Creating learning organizations in higher education: Applying a systems perspective

Bui H., Baruch Y.
Vietnam National University, Hanoi, Viet Nam; Norwich Business School, UEA, Norwich, United Kingdom

Abstract: Purpose: The purpose of this paper is to offer an application of a system model for Senge's five disciplines in higher education (HE) institutions. Design/methodology/approach: The paper utilizes a conceptual framework for the analysis of antecedents and outcomes of Senge's five disciplines, focusing on specific factors unique to the HE sector. Findings: The explication of the model manifests its relevance and applicability for the HE sector: it represent how universities operate as learning organizations and posits the anticipated interactions among specific constructs associated with Senge's five disciplines within the HE sector. Practical implications: The paper manifests a causal model that links variables in the learning organization, a perspective that would be instrumental for HE institutions to achieve competitive advantage. Originality/value: The paper provides added value both for academics and executives interested in the analysis of the complexity of Senge's five disciplines for HE institutions. © Emerald Group Publishing Limited.

Author Keywords: Higher education; Learning organizations; Systems theory

Year: 2010
Source title: Learning Organization
Volume: 17
Issue: 3
Page: 228-242
Link: Scopus Link
Correspondence Address: Bui, H.; Norwich Business School, UEA, Norwich, United Kingdom; email: y.baruch@uea.ac.uk
ISSN: 9696474
DOI: 10.1108/09696471011034928
Language of Original Document: English
Abbreviated Source Title: Learning Organization
Document Type: Article
Source: Scopus
Authors with affiliations:
• Bui, H., Vietnam National University, Hanoi, Viet Nam
• Baruch, Y., Norwich Business School, UEA, Norwich, United Kingdom
References:

• An, Y.-Y., Reigeluth, C.M., A study of organizational learning at Smalltown hospital (2005) Performance Improvement, 44 (10), pp. 34-39


• Austin, W.J., (2000) A Heterarchical Systems Thinking Approach to the Development of Individual Planning and Evaluation to Synergize Strategic Planning in Higher Education Practice, , Nova Southeastern University, Fort Lauderdale, FL


• Bell, J., Harrison, B.T., (1998) Leading People: Learning from People, , Open University Press, Buckingham


• Bergquist, W., (1992) The Four Cultures of the Academy, , Jossey Bass, San Francisco, CA


• Chan, C.C.A., Lim, L., Keasberry, S.K., Examining the linkage between team learning behavior and team performance (2003) The Learning Organization, 10 (4-5), pp. 228-236
• Clark, P.G., Evaluating an interdisciplinary team training institute in geriatrics: Implications for teaching teamwork theory and practice (2002) Educational Gerontology, 28, pp. 511-528
• Conway, T., Mackay, A., Yorke, D., Strategic planning in higher education: Who are the customers? (1994) International Journal of Educational Management, 6 (8), pp. 29-36
• Hiemstra, R., Toward building more effective learning environments (1991) New Directions for Adult and Continuing Education, 50, pp. 93-97
• Hiemstra, R., Aspects of effective learning environment (1991) New Directions for Adult and Continuing Education, 50, pp. 5-12
• Johnson, V., (2006) A Journey to Personal Mastery, , Royal Roads University, Victoria
• Karp, D., Yoels, W., The college classroom: Some observations on the meaning of student participation (1987) Sociology and Social Research, 60, pp. 421-439
• Kotler, P., Murphy, P.E., Strategic planning for higher education (1981) Journal of Higher Education, 52 (5), pp. 470-489
• Ogasawara, M., Strategic planning of the graduate and undergraduate education in a research university in Japan (2002) Higher Education Policy, 15, pp. 55-60
• Palmer, P., Good talk about good teaching: Improving teaching through conversation and community (1993) Change, pp. 6-14


• Woodfield, S., Kennie, T., Top team structure in UK higher education institutions: Composition, challenges and changes (2007) Tertiary Education & Management, 13 (4), pp. 331-348


