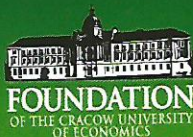




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KNOWLEDGE ECONOMY SOCIETY

REORIENTATION OF PARADIGMS
AND CONCEPTS OF MANAGEMENT
IN THE CONTEMPORARY ECONOMY



Edited by

Bogusz Mikuła, Tomasz Rojek

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Chapter 34

The Model of Leadership in Learning Organization

Magdalena Gorzelany-Dziadkowiec

1. Introduction

The concept of a learning organization is the opposite of the traditional ways of managing the organization, which does not attach much attention to the learning and use of knowledge. To make the process of organizational learning was followed by learning must involve all levels of the organization.

In any organization, regardless of its specific activities play a crucial relationships. Important is the relationship between managers and their clients, employees. The role of managers is to develop relationships, behaviors and actions taken by the organization. It is therefore essential to organizational learning to play the steering wheel, whose task is to stimulate all members of the organization for entrepreneurship, openness to change and learning. Managers need to take action trigger with employees desire to do new things that were willing to seek areas of changes, as well as to those changes were willing to make.

The necessity of knowledge management, which is considered a strategic resource organizations to drive change in the organization of work, as well as transforms today's organizations in the so-called. learning organizations, based on knowledge that allows them to improve competitive position. Management of learning organizations requires adequate knowledge and competence not only employees, but also and above all managers. For these reasons, the aim of this article is on the differences of the traditional and the learning organization, as well as the attempt will be made to formulate a model of leadership in learning organization. They will form part of the empirical research conducted in the SME sector in the Małopolska province, which will have to answer the question whether the SME sector solutions benefit from learning organizations and whether it improves their competitiveness. Also, research will be carried in the direction of what qualities characterize leadership in organizations learners.

2. The specificity of the functioning of learning organizations

The concept of a learning organization was formed in the 90s of the twentieth century, although its roots must be sought in Ch. Argyris and D. Schon (Wait, 2007, p. 12), and even earlier – in the concept of decision support systems of the 50s. Organizational learning emerged with the advent of the information society, which is crucial knowledge and information. Learning organization is now seen as a tool of modern management. The success of the organization of the twenty-first century depends on the ability to perceive and look at new ways of doing things, with the involvement of the organization as a whole (Kłak, 2010, p. 142).

P. Senge is recognized as one of the most important architects of the idea of a learning organization, and defines a learning organization as one in which people seek ever new possibilities of achieving the desired effects, creating new patterns of stereotyped thinking, develop teamwork, constantly learn. In the literature you can find many definitions of learning organizations, making their review (Gorzelany-Dziadkowiec, 2015, pp. 5-6) it can be stated that all have a positive connotation. Learning organization is an organization capable of change, it is flexible. In an organization of this type of people they are eager to acquire and create knowledge and its use. We are happy to share their knowledge, work in teams, as well as try to modify their behavior in response to new knowledge and experience. In organizations learners also it plays an important experiment (Gorzelany-Dziadkowiec, 2015, p. 8).

In the literature you can find a multitude of concepts defining characteristics of learning organizations. Basic principles of learning organizations are focused on the following characteristics: learning from mistakes, continuous staff training and the planned training, personnel development led by management, delegation and decentralization, taking risks, encouraging experimentation, frequent review of operational procedures, search for ways to improve the performance of, making decisions based on facts and close cooperation between departments. The key to learning organization is the leadership and management of intellectual capital.

Very important in discussing the concept of a learning organization is to draw attention to the fact that this organization is an organization skilled in performing the tasks, creating, acquiring and transferring knowledge, as well as modifying their behavior in response to new knowledge and experience. The concept of knowledge does not make sense without reference to the ability to raise – that is, to the learning process.

M.E. Mc Gill and J. Slocum seeking a change in paradigms, processes and management practices, and the central point of his concept suggests an organization that “know”, “understand”, “thought” and “learns”. The amount of knowledge and information are increasing exponentially, information overload forces a skilful selection and their influence on decision-making in organizations. Therefore, we can say that knowledge resources rapidly become obsolete. At the present time before organizations, there are two difficult tasks. Firstly, they must have current information and latest knowledge, on the other hand should be able to use information and knowledge in order to gain a competitive advantage and secure the survival of (Zimmiewicz, 2009, pp. 74-75).

Knowledge is one of the intangible resources. It is characterized by the fact that it is created, built and accumulated in the enterprise, and you can not get on the market. Proper use of knowledge gives wisdom, and this becomes a key competence for the company.

This approach to learning organizations leads to the conclusion that those managing organizations should forget the outdated management concepts and the ability to learn faster than the competition can be one constant element of competitive advantage (Senge, 2004, p. 19).

Comparison learning organization and traditional ways of managing organization are shown in Table 1.

Table 1. Traditional organizations and learning

Traditional Organization	Learning Organization
Punishing mistakes	Learning from mistakes
Sending employees on training courses	Continued staff training and planned training
Action on the basis of operating procedures	Adapting to the situation of working procedures
Manager allocates tasks, monitors and controls personnel	The management conducts staff training, use the expertise of employees
Control and command execution	Delegation of powers, decentralization
Do not take risks, cautious behavior on the basis of formal instruction	Risk taking
Rebirth experiment	Encouraging experimentation
Keeping revision of the structures and processes only after the "disaster" or radical changes in the environment	Routine revision of operational procedures
Discouraging questioning the effectiveness of work	Encouraging questioning the effectiveness of work
Discouraging staff to suggest solutions	Encourage staff to suggest solutions
Making decisions based on intuition and / or established procedures	Making decisions based on empirical data
Difficulties in conducting close cooperation and task – releasable from other departments	Close cooperation with tasks together with other departments

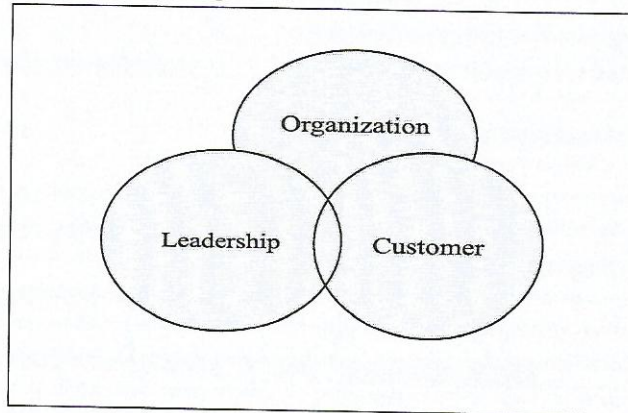
Source: Mikuła, Ziębicki, 2001, p. 270.

Presented in Table 1 principles of the learning organizations are necessary to ensure that organizational learning could exist, but does not prejudge the fact that the organization obtains the title of a learning organization. Visible are also significant differences in the functioning of traditional and learning organizations. It should be noted that CK Prahalad systematically denied the traditional, hierarchical and static approach to management. He argued that global enterprises to build, Polish managers must have aspirations beyond what the company can achieve using current resources, and secondly they must be willing to change the rules of the game. They can not play by the rules that guide international corporations. And the third skill that must themselves develop the steering wheel (the owners) is the maximum use of those resources they already have (Prahalad 2010a, p. 31). For this to happen that managers should engage in learning and self-development. Leaders must invest in yourself and so for example: if someone is a lack of education can not teach others when someone gets sick he can not heal others if someone is poor can not help the poor (Prahalad 2010b, p. 30). For these reasons it is important to draw attention to leadership in learning organization.

2. Leadership in learning organization

In any organization, regardless of its specific activities play a crucial relationships. Important is the relationship between managers and their clients, employees. Heightened awareness of managers is being developed in the triad organization, the customer, the manager (Fig. 1).

Figure 1. Areas of awareness of managers



Source: own work.

As shown in Figure 1 leadership in learning organization must be aware of the relationships that exist within the organization, relationships with customers, but also the managers must be aware that they need to improve. Managers self-improvement should take place not only at the professional level, but also at the level of personal development.

Keep in mind that the role of managers is to develop relationships, behaviors and actions taken by the organization. It is therefore essential to organizational learning to play the steering wheel, whose task is to stimulate all members of the organization for entrepreneurship, openness to change and learning. Managers need to take action trigger with employees desire to do new things that were willing to seek areas of changes, as well as to those changes were willing to make. Managers managing the organization must pay attention to all management areas that need to improve through amendments, and include: organizational structure, organizational culture, decision making, motivation, leadership, training, planning (the pursuit of a common vision), Information Systems. To people in the organization to react to changes and willing to undertake new challenges must provide them with access to information, stimulate cooperation (team spirit and support) and leave freedom to choose and solve problems, to tolerate risk, as well as secure financial resources, material and human (Czekaj, 2007, p. 24).

In a learning organization are open borders between superiors and subordinates. The basic idea is to experience both sides were mutually available and transmitted also to other interested parties. In an organization of this type of dividing lines between the band and management, customers and suppliers, the organization and the environment. The structure of such an organization is flexible and conducive to intensify the flow of information.

Managers in organizations should cultivate learners “culture of different sentences”, which should be deeply convinced that the clash of ideas enriches the experience of the staff and thus

increases their potential of knowledge and creates in them a friendly attitude towards experimentation and the possibility of making mistakes. In such an organization criterion for the selection of staff is not possessed knowledge and ability to learn. In this particular area there is great potential that management should use (Ziemniewicz, 2009, p. 79).

From managers in organizations are required to led to what is expected, which means that they are expected to effectiveness (Drucker, 1994, p. 13). Its effectiveness managers in organizations learners may increase by changing their behavior, wrote P. Senge managers in organizations learners need to “change the way of thinking, they see the world anew” (Senge, 2004, p. 86) have to think systemically. Systemic thinking means the art of view of mutual relations, not separate objects, character changes over time, rather than static snapshots. In systems thinking sees a whole. Systems thinking is a cornerstone in the concept of learning organizations. This concept becomes necessary to change the way of thinking, meaning the transition from view to view parts of a whole, from seeing people as passive puppet to view them as active participants in shaping reality, of action in view of today to create the future (Senge, 2004, pp. 89-91).

The practice of systems thinking starts with understanding a simple concept, referred to as feedback, which shows how actions can strengthen or weaken each other. Systems thinking provides a rich language to describe the types of relationships and patterns of change.

3. Managers and their roles – an empirical analysis

To the attainment of research and prove the research hypothesis being studied in small businesses. We evaluated 25 companies in the cosmetology, catering, bakery and confectionery, dentistry. The research was to answer the question of whether small businesses benefit from solutions learning organizations, and whether it improves their competitiveness. The research was also conducted in the direction of what qualities characterize leadership in organizations learners.

Companies that were examined were based on earlier studies having emerged as learning organizations (i.e. as a result of earlier studies identified features such as: a shared vision, flexible structure, culture open to change and innovation, delegating permissions management, motivated employees, education). As a research method was used interview and a questionnaire with a five – point Likert scale and the study of domestic and foreign literature. The scale of response was of 1-5 where 1 is that the behavior does not occur at 2 – is absent, 3 – part is partially absent, 4 – occurs, 5 – there is a very large extent. The research was conducted among managers (owners) and employees of enterprises. Results of this study are depicted in Table 1.

Table 1. Leadership in learning organization – the results of empirical research

Leadership – evaluation among employees	The scale of answers				
	1	2	3	4	5
Does the company punish for the mistakes?	80%	20%	0	0	0
Do superiors encouraged to experiment?	0	0	70%	20%	10%
Do you use a new experience?	0	0	10%	50%	40%
Are conclusions drawn from failures?	0	0	70%	20%	10%
Does management encourage risk-taking?	0	20%	30%	40%	10%

Are the boundaries between superiors and subordinates open?	0	0	70%	20%	10%
Is cultivated a "culture of different sentences"?	0	0	70%	30%	0
Do managers change their behavior (see their mistakes)?	0	30%	50%	20%	0
Are employees encourage to generate ideas?	0	0	50%	30%	20%
Are employees open to new knowledge?	0	0	0	40%	60%
Is Mr. / Ms as superior:					
Open to admit a mistake?	0	40%	50%	10%	0
Open to modifies your behavior?	0	50%	15%	35%	0
Open to people?	0	0	0	20%	80%
Open to listen to people?	0	0	0	30%	70%
Open to tolerate dissenting point of view?	0	0	60%	20%	20%
Open to allow employees to take the risk?	0	30%	50%	20%	0
Open to motivate teamwork?	0	0	0	10%	90%
Open to motivate employees to change?	0	0	0	60%	40%
Is solutions specific to learning organizations improve the company's competitive position?	0	0	0	80%	20%

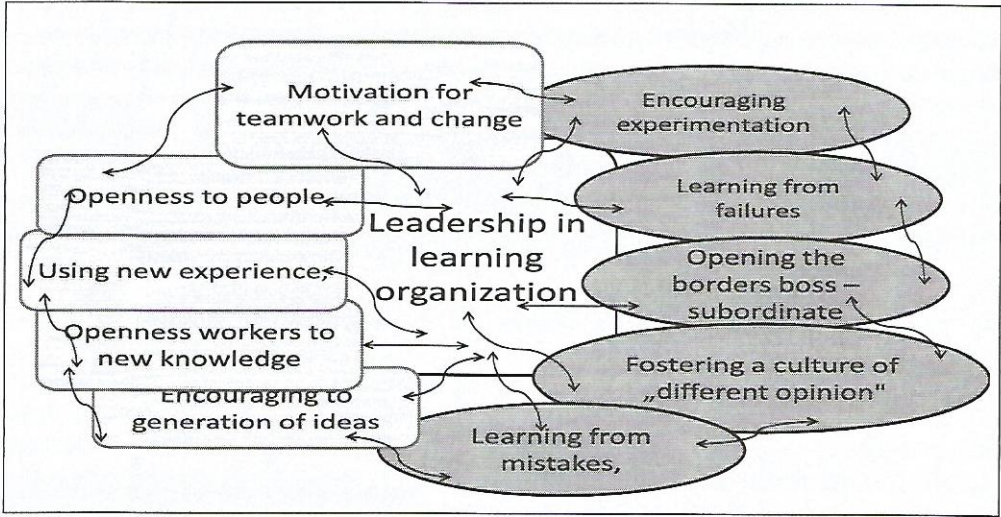
Source: own work.

When analyzing the statement presented in Table 1 it can be stated that the assessment made by the leadership of employees and superiors is no different. This means that leadership is rated similarly by employees and supervisors. For example: workers claim that superiors partially modify their behavior (see mistakes that rated 50% of respondents), while 30% felt that the superiors do not modify their behavior, 20%, they see mistakes. Looking at the assessment made by the managers it can be noted that 50% of respondents answered occupying a managerial position that they do not modify their behavior and 35% that partially modifies. Of course, admitting a mistake and learning from mistakes is the hallmark of learning organizations, for these reasons, this area requires changes in the surveyed enterprises.

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The study allowed us to create a model of leadership for learning organizations, which is illustrated in Figure 2.

Figure 2. Model of leadership in learning organization



Source: own work.

When analyzing Figure 2, it can be stated that leadership in a learning organization should be characterized by specific behaviors. It should be focused on making changes especially in the area of human resources management. These activities, which in the Figure are marked in dark ellipses in the surveyed enterprises need to be amended because it does not exist. Activities in other areas are taken.

It is worth quoting the concept of W. Peace, which indicates a gentle style of management. Indicated management style does not mean weakness, but honesty, openness, exposure to criticism, but also to make the difficult choices and accepting responsibility for them. The author presented the concept says that the typical leaders who have a legendary self-confidence and unshakable stubbornness and lead a difficult, lonely life at the top distinguishes it is that it tries to be sensitive to criticism, open to discussion and does not hide his own human frailties.

In his dictionary gentle management does not mean weak management, openness to discussion is a sign of common sense, not indecision. Criticism from subordinates does not necessarily imply a lack of respect. Conversely firm management does not have to be effective. Sometimes under the guise of self-confidence lies arrogance or fear, firmness is sometimes a euphemism for authoritarianism and pragmatism callousness. Openness is an effective technique to manage people and intentionally exposing themselves to criticism is an effective management style (Peace, 2006, pp. 97-99).

Another very important element to which managers should pay attention to the model of leadership in the learning organization is what to ask the person in the mirror? Well, it is vital to periodically perform self-esteem, look at yourself from a distance, in isolation from the everyday hustle and bustle associated with running a business and ask yourself a few key questions. This applies both to people who direct as well as people who are in positions of employees. Self-esteem concerns all people in the organization (Kaplan, 2008, pp. 45-46).

In conclusion, it is worth noting that the leaders of learning organizations must be versatile with a wide-eyed persons, which will allow them to view full picture of the situation. The great-

est danger faced by leaders is a trap of their own egos especially when all the praise them for outstanding performance. This situation often results in a strongly hierarchical, but it can happen in any organization. The leadership comes mainly about people, about this so they can take maximum advantage of their potential and achieve the objectives of the organization (Palmer, 2013, pp. 212-213).

4. Conclusion

Leadership, to be effective must be adapted to the circumstances and groups of people with whom managers have to deal, and which have lead. The article indicates the important role of leadership in organizations and then equally from management. Organizations that wish to be learning organizations require a completely different style of leadership than the one to which accustomed over the period of their durations. Learning organizations can and even should be stimulated through effective leadership. Leadership in learning organizations is a continual process that starts from noticing the necessary changes in managers, to induce a willingness to change attitudes among all members of the organization.

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