

Building Benchmarking Competence Through Learning Organisation Capacity

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Abstract: Knowledge management field is growing interest in today's business and academic world. Knowledge begin from only true business asset. Global organizations have started using knowledge management technologies to heighten their competitiveness in ways that impossible few years back. Nowadays, learning organizations make this possible throughout global platform where manufacturing and service industries make it profitable. In this case, organization play vital role for effectiveness and make new learning strategies. Where some other case showing that changing learning strategies based on structural phenomenon may bring some policy making where role of leadership find the possible leading path. Facilitative leadership tactically role on radical departure from style of leadership and management control in typically prevailed in organisations. In where the employeeship, vision and guiding theory bear organization development and success as beyond profit that perceived as good management practice. Other than this few factors also dependent on organization ethos. Gradually improved all these through out benchmarking as most successful operation dependent. As this research focus that found from various organization policies as well as suitable methods.

Key Words: Learning strategies, Policy making, Benchmarking, Organization Capacity.

1. INTRODUCTION:

Organizations operating in a complex environment must become fit and meaningful if they are to succeed in TBT (Technology Beads Training) implementation. A company can improve its performance and competitiveness by harnessed of the alternative and innovative style of training and education. To achieve success, organizations must nurture a profile which is flexible and open that focused and refocused, utilize cyclical feedback involving diagnosis and correction (double-loop learning), and create a shared vision against which current reality is measured. An organization with such a profile is called a learning organization and this is one of the more innovative concepts [1]. Knowledge management (KM) is a concept has been around since the early-1990s at least when the large consulting firms like Andesen Consulting and Ernst & Young began committing major resources to implement KM practices and technologies. The idea was to develop innovative ways to leverage the collective knowledge of their vast organizations as having undergone the process themselves, which help other companies do the same. The KM trend began to pick up some momentum in the mid-1990s, getting coverage in the trade press, at industry conference and in business and academic fields. [2]

2. LITERATURE REVIEW:

The learning organization approach is open and dynamic, concerned with the ongoing development of knowledge, understanding and insight. Organizational effectiveness can be enhanced when learning opportunities involve the acquisition and application of knowledge in ways that respect the autonomy and rationality of the learners. Indeed, it has been noted that organizational effectiveness is the result of complex and interrelated decisions that people make, rather than simple behavioural performances [10]. Researcher Kanter points out that successful change and learning occur only when change activities focus on both immediate and long-term issues but this means recognizing that responsibility for issues and change which might begin with management that belongs to others.

Some research found that how triple-loop learning led ethically from near the top can produce desirable social change, whereas double-loop learning, or triple-loop initiatives led from below, are at the mercy of more powerful stakeholders and may founder [22]. The main implication is that without the strong backing of those with power, radical forms of learning may be difficult to implement.

The second divergence is between those who employ stage theories and those who use cyclical models. Other researcher suggests various qualitative differences between organizational processes and progressive hierarchies [24]. In other words, 'Stage 1' processes need to be established before 'Stage 2' processes can be introduced, and that higher stages are generally preferable to lower stages. In most cases, it is also suggested that there is an ultimate, ideal level to which organizations should aspire. Those who propose cyclical models, such as Dixon prefer to see the learning organization as a continual process of striving and improvement [23].

Each type of model has its strengths and weaknesses, and it may be important to examine the circumstances in which one or the other is most appropriate. Several case studies have recently been produced based on applications of cyclical models in which suggest that they have considerable utility in a range of countries, just as earlier work

demonstrated how ideas such as action learning could be transferred and adapted across national and cultural boundaries [25]. There is potential to combine the two kinds of models: one for diagnostic purposes, and the other as a basis for action. The linear models may have greater potential in providing a common language and a means of charting the developmental stage of a company's learning capacity. Some of these are compatible with stage models of organizational ethics or moral ethos and may guide further enquiries into the moral bases of organizational learning [23].

Zairi (1995) argued that organizations should distinguish between the art of doing from that of being. This is to say that having an effective Human Resource Strategy is no longer sufficient to hail organizations as people focused and developing effectively for achieving desired competitive standards [26]. There are various ways and means for assessing the development of a learning organization. For instance Investor In People (IIP) is a positive approach to assess independently whether what organizations say they do does actually take place.

3. LEARNING MATERIALS IN ORGANIZATION:

Materials of any learning organization and learning company two different terms with the framework for developing the concept of a learning organization where each group of writer present different perspectives. Many organizations in the public and private sectors exist primarily as service-oriented activities where local authorities, schools, and hospitals usually not essential in the market to generate profits for shareholders yet seek to address issues of major change linked to learning. Therefore, by using the term learning organization review seeks to evaluate and comment on any type of organization in which purpose to base its activities around learning. Learning organization is required the ability that help to rise questions about what is done, when, how, where and by whom. These types of requires totally new skills just because they threatens the organization's structures. Some cost-cutting and pruning exercise and indulge in Total Quality Management (TQM) type practices are not necessarily engaging in creating learning organization characteristics if there are unable to create tension situations and ask questions about the organization itself that seemingly an increasingly important aspect of learning organizations practice. Researcher argue that it may well be nothing more than a form of current organization control just because of innovation often involves risk, senior management inability to handle this shifts the focus on risk development to middle management through nonions of empowerment [11]. He also found that successful companies often have to buy in an original entrepreneur that has large organizations which can't readily accommodate someone who wishes to break down barriers and change management styles. The most successful entrepreneurs seem to eb found in small enterprises where the emphasis becomes one of collective responsibility rather than department organization effectiveness [11]. So, the successful entrepreneur focuses attention not on himself/herself but creates and generates a term capability. This same point is highlighted by other researchers who refrain from using the word' leadership' and concentrates on the term' leading change'. This is an important distinction due to focus on interrelated issues and activities which are the result of team or group-led initiatives. For the learning organization, the task is to create leadership that leading by change [12].

4. METHOD:

Organizations may change the shape by forces but widen our view as to what an organization is like in terms of operational purpose. Radical theory in terms of describing organizations and what they do is for some people at the core of the learning Organizations concept. Insufficiently radical that deemed which also depicted from organizations. A summary of organization descriptions and challenges of the part of an organization that going to make up a whole can learn to act like the whole and thus create a new whole organization. But still, there are some issues to do with rethinking and awareness activities that going to arise as part of the learning organization portfolio. Special Importance is organizational context as the rôle of risk, learning, and change that holds corporate responsibility. These changing methods of organizational contexts describing and replacing the orthodox models and theories of Taylor, Fayol, and others [3][4][5]. Mental model, second discipline, organization' and individual internal picture of the world as a paradigm in where paradigm must be constantly evaluated analyzed and clarified to ensure they are as accurate as possible. Too many organizations get caught in an old paradigm and can not react quickly enough to a changing market. Further theme is beginning to emerge which is holistic in principle method that take account of the consesuences of action. Where an organization concentrates on its total activity that address issues of how these impact on a whole variety of external and internal organization issues bear different systems that structures can emerge. However, However, what seems to be crucial in this change process is the ability to take risk. Further, as people and organizations begin to look more globally at what others are doing, they are likely to have to address issues which go beyond those concerned with work, production, and organizational systems. Cross-cultural fertilization may become of major Importance and a mind-shift is likely to be required in terms of many of the contingency factors which influence and shape people's lives. How business is obtained and practised in other cultures, how the working day is organized, and how organizations are managed and operated appear to be just some of the new contexts which are influencing how organizations operate and develop [9]. Wider issues, concerned with such things as the environment, pollution, and where and how organizations should invest money, are also some of the new contextual issues organizations are facing, as people begin to exert a greater influence on those things which shape their lives.

Thus, the literature and current practice of the learning organization indicate that there are events, situations, and activities, which trigger change and transformation. However, these cannot be viewed in isolation. The contexts in which change and learning occur, and the processes by which they are achieved, are key issues. In other words, looking holistically at what happens in organizations is likely to provide richer and more authentic analysis and information [10].

5. DISCUSSION:

Some points have discussed based on the training of learning organization as per discuss based on method that how employee get the chance of various perspectives throughout the benchmarking.

5.1 Leadership and Leading Change :

A further key issue in creating a learning organization seems to be not just effective change but various leading change acquired for adapted and refined. Harvey Jones's ability to lead at ICI rested in persistence, patience as the capacity to see where they wanted to go and make small additive moves in the desired direction. Some researchers argued that one of the expected behaviours from leadership is to demonstrate that there is clear corporate development through learning or by ensuring the whole process is effectively managed, and necessary actions can take place. A strategy for learning needs to be developed as with clear milestones and measure that can be implemented is regularly monitored. The monitoring behaviours sometimes not sufficient to ensure that effective corporate development of learning that usually goes ensured. There is only so much management can do to empower people. In contrast, an organization can only learn and develop if there is 'shared responsibility' which means making links between work and what happens outside of it [6]. In turn, he believes that employeeship is an aspect of leadership - that is, stewardship or leadership of self is something every person can improve on through personal relationships and communications with people at work and in society at large, but it has to be encouraged and developed. Typically leadership is important, as described below.

- Facilitative Leadership :**

The concept of facilitative leadership within learning organizations is a radical departure from the control style of leadership and management that has typically prevailed in organizations. The concept of facilitative leadership within learning organizations is a radical departure from the control style of leadership and management that has typically prevailed in organizations. This new style of leadership and management is shifting from a command-and-control orientation to a facilitate-and-empower orientation, in which leaders and managers focus on developing their people and facilitating their learning. To obtain knowledge workers, managers therefore have to attract and motivate the best people; reward, recognize and retain them properly. Leaders of learning organizations nurture, develop, and measure the knowledge capital of the organization [6]. In addition, facilitative leaders are adept at encouraging and motivating others to learn, and are frequent and effective communicators. Researchers suggest that leaders and managers will play an important role in building learning organizations, but his conceptions and descriptions of this role differ [7]. Although the notion of learning in learning organizations has received considerable attention, the teaching component has largely been ignored. He also note that "does not mean leader as an authoritarian expert whose job it is to teach people the correct view of reality". Rather, it is about helping everyone in the organization gain more insightful views of current reality, which is "in line with a popular emerging view of leaders as coaches, guides, or facilitators". According to Senge, leaders are responsible for learning.

- Employees, Vision and Guiding Theory :**

There is a move by some organizations to tackle much softer issues, often hitherto ignored by organizations but seemingly crucial to learning and change for sustained development. Interest is emerging again as part of a re-defining process, such as leadership, employees, empowerment, vision and organizational purpose. However, wider issues are also now surfacing for discussion, to do with values, ethics, and hence purpose. Term of this collective focus on values organizational axiology, 'axiology' being a distinct part or element of philosophy which focuses on values and ethics. Some organizations are looking at organizational development and success beyond profit and perceived as a good management practice.

- Spiritual Dimension of Organization**

The spiritual dimension of organization picks up the notion of the 'spiritual foundation' of the organization, which is a new theme emerging in the literature around the learning organization [7]. Concern for personal and community development and wider social issues are becoming increasingly important. A group of articles that attempt to flesh out the personal and social concern issues explored what is called 'spirituality in organizations'—concerning individual and community development that wider on social issues. A group of articles which attempt to flesh out the personal and social concern issues that have explored what is called spirituality in organizations. Researchers examine that how individual and organizations aims to come together through workshop training to encourage individual vision

[8]. Moreover, hallmarks of spirituality and how religious teaching and ways of thinking can impact an organization and create the observes which is empowered learning [13][14][15]. Indeed, Fundamental questions about how organizations need to adapt to accommodate ethnic groups, women, alternative lifestyles and non-western religious beliefs and practices. Typical activities and issues highlighted above seem to represent a learning organization in the embryo, and for some organizations, they may be the things to do like support the bonding process once born.

- **Corporate Responsibility**

The ethical or moral issues of an organization are typically three kinds. On the other hand, there are issues to do with matters as pollution that measures biodegradable products that dispose of and so forth. On the other hand, there are some issues to do with how business should be done. Many organizations are increasingly having to do and define that how business with a wider range of agencies at home and abroad that usually are open to a wide range of influences that can jeopardize the organization. Employees can, for example, engage in unethical practices, such as bribery to secure contracts; on a much larger scale, some company owners, by means of the way they operate and control their company, can indulge in fraud and other malpractice, which so threatens the organization that it creates financial and organizational instability over long periods, and in so doing puts the livelihood of many hundreds of people at risk.

- **Social Issue**

The idea of a learning organization and learning society or community is likely to produce major challenges and even problems, which go beyond the immediacy of the work environment; such a case could be an integral part [16]. Even though organizations may attempt to react to changes with moral and ethical one with the additional system and structures, it also raises whether they are likely to succeed.

6, FINDINGS AND ANALYSIS :

The research found that learning in organizations combines top-down and bottom-up approaches to create organizations [6]. It could be an approach that negates most of Taylor's theories of management. In creating and sustaining continual learning, the focus is that learning 'Involves a good deal of experimentation and change. Creating a learning organization requires change. Simply putting in place traditional measures of competence and audit system are not the hallmark of a learning organization' [6]. "Traditional measurement and control systems tend to discourage the kind of experimentation that leads to learning. Too rigid an emphasis on standards, budgets and reports encourages a steady-state mentality, a by-the-book approach to management that avoids making changes that entail risks and strives to meet short-term performance goals whatever the cost". The emphasis on personal production targets and institutional audits is symptomatic of a certain societal culture that has produced such systems. In some case, it's important due to most successful manufacturing operations to adopted a 'people first' approach to organizational development. In this case, the researcher list 9 keys hallmarks or assumptions for creating a learning organization, which they found present in the most successful operations.

1. All employees are responsible.
2. Human resources are too valuable to waste or to leave untapped.
3. Creative talents and skills are widely distributed at all levels of an organization and society.
4. Workers will raise important problems and concerns if they feel the organization will respond appropriately.
5. Work is more interesting when people are challenged in performing it.
6. People take pride in training others.
7. Better performance occurs when artificial differences in how people are treated.
8. Real responsibility motivates high performance.
9. People make better decisions and implement them better when they work together.

Interestingly enough to work in the views that nearly two hundred middle and senior managers were obtained about organizational change and researcher []. The Jones and Hendry (1992) sample talked about opportunities to acquire transferable skills, a wide variety of assignments in various situations, and individual responsibility for projects as being key factors that create learning and development. The need for job challenges, enrichment, and enlargement were crucial factors in creating learning for change. The opportunity to devote some time during the course of actually doing a job, giving room for reflection and 'personal space', was also thought to be necessary.

Teamwork was perceived as getting away from traditional individual assessment and isolationism. Where there is teamwork, combined with networking as a result of job enlargement, it was thought that learning was further helped. Greater mobility between departments and functions and knowing how to gain access to organizational information to create shared experiences were also identified as crucial factors in the learning process; On the other hand, where an organization generates too much work, unrealistic deadlines is seen as being 'too large', creates

bureaucracy and too much work specialization, and has people doing jobs for which they will not see the end result, learning was thought to be impeded or impossible.

7. MEASURING LEARNING ORGANIZATION

Learning organization should be meaningful, manageable and measurable. Measurement must be taken to assess the current culture, learning attitude and learning disabilities in an organization in order to determine which actions to take to manage the progression towards a learning culture. Once a learning organization is established, it can progress to achieving and sustaining competitive advantage [17][22]. Behaviourally-anchored rating scale (BARS) to measure the learning organization. They believe that the learning organization has certain behaviours associated with at least eight categories of items, which they have called attributes. They recognize that these may not be the complete set of attributes but they have proved useful in their initial efforts with organizations [22].

- Communication.
- Learning and innovation.
- Strategic thinking and vision.
- Information.
- Decision-making.
- Managing change.
- Measurement.
- Reward and recognition.

In a learning organization, the style of communication should be open and cross function to maximize the benefits from alternative opinions as seen on figure 1.

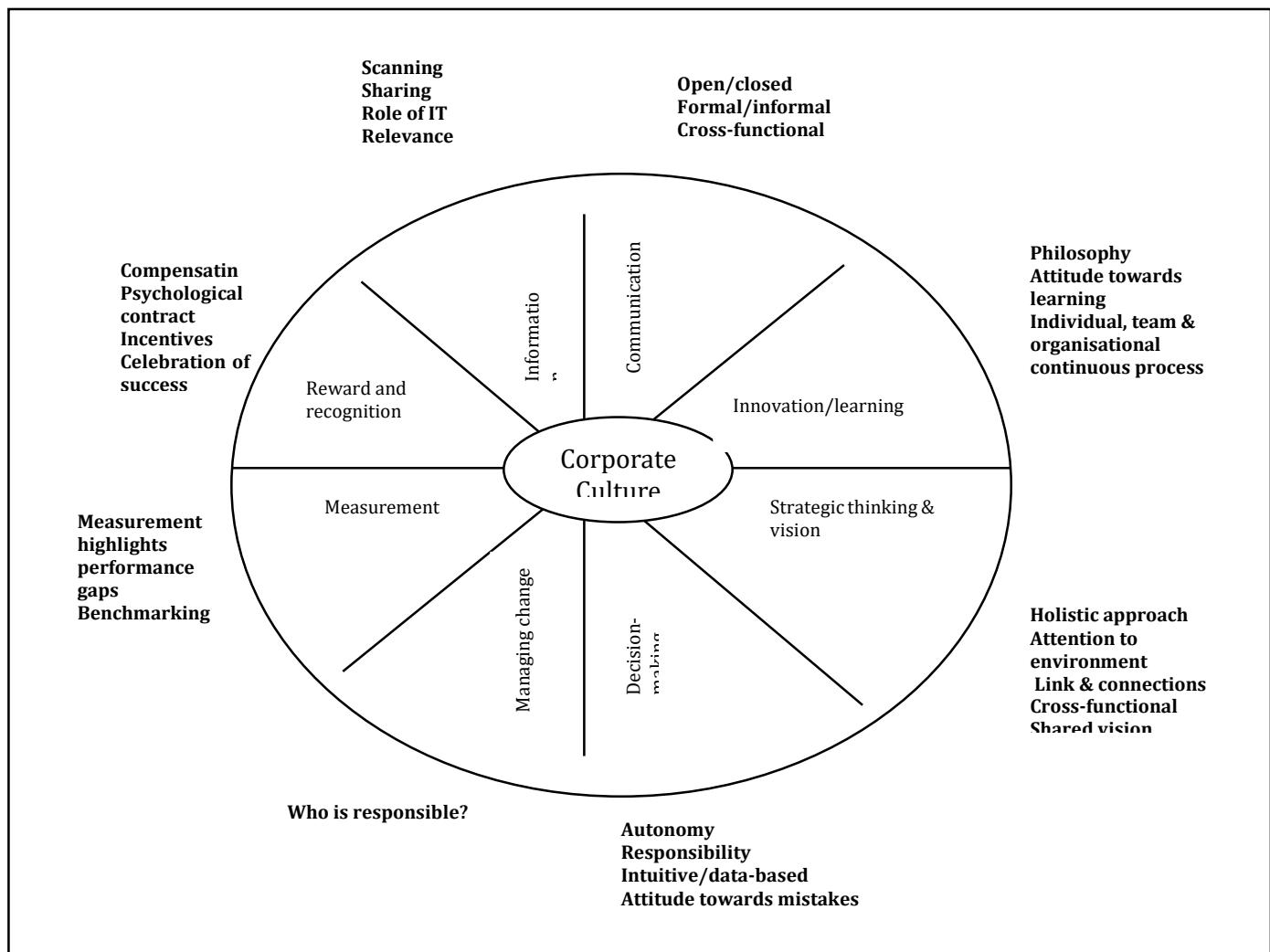


Figure 1: Attributes to be Assessed in Learning Organisation
Source: Campbell and Cairns (1994, p.13)

In a learning organization, the style of communication should be open and cross-functional to maximize the benefits from alternative opinions (Table 5.1). This then enables the organization to understand the extent of the problem and identify necessary actions to modify the behaviour to decrease the gap between the actual desired behaviour. This process can be summarised in Table 5.2, which indicates the successive steps to be taken in moving towards a learning organization. The steps also represent the three Ms, which are so vital, providing meaning, measurement and management to the establishment of the learning organization.

8. IMPLEMENT LEARNING ORGANIZATION

Naturally, there have been many different positions taken the most appropriate ways of improving learning organization capabilities. Some reference found that just two, the first of which has been a discernible debate between incrementalists and radicals. Incremental learning is seen not only to be most common in organizations but also rather useful. Examples can be seen in normal approaches to product improvement and refinement in response to customer feedback or in the way databases of personal or clients of products, are gradually update as new cases are incorporated and categories are identified. In each of these cases, there is a high cost to radical change, because it could make all the knowledge and data within the existing systems unusable. A more radical perspective sees that organizations normally operate on single-loop learning principles; it is more important for them to develop the capability of double-loop learning.

Table 5.1 Example of Behaviourally Anchored Rating Scale for Communication. Source [22]

Numeric scale	Relative amount of activity	Examples of activities related to this factor
9	More than usual amount of typical activity or effort related to this factor	Active exchange of ideas and information frequently and activity sought across boundaries.
7		People are prepared to challenge assumptions, to question and exchange ideas to gain maximum learning.
6	Usual amount of typical activity or effort related to this factor	People form alliances with colleagues from other functions and communicate across boundaries informally with these allies more effectively than through formal discussions.
5		People are encouraged to communicate with colleagues outside their function and share information through formal procedures such as managerial controlled meeting.
4		
3	Less than usual amount of typical activity or effort related to this factor	People are hostile to exchanging information or receiving ideas from others. This is seen as threatening and the style of communication is closed, sullen and suspicious.
2		
1		
The results gained from conducting this rating will be shown on a Likert scale to highlight the difference between the desired and actual behaviour.		
Actual	0 1 2 3 4 5 6 7 8 9	Gap
Desired		

The distinction between single, double and triple-loop learning in relation to two companies which are widely regarded in the press to be exemplars of learning organizations. They find that the different forms of learning may coexist within the same organization, but that staff in more junior positions tend to be confined to involvement in single-loop learning processes. The extent to which this is viewed as a problem depends on the ontology from which one understands organizational learning.

Empowering the junior ranks to shape the direction of radical change actively may, from a strategic perspective, increase the adaptability of an organization and, from psychology and promise widespread growth and development among ordinary people at work. However, from an organization theory perspective, it may be seen as itself causing problems due to incompatibility of interests and agendas.

Table 5.2 Steps in Measurement Process. Source [22]

1	Meaning	Agree on working definition of learning organization
2	Meaning	Agree on attributes of learning organization.
3	Meaning	Develop BARS for each attribute
4	Measurement	Conduct rating for each behaviour
5	Measurement	Display rating on Likert scale to highlight difference between actual and desired behaviour
6	Management	Develop and agree on action plans to reduce gap
7	Management	Implement action plans
8	Management	Re-measure to assess changes in behaviour
9	Management	Use incentives to reward changes and to encourage further change

9. RECOMMENDATIONS:

Recommended organizations is a tangible commitment to T&D which provide a high level of funding and facilities that linked to career progression and rewards that usually seen as more progressive. In addition, training was linked to the business plan or overall organization strategy. It can be believed that such organizations created a more powerful and meaningful learning experience. An organization which is structured around mechanistic appraisal schemes was not touch to be conducive to learning. Several point to be identified based on organizations which bring the value for overall structure of improvement.

- **Organization Culture and Climate**

Where there is clear support from senior management for development and individuals are encouraged to take the initiative, thus producing in-house entrepreneurs, successful learning was thought to take place. An organization that operates by labelling everyone with a specific task and status was seen as being less conducive to learning. Such organizations tend towards bureaucracy and the creation of inter-functional rivalries and power politics, all of which inhibits learning.

- **Decision-Making Processes**

Participation and communication were viewed as positive factors. Performance review processes linked to the clear understanding of organizational mission and strategy are important for learning. Organizations that encourage participation and communication were seen as being ones where decision making and role support are generated, and the learning which ensues produces teamwork and team decision practices. Organizations that provide work and experience with long-term objectives which are not shared or achievable were seen as creating barriers to personal learning. Bureaucratic decision-making provides a poor learning environment, while virtually all respondents believed that the predominance of directive management styles in organizations blocks essential learning.

- **Employee Communications**

The business imperative to accelerate the learning organization has created new functions within organizations to speed up the process of creating, capturing and disseminating information and knowledge. The same forces that are creating a focus on knowledge management are causing firms to combine their learning and communications strategies. As training moves to learning then more and more organizations are looking to foster a learning environment to pay-back on training or create an architecture in which learning both formal and informal that going to be consistent [18].

More research found that the Qualcomm company, a San Diego-based wireless communications company, did not have an internal communications department [19]. So when the director of the learning department decided she needed to communicate better Qualcomm's learning and training initiatives to the employees, as created a sub-department within the learning department, called employee communications. Different from corporate communications, which is located at the headquarters facility and focuses on external public relations, employee communications informs employees about more than just training events; this group has assumed responsibility for communicating the company's training and learning philosophy, as well as its culture and values. The use of the company's Intranet Website for information exchange, as well as for more formal distance learning, has been an essential tool in Qualcomm's employee communications efforts. Suggest research show that "The border between training/learning and internal communications is increasingly difficult to draw". Indeed they continue to "There is increasing awareness that internal communications are also learning activities, meaning that there is need for closer ties between the two strategies".

Another factors of employee communications is placement of employee within an organization that should depend on which goal is more difficult to achieve without an organizational linkage. For example, in a command-and-control culture, the first option in the table is best. Additionally, any one of these goals could be more critical than the others, depending on where the company is in its life cycle. This could mean that the organizational placement of employee communication could change over time. The increasing overlap of learning and employee communications within organizations originates from the need of an organization to link its functional silos [20]. Much like the trend toward combining learning and performance, consulting, organizations are melding learning and internal employee communications. Although many organizations have recognized this need, they are taking different approaches to address it. Some organizations, for instance, have located the employee communications department under the training department umbrella. Other organizations are looking at creating stronger partnerships with broad-based groups that may have organizational responsibility for the knowledge and communications areas. This has resulted from the blurring of distinctions among communications, knowledge and learning, and from the increased importance of a holistic approach to address their different dimensions.

The desire to move learning from discrete interventions to a complete learning environment appears to be pushing the integration of the learning and employee communications departments. Knowledge management, formal and informal learning, performance improvement, and intellectual capital enhancement appear to form the basis for this push, as well as a desire to help employees better understand their organization's vision, mission, culture and values. No longer content to work within the constraints of functional silos, learning directors have begun to take a more systemic view of informing and developing employees through the creation of their own or integration with existing employee communications departments [18].

- **Learning Organisation Disabilities.**

Organizations learning disabilities as research found that could keep organizations from incorporating learning into their daily lives. For example

- i. A narrow definition of learning
- ii. Learning disconnected from purpose, limited performance monitoring, and the failure to reach consensus.
- iii. Not enough attention from top management, not enough time to document lessons or experiences, and inadequate training.
- iv. Scanning mechanisms that focus too narrowly, and the tendency to fit new data into old conclusions.

The key to overcoming these learning organization disabilities is developing an honest understanding of what they are, why they occur, and when and where in the learning process they are likely to surface. For example, training can help change mental models, develop teamwork ability, and facilitate systems thinking. Managerial teamwork, especially at the top, can set the right example for the entire organization. Thorough planning can make sure that there is a purpose connected to the learning. Technologies can facilitate analysis, documentation, and dissemination processes, so that 'lack of time' is no longer an acceptable excuse.

Recognition and rewards can stimulate self-actualized learning that helps, purposefully. Incentives to management can encourage them to manage, and learn, for the long term. Built-in challenges to convention and tolerance

of critics can create an environment more open to unusual data. And tolerance of both experimentation and failure, and the insistence on learning from failure, will stimulate learning and innovation.

Of course, removing organizational learning disabilities, though essential, is not enough. The true role of leadership is to power the active process of learning, change and improvement throughout the organization, and to engage the hearts and minds of people in that process. But there is no rest for the learned; instead, leaders must continually examine the processes by which their organizations develop a common understanding, combating pressures for complacency. They must subject their own assumptions to rigorous, dispassionate testing. They must periodically examine and benchmark their human-resources policies and systems to ensure internal consistency, as well as continuing relevance. And they must regularly assess both formal and 'unwritten' rules with an eye out for conflicts. Learning is the engine of growth. For both individuals and organizations, systemically learning to learn opens a wealth of possible futures in which they continually improve performance, enhance value, and create new beginnings [21].

10. CONCLUSION:

The emphasis on personal production targets and institutional audits is symptomatic of a certain societal culture that has produced such systems. The work of Hayes, Wheelwright and Clark (1988) is important because their research shows that the most successful manufacturing operations adopted a 'people first' approach to organizational development. New information technology, especially email, videotapes and video conferencing, can help an organization reach a broad audience quickly and effectively. All those may generate the scale of benchmarking for organization development. Finally, this research study defines how various policy and perspectives influence the outcome of organizations as expected to be developed.

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