is: Learning processes and Practices

Experimentation
This unit experiments frequently with new ways of working.
This unit experiments frequently with new product or service offerings.
This unit has a formal process for conducting and evaluating experiments or new ideas.
This unit frequently employs prototypes or simulations when trying out new ideas.

Information Collection
This unit systematically collects information on

- Competitors
- customers
- economic and social trends
- technological trends

This unit frequently compares its performance with that of

- competitors
- best-in-class organizations

Analysis
This unit engages in productive conflict and debate during discussions.
This unit seeks out dissenting views during discussions.
This unit never revisits well-established perspectives during discussions.*
This unit frequently identifies and discusses underlying assumptions that might affect key decisions.
This unit never pays attention to different views during discussions.*

**Education and Training**
Newly hired employees in this unit receive adequate training.
Experienced employees in this unit receive
  - periodic training and training updates
  - training when switching to a new position
  - training when new initiatives are launched
In this unit, training is valued.
In this unit, time is made available for education and training activities.

**Information Transfer**
This unit has forums for meeting with and learning from
  - experts from other departments, teams, or divisions
  - experts from outside the organization
  - customers and clients
  - suppliers
This unit regularly shares information with networks of experts within the organization.
This unit regularly shares information with networks of experts outside the organization.
This unit quickly and accurately communicates new knowledge to key decision makers.
This unit regularly conducts post-audits and after-action reviews.

**The third dimension is Leadership That Reinforces Learning**
My managers invite input from others in discussions.
My managers acknowledge their own limitations with respect to knowledge, information, or expertise.
My managers ask probing questions.
My managers listen attentively.
My managers encourage multiple points of view.
My managers provide time, resources, and venues for identifying problems and organizational challenges.
My managers provide time, resources, and venues for reflecting and improving on past performance.
My managers criticize views different from their own.*