Organizational Learning Software

Grigori Melnik, Harald Holz

Information Technology and Organizational Learning Arthur M. Langer, 2017-10-17 Focusing on the critical role IT plays in organizational development, the book shows how to employ action learning to improve the competitiveness of an organization. Defining the current IT problem from an operational and strategic perspective, it presents a collection of case studies that illustrate key learning issues. It details a dynamic model for effective IT management through adaptive learning techniques—supplying proven educational theories and practices to foster the required changes in your staff. It examines existing organizational learning theories and the historical problems that occurred with companies that have used them, as well as those that have failed to use them.

Advances in Learning Software Organizations Scott Henninger,Frank Maurer,2003-11-26 The theme of the 4th International Workshop on Learning Software Organizations (LSO 2002) was "BalancingAgile Processes and Long-Term Learning in Software - ganizations." The LSOWorkshop series focuses on technical, organizational, and social solutions to problems of learning from past experiences and codifying the resulting best

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betweenorganizations and between projects. Challenges discussed ranged from realistic assumptions on the added documentation burden LSO techniques may require to how effectively repositories have been used in the past to the team and social issues involved in applying solutions created by others. Experience-based approaches were discussed extensively and some reports of initial successes were

given along with some instances where the experience base was underutilized. Enabling organizational learning involves more than repositories, search engines, and training. At its core, it involves creating new work practices that value current practices while searching for improvements. The issues involved are both technical and

behavioral, as effective technology may entice utilization, but experience has shown that other factors weigh in just as heavily. There are currently no profound or ?nal answers on these questions, nor are they expected for some time to come, if at all. Hence the need for continued research into these dif? cult issues. This workshop, and others to follow hope to begin to shed light on the issues so an effective and fruitful dialog can begin that can lead to signi? cant contributions to the software engineering and knowledge management ?elds, amongst others.

Advances in Learning Software Organizations Klaus-Dieter Althoff, Raimund L. Feldmann, Wolfgang Müller, 2003-06-30 The importance of production and use of high quality software is still growing, as more and more businesses depend on information technology. Well educated, highly skilled, and experienced employees characterize the situation in most companies in the developed countries. Increasingly they work together in temporary networks with geographically distributed offices. Using and developing their knowledge is a key issue in gaining competitive advantages. We have learned during recent years that the exchange and development of knowledge (which we call learning) demands a great deal of human interaction. However, it is widely recognized that information systems will, in many cases, enable the sharing of experience across distributed organizations and act as a knowledge repository. A Learning Software Organization (LSO) will turn Intellectual Capital into market shares and profit, as it establishes the means to manage its knowledge. The LSO workshop series was created in 1999 to provide a communication

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Organizational Learning and Knowledge: Concepts, Methodologies, Tools and Applications Management Association, Information Resources, 2011-07-31 Organizational Learning and Knowledge: Concepts, Methodologies, Tools and Applications demonstrates exhaustively the many applications, issues, and techniques applied to the science of recording, categorizing, using and learning from the experiences and expertise acquired by the modern organization. A much needed collection, this multi-volume reference presents the theoretical foundations, research results, practical case studies, and future trends to both inform the decisions facing today's organizations and the establish fruitful organizational practices for the future. Practitioners, researchers, and academics involved in leading organizations of all types will find useful, grounded resources for navigating the ever-changing organizational landscape.

E-Learning in the Workplace Minhong Wang,2017-09-18 This book analyzes the nature and requirements of workplace e-learning based on relevant theories such as adult learning, community of practice, organizational learning, and the systems thinking. By integrating considerations on organization, pedagogy and technology, a performance-oriented e-learning framework is then presented, where performance measurement is used to: 1) clarify and link organizational goals and individual learning needs, 2) direct learning towards work performance; and 3) support social communication and knowledge sharing and management in the workplace. E-learning and related emerging technologies have been increasingly used by organizations to enhance the skills and

performance of knowledge workers. However, most of the efforts tend to focus on the technology, ignoring the organizational context and relevant pedagogies of workplace learning. Many e-learning projects in the workplace settings fail to connect learning with work performance and align organizational goals and individual needs in a systemic way. Moreover, there is insufficient effort on externalizing and transferring tacit knowledge embedded in practices and expertise, based on which to maintain and expand knowledge assets for sustainable development. The book presents a systemic theoretical framework, design principles, and implementation methods, together with a case study to demonstrate the use and effectiveness of the performance-oriented approach to workplace e-learning, in which organizational, social and individual perspectives are integrated in a systemic way. The performance-oriented approach to workplace e-learning enables self-regulated and socially constructed learning activities to be clearly motivated and driven towards the goal of performance improvement, and makes learning at the organizational, social and individual levels integrated in a systemic way. The effects of individual and social learning support and organizational learning environment on employees' motivation to use performance-oriented e-learning are also investigated.

Advances in Learning Software Organizations Alta.) Lso 200 (2004 Banff, Grigori Melnik, 2004-06-14 Software-intensive organizations cannot help but learn. A software organization that does not learn will not exist for long, because the software market is continuously on the move, because of new customer demands and needs, and because of new competitor products and services. Software organizations must adapt quickly to this ever-changing environment, and the capability to adapt is one of the most important aspects of lea- ing. Smart organizations will attempt to predict future software demands, and develop a corresponding knowledge road map that

identi?es the capabilities needed over time in order to meet these demands. Organizational learning typically occurs when experienced organization members share their knowledge with colleagues, such that the organization as a whole can pro?t from the intellectual capital of its members. While knowledge is typically shared in an adhoc fashion by means of direct, face-to-face communication, a learning software organizationwill want to ensurethat this knowledgesharingoccursina systematicway, enabling it whenever and wherever it is needed. Since 1999,the annualInternationalWorkshopon LearningSoftwareOrganizations (LSO) hasprovideda communicationforumthat bringstogether academiaand industry to discuss the advancements in and to address the questions of continuous learning in software-intensive organizations. Building upon existing work on knowledge mana- ment and organizational learning, the workshop series promotes interdisciplinary - proaches from computer science and information systems, business, management and organization science as well as cognitive science.

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IT and Organizational Learning Arthur M. Langer,2004-10-27 This book is designed to help business and individual managers understand and cope with the many issues involved in developing learning organizations and integrating an important component: their IT organizations. The book provides a combination of research case studies and existing theories on organizational learning in the workplace, to provide researchers and corporate practitioners tools to incorporate a growing information technology infrastructure with their existing workforce culture.

Learning Support Systems for Organizational Learning Joachim Hasebrook, Joachim P. Hasebrook, Hermann A. Maurer, 2004 The major trends in e-learning are determined by the global demand of academic, elderly and non-traditional target groups for training and education. The advent of the learning organization reflects these major shifts of the educational markets within companies. Automation of learning processes does not enhance a company's productivity; augmentation of individual and collaborative learning processes is needed. This book reflects seven years of applied research (1997-2003) in the fields of adaptive multimedia systems, knowledge-based

and collaborative learning environments, and intelligent software agents.

The Fifth Discipline Fieldbook Peter Senge,Art Kleiner,2011-03-04 This pragmatic guide shows how to create an organization of learners. The stories in this book show that businesses, schools, agencies and even communities can undo their learning disabilities and achieve superior performance.

Advances in Learning Software Organizations Grigori Melnik, Harald Holz, 2011-04-02 Softwareintensive organizations cannot help but learn. A software organization that does not learn will not exist for long, because the software market is continuously on the move, because of new customerdemands and needs, and because of new competitor products and services. Software organizationsmust adapt quickly to this ever-changing environment, and the capability to adapt is one of the most important aspects of lea- ing. Smart organizations will attempt to predict future software demands, and develop a corresponding knowledge road map that identi?es the capabilities needed over time in order to meet these demands. Organizational learning typically occurs when experienced organization members share their knowledge with colleagues, such that the organization as a whole can pro?t from the intellectual capital of its members. While knowledge is typically shared in an adhoc fashion by means of direct, face-to-face communication, a learning software organization will want to ensure that this knowledges having occursin a systematic way, enabling it whenever and wherever it is needed. Since 1999, the annual International Workshopon LearningSoftwareOrganizations (LSO) hasprovided a communication for umthat bringstogether academiaand industry to discuss the advancements in and to address the questions of continuous learning in software-intensive organizations. Building upon existing work on knowledge mana- ment and organizational learning, the workshop series promotes interdisciplinary - proaches from

computer science and information systems, business, management and organization science as well as cognitive science.

Learning Software Organizations. Methodology and Applications Günther Ruhe, Frank Bomarius, 2000-11-29 This book constitutes the thoroughly refereed and revised post-conference documentation of the 11th International Conference on Software Engineering and Knowledge Engineering, SEKE'99, held in Kaiserslautern, Germany in June 1999. The book provides a unique overview of current activities, approaches, and trends in learning software organizations. The first part gives an overview on the topic, covering foundations in the software engineering domain, enabling techniques for organizational learning, and learning support techniques. The second and the third part of the book on methodology and applications present thoroughly revised full papers of the most interesting papers on learning software organizations presented during SEKE'99 and its satellite workshop LSO'99.

Competencies in Organizational E-learning Miguel-Angel Sicilia,2007-01-01 Competencies in Organizational E-Learning: Concepts and Tools provides a comprehensive view of the way competencies can be used to drive organizational e-learning, including the main conceptual elements, competency gap analysis, advanced related computing topics, the application of semantic Web technologies, and the integration of competencies with current e-learning standards. Competencies in Organizational E-Learning: Concepts and Tools is the first book to address competencies as a key observable workplace behavior, driving learning and knowledge dissemination processes inside organizations. This book works as a guide for implementing or improving competency-based approaches to e-learning.

Revolutionize Learning & Development Clark N. Quinn, 2014-04-28 Transform learning and

development practices to make your programs relevant and meaningful Existing training and development practices need a major overhaul. Learning and development practitioners and managers must increasingly face the fact that old methods are no longer relevant in today's techsavvy world and, in many cases, they simply don't work. In Revolutionize Learning and Development, you'll get a straightforward look at how people really learn and get introduced to practical steps for rethinking, redesigning, and reestablishing learning delivery. This book shows you how to take advantage of new understandings and new technologies so you can make a meaningful impact on your organization. In four sections, the book lays out crucial background knowledge, conceptual frameworks, and practical steps for transforming learning and development so that it has the greatest return for businesses. Managers, practitioners, and executives will benefit from the illustrations, vignettes, and sidebars that highlight the author's advice and expertise. Learn to avoid the pitfalls of outdated and irrelevant learning solutions, including those that ignore the importance of clear objectives, proper execution, and thorough evaluation Discover the practical steps for implementing the best and most effective strategies for making the most of training programs Benefit from a thorough examination of what happens when managers and practitioners make major changes in strategy, leadership, and technology Get familiar with the roles of research-based frameworks, performance support, and informal learning Don't let learning and development myths derail you. Find out how to breathe new life into your programs with practical guidance designed to inspire today's best learning technology solutions.

Beyond E-Learning Marc J. Rosenberg, 2005-12-13 A follow-up to his best-selling E-Learning, Beyond E-Learning explains the most current thinking on how organizations learn and apply what they know to be successful, and explores the increasingly important role that technology plays, not

as an end in itself but as a vital means to get there. The book also provides a clear path for helping to integrate learning—including e-learning—knowledge management, and performance support, and will help training professionals and the organizations they serve go beyond common myths and misconceptions about training and e-learning, focus training/learning activities directly on organizational know-how, and implement a framework that can (at last) be a catalyst for true organizational learning.

Organizational Learning Capability Arthur K. Yeung, David O. Ulrich, Stephen W. Nason, Mary Ann Von Glinow,1999-01-28 Organizational learning matters now more than ever. In today's hypercompetitive business environment, successful executives must be able to discover opportunities, face problems, and pursue innovative ideas, then turn those ideas into action throughout an organization. Based on both empirical research and practice experience, this book gives managers the tools to do just that. Organizational learning capability is the capacity to generate and generalize ideas with impact. Managers generate new ideas in four basic ways: experimentation, in which organizations learn by trying many new products and processes; continuous improvement, in which they learn by constantly improving what they have done before and mastering each step in a process before moving on to other processes; knowledge acquisition, in which they learn by encouraging individuals and teams to acquire new knowledge continuously; and benchmarking, in which they learn by studying how other groups do things and trying to adapt their techniques. Each learning types leads to different performance consequences. Managers must also be able to generalize information through technology, movement of people, incentives, and learning processes. By both generating and generalizing ideas with impact, managers have a blueprint for making learning happen. Learning may not be sustained, however, unless it is congruent with the

larger business context--the organization's strategy and culture and the industry's characteristics. Unfortunately, just as organizations develop learning capabilities, they also suffer from certain learning disabilities. This book outlines common disabilities and the means to overcome them. The authors assist practicing managers by providing several examples of successful and unsuccessful organizations and describing the ways in which they have helped organizations improve learning capability in their consulting practices. Based on detailed case studies, a review of past literature, and data gleaned from a worldwide survey of companies,Organizational Learning Capability is an accessible and useful guide for managers competing in the information economy. This book turns abstract ideas into practice, offers tools that managers can use, and presents a simple yet profound road map for making learning a reality.

The Organizational Learning Cycle Nancy M. Dixon,1999 An introduction to the complexities of object-oriented technology for those who plan, design, manufacture, and maintain large- scale business computer systems. Covers theory, history, applications, and the process of converting, migrating, or replacing existing systems with object-oriented systems. Annotation copyright by Book News, Inc., Portland, OR

Knowledge Management Tools and Techniques Madanmohan Rao,2012-06-14 Knowledge management (KM) - or the practice of using information and collaboration technologies and processes to capture organizational learning and thereby improve business performance - is becoming one of the key disciplines in management, especially in large companies. Many books, magazines, conferences, vendors, consultancies, Web sites, online communities and email lists have been formed around this concept. This practical book focuses on the vast offerings of KM solutions—technology, content, and services. The focus is not on technology details, but on how KM

and IT practitioners actually use KM tools and techniques. Over twenty case studies describe the real story of choosing and implementing various KM tools and techniques, and experts analyse the trends in the evolution of these technologies and tools, along with opportunities and challenges facing companies harnessing them. Lessons from successes and failures are drawn, along with roadmaps for companies beginning or expanding their KM practice. The introductory chapter presents a taxonomy of KM tools, identifies IT implications of KM practices, highlights lessons learned, and provides tips and recommendations for companies using these tools. Relevant literature on KM practices and key findings of market research groups and industry consortia such as IDC, Gartner and APQC, are presented. The majority of the book is devoted to case studies, featuring clients and vendors along the entire spectrum of solutions: hardware (e.g. handheld/wearable devices), software (e.g. analytics, collaboration, document management) and content (e.g. newsfeeds, market research). Each chapter is structured along the 8Cs framework developed by the author: connectivity, content, community, commerce, community, capacity, culture, cooperation and capital. In other words, each chapter addresses how appropriate KM tools and technologies help a company on specific fronts such as fostering adequate employee access to knowledge bodies, userfriendly work-oriented content, communities of practice, a culture of knowledge, learning capacity, a spirit of cooperation, commercial and other incentives, and carefully measured capital investments and returns. Vendor history, product/service offerings, implementation details, client testimonials, ROI reports, and future trends are highlighted. Experts in the field then provide third-party analysis on trends in KM tools and technique areas, and recommendations for KM practitioners.

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