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Study on the Organizational Learning in a High-tech Organization in Mainland China

Organizational learning is not a new terminology since several decades, and has peaked in 1990`s. It was adopted by some privileged organizations as a system-wide organizational learning. As time passes, with the arouse of innovation and competitiveness for business survival, the importance of organizational learning is acknowledged by many researchers, it became widely used as an integral part in the core processes of an organization.

It is generally accepted that effective organizational learning is a necessary ingredient for any organization to remain competitive in the long run, especially in the high tech environment facing with global crisis. This enables the firm to adapt to external change and to improve its current processes, and it is inevitable that learning for continuous development and innovation is a required element for long-term success, and even for survival. However, learning organizations are enforced to undergo changes within the entire organization, including mindset changes to individuals and teams.

This paper defines organizational learning with various learning disciplines associated with discussion on existing organizational learning literature, from the first generation of organizational learning to second generation to what the most recent proposed developmental learning with key factors contributed to organizational learning. Barriers on implementing organizational learning will be reviewed and studied from a case study in a high tech manufacturing company in Mainland China, where is believed to be a hard place for promoting changes owing to its traditional culture. It is, what most researchers, believed that the degree of readiness to change of the corporate directly affects the degree of learning in it. Oppositely, organizational learning will fly its own kite. Learning is rather driven by a combination of environmental factors and individual`s self-actualisation, which motivates contributing to organizational knowledge, than by organizational factors in the long run to sustain learning.