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: Scorpus 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:

- Alavi, S.B., McCormmick, J., A cross-cultural analysis of the effectiveness of the learning organization model in school contexts (2004) The International Journal of Educational Management, 18 (6-7), pp. 408-416

- Altbach, P.G., Selvaratnam, V., (1989) From Dependence to Autonomy. The Development of Asian Universities, , Kluwer Academic Publishers, Norwell, MA
- An, Y.-Y., Reigeluth, C.M., A study of organizational learning at Smalltown hospital (2005) Performance Improvement, 44 (10), pp. 34-39
- Anderson, D.F., Bryson, J.M., Richardson, G.P., Ackermann, F., Eden, C., Finn, C.B., Integrating modes of systems thinking into strategic planning and practice: Thinking persons' institute approach (2006) Journal of Public Affairs Education, 12 (3), pp. 265-294
- Askling, B., Lycke, K.H., Stave, O., Institutional leadership and leeway - important elements in a national system of quality assurance and accreditation: Experience from a pilot study (2004) Tertiary Education & Management, 10 (2), pp. 107-120
- 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
- Banathy, B.H., Systems thinking in higher education: Learning comes to focus (1999) Systems Research and Behavioral Science, 16 (2), pp. 133-145
- Barker, P., Schaik, P.V., Hudson, S., Mental models and lifelong learning (1998) Innovations in Education and Training International, 35 (4), pp. 310-318
- Baruch, Y., (2004) Managing Careers, , Prentice-Hall, Hemel Hempstead
- Baruch, Y., Hall, D.T., The academic career: A model for future careers in other sectors? (2004) Journal of Vocational Behavior, 64 (2004), pp. 241-262
- Baruch, Y., Peiperl, M.A., The impact of an MBA on graduates' career (2000) Human Resource Management Journal, 10 (2), pp. 60-90
- Baruch, Y., Ramalho, N., Communalities and distinctions in the measurement of organizational performance and effectiveness across for-profit and nonprofit sectors (2006) Nonprofit and Voluntary Sector Quarterly, 35 (1), pp. 39-65
- Baruch, Y., Bell, M.P., Gray, D., Generalist and specialist graduate business degrees: Tangible and intangible value (2005) Journal of Vocational Behavior, 67, pp. 51-68
- Becker, G.S., (1965) Human Capital, , National Bureau of Economic Research, New York, NY
- Bell, J., Harrison, B.T., (1998) Leading People: Learning from People, , Open University Press, Buckingham
- Belsheim, D.J., Environmental determinants for organizing continuing education professional education (1988) Adult Education Quarterly, 38, pp. 63-74
- Bensimon, E.S., Neumann, A., (1993) Redesigning Collegiate Leadership: Teams and Teamwork in Higher Education, , The John Hopkins University Press, Baltimore, MD
- Bergquist, W., (1992) The Four Cultures of the Academy, , Jossey Bass, San Francisco, CA
- Betts, F., How systems thinking applies to education (1992) Educational Leadership, 50 (3), pp. 38-41
- Blackmore, P., Castley, A., (2005) Developing Capability in the University, , Staff Development Forum/ILRT: Leadership Foundation for Higher Education, London
- Blaxter, L., Hughes, C., Tight, M., (1998) The Academic Career Handbook, , Open University Press, Buckingham
- Bloisi, W., Cook, C.W., Hunsaker, P.L., (2007) Management and Organizational Behavior, , McGraw-Hill Education, Maidenhead, 2nd European ed
- Boyatzis, R.E., (1982) The Competent Manager, , Wiley, New York, NY
- Breakwell, G.M., Tytherleigh, M.Y., (2008) The Characteristics, Roles, and Selection of Vice Chancellors: Summary Report, , Leadership Foundation for Higher Education, London
- Bui, H., Baruch, Y., Creating learning organizations: A systems perspective (2010) The Learning Organization, 17 (3)

- Cabrera, A., Collins, W.C., Salgado, J.F., Determinants of individual engagement in knowledge sharing (2006) International Journal of Human Resource Management, 17 (2), pp. 245-264
- Caplow, T., McGee, R., (1958) The Academic Market, , Basic Books, New York, NY
- Carr, S.C., Inkson, K., Thorn, K., From global careers to talent flow: Reinterpreting 'brain drain' (2005) Journal of World Business, 40, pp. 386-398
- 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
- Cohen, A., (2003) Multiple Commitments in the Workplace: An Integrative Approach, , Lawrence Erlbaum, Mahwah, NJ
- 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
- Dalin, P., (1998) School Development Theories and Strategies, , Cassell, London
- Dearlove, J., A continuing role for academics: The governance of UK universities in the post-Dearing era (2002) Higher Education Quarterly, 56 (3), pp. 257-275
- Deci, A.L., (1975) Intrinsic Motivation, , Plenum Press, New York, NY, 3rd ed
- Derr, C.B., (1986) Managing the New Careerists: The Diverse Career Success Orientations of Today's Workers, , Jossey-Bass, San Francisco, CA
- Dill, D.D., Academic accountability and university adaptation: The architecture of an academic learning organization (1999) Higher Education, 38 (2), pp. 127-154
- Din, M.S.H., Shanmugam, B., Malaysia: An emerging professional group (1999) Managing Academic Staff in Changing University Systems, pp. 324-340. , Farnham, D. (Ed.), RSHE and Open University Press, Buckingham
- Doherty, L., Manfredi, S., Action research to develop work-life balance in a UK university (2006) Women in Management Review, 21 (3), pp. 241-259
- Dufour, R., Eaker, R., (1998) Professional Learning Communities at Work: Best Practices for Enhancing Student Achievement, , National Educational Service, Bloomington, IN
- Ellis, E., Phelps, R., Staff development for online delivery: A collaborative, team based action learning model (2000) Australian Journal of Educational Technology, 16 (1), pp. 26-44
- Emmerik, H.V., Sander, K., Social embeddedness and job performance of tenured and non-tenured professionals (2004) Human Resource Management Journal, 14 (1), pp. 40-54
- Farnham, D., Managing universities and regulating academic labour market (1999) Managing Academic Staff in Changing University Systems, pp. 3-32. , Farnham, D. (Ed.), SRHE and Open University Press, Buckingham
- Fiechtner, S.B., Davis, E.A., Why some groups fail: A survey of students' experiences with learning groups (1992) Collaborative Learning: A Sourcebook for Higher Education, pp. 59-74. , Goodsell, A., Maher, M., Tinto, V. (Eds.), National Center on Post-Secondary Teaching, Learning & Assessment, University Park, PA
- Franklin, P., Hodgkinson, M., Stewart, J., Towards universities as learning organizations (1998) The Learning Organization, 5 (5), pp. 228-238
- Fraser, B.J., Treagust, D.F., Validity and use of an instrument for assessing classroom psychosocial environment in higher education (1986) Higher Education, 15, pp. 37-57
- Freed, J.E., Why become a learning organization? (2001) About Campus, pp. 16-21. , January-February
- Freidson, E., (1994) Professionalism Reborn: Theory, Prophecy, and Policy, , Polity Press, Oxford

- Galbraith, P.L., Systems thinking: A missing component in higher educational planning (1999) Higher Education Policy, 12, pp. 141-157
- Garavan, T., Gunnigle, P., Morley, M., Ireland: A two-tier structure (1999) Managing Academic Staff in Changing University Systems, pp. 115-138. , Farnham, D. (Ed.), RSHE and Open University Press, Buckingham
- Garvin, D.A., (2000) Learning in Action: A Guide to Putting the Learning Organization to Work, , Harvard Business School Press, Boston, MA
- Gudz, N.A., Implementing the sustainable development policy at the University of British Columbia (2004) International Journal of Sustainability in Higher Education, 5 (2), pp. 156-168
- Gurtner, A., Tschan, F., Semmer, N.K., Nagele, C., Getting groups to develop good strategies: Effects of reflexivity intervention on team process, team performance, and shared mental models (2007) Organizational Behavior and Human Decision Processes, 102, pp. 127-142
- Hage, J., (1980) Theories of Organizations, , Wiley, New York, NY
- Han, B.M., Anantatmula, V.S., Knowledge sharing in large IT organizations: A case study (2007) The Journal of Information and Knowledge Management Systems, 37 (4), pp. 421-439
- Hansmann, H., Economic theories of non-profit sector (1987) The Non-Profit Sector: A Research Handbook, pp. 27-42. , Powell, W. (Ed.), Yale University Press, New Haven, CT
- Haydon, G., (1997) Teaching About Values: A New Approach, , Cassell, London
- 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
- Houston, D., Meyer, L.H., Paewai, S., Academic staff workloads and job satisfaction: Expectations and values in academe (2006) Journal of Higher Education Policy and Management, 28 (1), pp. 17-30
- Isaacson, N., Bamburg, J., Can schools become learning organizations? (1992) Educational Leadership, 50 (3), pp. 42-44
- Ivancevich, J.M., McMahon, J.T., Education as a moderator of goal setting effectiveness (1977) Journal of Vocational Behavior, 11, pp. 83-94
- Johnson, D.W., (1998) Active Learning: Cooperation in the College Classroom, , Interaction Book Company, Edina, Edinburgh
- Johnson, V., (2006) A Journey to Personal Mastery, , Royal Roads University, Victoria
- Kanfer, R., Ackerman, P., Individual differences in work motivation: Further explorations of a trait framework (2000) Applied Psychology: An International Review, 49 (3), pp. 470-482
- Kang, Y.-J., Kim, S.-E., Chang, G.-W., The impacts of knowledge sharing on work performance: An empirical analysis of the public employees' perceptions in South Korea (2008) International Journal of Public Administration, 31, pp. 1548-1568
- Karp, D., Yoels, W., The college classroom: Some observations on the meaning of student participation (1987) Sociology and Social Research, 60, pp. 421-439
- Katzenbach, J.R., (1998) Teams at the Top, , Harvard Business School Press, Boston, MA
- Kennie, T., Woodfield, S., (2008) The Composition, Challenges and Changes in the Top Team Structure of UK Higher Education Institutions, , Leadership Foundation for Higher Education, London
- Kezar, A., Eckel, P.D., The effect of institutional culture on change strategies in higher education (2002) The Journal of Higher Education, 73 (4), pp. 435-460
- Kiedrowski, F., Quantitative assessment of a Senge learning organization intervention (2006) The Learning Organization, 13 (4), pp. 369-383

- Knight, P., Tait, J., Yorke, M., The professional learning of teacher in higher education (2006) Studies in Higher Education, 33 (3), pp. 319-339
- Knight, P.T., Professional obsolescence and continuing professional development in higher education (1998) Innovation in Education and Training International, 35 (3), pp. 241-248
- Kolsaker, A., Academic professionalism in the managerialist era: A study of English universities (2008) Studies in Higher Education, 33 (5), pp. 513-525
- Kotler, P., Murphy, P.E., Strategic planning for higher education (1981) Journal of Higher Education, 52 (5), pp. 470-489
- Lei, D., Slocum, J.W., Pitts, R.A., Designing organizations for competitive advantage: The power of unlearning and learning (1999) Organizational Dynamics, 37 (3), pp. 24-38
- Locke, E.A., Latham, G.P., (1984) Goal Setting: A Motivational Technique That Works, , Prentice-Hall, Englewood Cliffs, NJ
- Locke, E.A., Latham, G.P., (1990) A Theory of Goal Setting and Task Performance, , Prentice-Hall, Englewood Cliffs, NJ
- Marginson, S., Globalization, the 'idea of a university' and its ethical regimes (2007) Higher Education Management and Policy, 19 (1), pp. 1-15
- Maslen, G., Renewed focus on job training expected as Australia battles recession (1992) The Chronicle of Higher Education, 38 (22), pp. A41-A42
- Maslow, A.H., (1970) Motivation and Personality, , Harper & Row, New York, NY
- Means, B., Olson, K., Ruskus, J.A., (1997) Technology and Education Reform, , Office of Educational Research and Improvement, US Department of Education, Washington, DC
- Merrienboer, J., Paas, F., Powerful learning and the many faces of instructional design (2003) Learning Environment: Unravelling Basic Components and Dimensions, pp. 3-24. , Merrienboer, J., Paas, F. (Eds.), Elsevier, Dordrecht
- Middlehurst, R., New realities for leadership and governance in higher education? (1999) Tertiary Education & Management, 5 (4), pp. 307-328
- Millis, B.J., Cottell, P.G., (1997) Cooperative Learning for Higher Education Faculty, , Series on Higher Education, Oryx Press, Phoenix, AZ
- Miskel, C., The motivation of educators to work (1973) Educational Administration Quarterly, 9 (1), pp. 42-53
- Morey, A.I., Globalization and emergence of for-profit higher education (2004) Higher Education, 48 (1), pp. 131-150
- Nord, W., Tucker, S., (1987) Implementing Routine and Radical Innovation, , Lexington Books, Lexington, MA
- O'Neil, J., On schools as learning organizations: A conversation with Peter Senge (1995) Educational Leadership, 52 (7), pp. 20-27
- Ogasawara, M., Strategic planning of the graduate and undergraduate education in a research university in Japan (2002) Higher Education Policy, 15, pp. 55-60
- Osteraker, M.C., Measuring motivation in a learning organization (1999) Journal of Workplace Learning, 11 (2), pp. 73-77
- Otter, S., Learning outcomes in higher education (1995) Outcomes, Learning and the Curriculum: Implications for NVQs, GNVQs and Other Qualifications, pp. 273-286. , Burke, J. (Ed.), Falmer Press, London
- Ozbilgin, M., Healy, G., The gendered nature of career development of university professors: The case of Turkey (2004) Journal of Vocational Behavior, 64, pp. 358-371
- Palmer, P., Good talk about good teaching: Improving teaching through conversation and community (1993) Change, pp. 6-14
- Park, S., Henkin, A.B., Egley, R., Teacher team commitment, teamwork and trust: Exploring associations (2005) Journal of Educational Administration, 43 (5), pp. 462-479
- Patterson, G., The learning university (1999) The Learning Organization, 6 (1), pp. 9-17
- Petrina, S., Multidisciplinary technology education (1998) International Journal of Technology and Design Education, 8, pp.

103-138
- Pintrich, P.R., Schunk, D.H., (2002) Motivation in Education: Theory, Research and Applications, , Merrill, Englewood Cliffs, NJ
- Prichard, J.S., Stratford, R.J., Bizo, L.A., Team-skills training enhances collaborative learning (2006) Learning and Instruction, 16, pp. 256-265
- Pusser, B., Doane, D.J., Public purpose and private enterprise: The contemporary organization of postsecondary education (2001) Change, 33 (5), pp. 18-23
- Rassuli, A., Manzer, J.P., 'Teach us to learn': Multivariate analysis of perception of success in team learning (2005) Journal of Education for Business, 81 (1), pp. 21-27
- Reed, H.A., (2001) Ukrop's as a Learning Organization: Senge's Five Disciplines Realized in a Medium-Sized Company, , University of Virginia, Charlottesville, VA
- Reynolds, T., Murrill, L.D., Whitt, G.L., Learning from organizations: Mobilizing and sustaining teacher change (2006) The Education Forum, 70, pp. 123-133
- Roberts, C., Oakey, D., Hanstock, J., Developing a supportive environment for teaching and learning: A case study in a pre-1992 UK university (2007) Journal of Higher Education Policy and Management, 29 (3), pp. 289-302
- Rogers, D.L., A paradigm shift: Technology integration for higher education in the new millennium (2000) Educational Technology Review, pp. 17-27. , Spring/Summer
- Rolling-Magnusson, S., Legislation and lifelong learning in Canada: Inconsistencies in implementation (2001) The Canadian Journal of Higher Education, 31 (3), pp. 23-31
- Sackney, L., Walker, K., Canadian perspectives on beginning principals: Their role in building capacity for learning communities (2006) Journal of Educational Administration, 44 (4), pp. 341-358
- Senge, P.M., (1990) The Fifth Discipline the Art and Practice of the Learning Organization, , Random House Australia, Sydney
- Senge, P.M., (2006) The Fifth Discipline: The Art and Practice of the Learning Organization, , Random House, London, 2nd ed
- Senge, P.M., Ross, R., Smith, B., Robert, C., Kleiner, A., (1994) The Fifth Discipline Fieldbook: Strategies and Tools for Building a Learning Organization, , Doubleday Currency, New York, NY
- Siebold, G.L., The relation between soldier motivation, leadership, and small unit performance (1994) Motivation Theory and Research, pp. 171-190. , O'Neil, H.F., Drillings, J.M. (Eds.), Lawrence Erlbaum Associates, Hove
- Smith, B.H., (2003) The University as a Learning Organization: Developing a Conceptual Model, , Montana State University, Bozeman, MT
- Stengers, I., Mathieu, N., Verstraeten, P., Discipline and interdiscipline: Questions to a philosopher - part 2 (2000) Natures Sciences Sociétiés, 8 (4), pp. 57-63
- Taylor, P., (1999) Making Sense of Academic Life: Academics, Universities and Change, , Open University Press, Buckingham
- Tharenou, P., Saks, A.M., Moore, C., A review and critique of research on training and organizational-level outcomes (2007) Human Resource Management Review, 17 (3), pp. 251-273
- Tsai, Y., Beverton, S., Top-down management: An effective tool in higher education? (2007) International Journal of Education Management, 21 (1), pp. 6-16
- Tsiakkiros, A., Pashiardis, P., Strategic planning and education: The case of Cyprus (2002) The International Journal of Educational Management, 16 (1), pp. 6-17
- Vallerand, R.J., Pelletier, L.G., Blais, M.R., Briere, N.M., The academic motivation scale: A measure of intrinsic, extrinsic and motivation in education (1992) Educational and Psychological Measurement, 52 (4), pp. 1003-1017
- Vo, H.V., Chae, B., Olson, D.L., Integrating systems thinking into IS education (2006) Systems Research and Behavioral

Science, 23, pp. 107-121

- Waldman, J.D., Schargel, F.P., Twins in trouble (II): Systems thinking in healthcare and education (2006) Total Quality Management, 17 (1), pp. 117-130
- Wheeler, L.L., (2002) Building a Learning Organization: A Native American Experience, , Fielding Graduate Institute, Santa Barbara, CA
- White, J., Weathersby, R., Can universities become true learning organizations? (2005) The Learning Organization, 12 (3), pp. 292-298
- 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
- Woodfield, S., Kennie, T., 'Teamwork' or 'working as a team'? The theory and practice of top team working in UK Higher Education (2008) Higher Education Quarterly, 62 (4), pp. 397-415
- World-Bank, (2000) Higher Education in Developing Countries: Peril and Promise, 138. , The World Bank, New York, NY, T.T.F.o.H. E.a. Society (Ed.)
- Wright, T., Systems thinking and systems practice: Working in the fifth dimension (1999) Systems Practice and Action Research, 12 (6), pp. 607-631
- Xiaozhou, X., The role of the university in life-long learning: Perspectives from the People's Republic of China (2001) Higher Education Policy, 14, pp. 313-324