**Developing a Learning Organization Culture by Implementing the Adult Learning Praxis Approach**

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# Abstract

Organizations experience administrative challenges and operational problems requiring tactical solutions. Strategic companies adopt applicable academic and professional models of overcoming difficulties and improving financial performance. In this context, an organization is experiencing fundamental problems maintaining innovativeness and creativity among employees. The adult education praxis offers an advanced model of defining an organizational issue with relevant and applicable solutions. This model benefits organizations intending to improve employee innovation skills and knowledge for enhanced competition against rivals. Most importantly, the adult education praxis enables troubled institutions to integrate the values and attributes of a learning organization. This is an organizational strategy that enhances the implementation of positive roles associated with the improvement of academic level and professional experience. Most importantly, this white paper identifies challenges of the defined issue with proposed solutions that optimize on positive roles of adult education praxis on achieving attributes of learning organization culture.

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# Introduction Defining the Issue

## Current State of the Organization

The organization's current state is associated with poor innovation and strategic integration of changes for improved profitability. It implies that the employees have limited opportunities of expanding the academic and professional knowledge required for competence and effectiveness (Gheyssens et al., 2020). As a result, the company has experienced negative and stagnated growth in revenues due to poor inventive practices that increase sales and consumer base. This business phenomenon affects the organization's sustainability goals due to uncertainty in financial performance (Malik & Garg, 2020). Essentially, the current situation indicates a threat to business continuity arising from a lack of learning organizational culture.

## Immediate Connection to Decision Makers

When keenly perceived, the current organization's state depicts an immediate connection to critical decision-makers. It includes executive and senior management officials who enact policies that guide employee conduct and activities in the workplace (Salunke et al., 2019). Middle-level managers and supervisors are directly involved in implementing an organizational learning culture as they facilitate or oversee policy implementation activities (Holdsworth et al., 2020). Most importantly, the immediate connection of the organization's current state involves operational workers and clients who transact during sales or transaction procedures (Tortorella et al., 2020). Employees' academic knowledge and intellectual capacity determine the profitability of profit-making entities requiring direct involvement in implementing learning organization culture.

# Appraisal for Advantages associated with Characteristics of a Learning Organization

## Improved Innovation among Employees

The current situation facing the organization would benefit from improved innovation among employees. A learning organization depicts positive outcomes associated with creativity in the workforce (Gheyssens et al., 2020). For example, administrative personnel has reduced time for extensive research regarding creative production approaches. It implies that workers are mandated to identify functional, less costly, and optimized processes that reduce production costs (Malik & Garg, 2020). In this context, a learning organization integrates valuable skills, knowledge, and intelligence into trending practices associated with the industry (Gheyssens et al., 2020). Employees can engage in knowledge acquisition processes that ensure efficiency and competence against rivals in a competitive market. Organizational learning offers a suitable platform for transforming skills and knowledge into practical solutions offered as goods or services to clients (Mlambo & Khumalo, 2022). Most importantly, a learning organization benefits from advantages related to business models that improve revenues and increase profit margins against competitors.

## Enhanced Stakeholder Interaction

Another characteristic of a learning organization that benefits the described situation is enhanced stakeholder interaction. This attribute refers to improved communication practices and policies that allow employees, supervisors, managers, and executive directors to engage progressively (Salunke et al., 2019). The current situation in the organization includes poor innovative practices, which limit workers' creativity and invention abilities (Malik & Garg, 2020). In this case, a learning organization depicts enhanced integration of stakeholders as they occasionally meet in formal and informal contexts. For example, directors enroll in standard classes with managers and supervisors regarding transformational leadership attributes (Gheyssens et al., 2020). The stakeholders participate in group discussions and assignments as they acquire positive learning outcomes. Subsequently, the current situation evidenced in the organization would benefit from enhanced stakeholder interaction required for improved innovation (Tortorella et al., 2020). This advantage would ensure employees engage in knowledge acquisition processes supported by the organization's policies and executive directors.

## Strategic Communication Practices

In addition, a learning organization depicts strategic communication between stakeholders. This management practice is critical in ensuring the strategic implementation of policies and regulations. Specifically, it ensures that stakeholders remain cohesive while executive their operational roles (Salunke et al., 2019). A learning organization is advantageous in adopting communication models which provide timely and effective decision-making among directors, managers, and supervisors. When keenly perceived, the organization's current state would benefit considerably from strategic communication as an attribute of a learning organization (Mlambo & Khumalo, 2022). Enhancing innovation skills and knowledge in employees requires official and formal communication models for efficiency (Holdsworth et al., 2020). It implies that supervisors and managers should ensure the incorporation of sensitive words guided by the cultural values of operational workers. This model would help ensure respect for colleagues and partners who contribute to the organization's success (Gheyssens et al., 2020). Specifically, strategic communication would benefit the current situation as employees develop useful interaction skills required for innovative practices.

## Progressive Conflict Resolution

Learning organizations also depict advanced conflict resolution procedures in their management or administrative practices. This situation recognizes the imminence of disagreements among varying stakeholders. For instance, employee-to-employee conflicts can arise between colleagues with different religious backgrounds or cultural views (Antunes & Pinheiro, 2020). Negative organizational politics can be disastrous in such situations as colleagues can fight over minor issues due to varying beliefs (Holdsworth et al., 2020). Similarly, managers and employees can conflict on working conditions and remuneration packages. The latter stakeholder can complain by presenting grievances to the organization through a trade union (Gheyssens et al., 2020). Essentially, a learning organization displays proactive and democratic values for ensuring progressive conflict resolution between conflicting parties (Malik & Garg, 2020). This advantage would benefit the current situation in the organization by improving interaction and cohesion among stakeholders (Tortorella et al., 2020). Most importantly, this characteristic would strengthen the innovation and inventiveness of employees by providing a conducive learning environment for incorporating the acquired skills and knowledge.

## Business Continuity Plan (BCP) and Growth Management

Furthermore, a learning organization depicts stability and reliability in its business continuity plan (BCP) and growth management (Gheyssens et al., 2020). From a descriptive angle, BCP refers to managing and operational policies and procedures that ensure organizational and environmental sustainability (Malik & Garg, 2020). Profit-making entities that operate in competitive markets and economies require a strategic model for maintaining relevance through optimized production that increases sales revenues (Gheyssens et al., 2020). Learning organizations depict stability and reliability in the adopted model of continuity which includes improved innovation and creativity among workers (Holdsworth et al., 2020). When keenly perceived, this advantage can benefit the organization's current state by incorporating strategic management and administrative values (Mlambo & Khumalo, 2022). For instance, the organization can indiscriminately enhance the interaction of all stakeholders through the integration of transformational leadership practices. This approach allows the business to share innovative knowledge and skills, facilitating talent development through high innovation and creativity among employees.

## Attainment of Sustainability Goals

Learning organizations also display the attainment of sustainability goals as a crucial advantage. From a practical perspective, these objectives are related to the critical management roles of executive directors and senior administrative personnel (Antunes & Pinheiro, 2020). On the one hand, organizational sustainability includes production practices that allow a profit-making entity to maintain competitiveness in a given industry. This implies that profitability is critical in measuring the success of management and operational practices adopted by an organization (Holdsworth et al., 2020). On the other hand, sustainability goals include policies and procedures which protect or conserve the ecosystem (Gheyssens et al., 2020). The Paris Climate Accord of 2016 and recommendations of COP26 in Glasgow mandated private and public institutions with environmental conservation responsibilities. As a result, learning organizations depict the attainment of sustainability goals that can benefit the current situation, entailing poor employee innovation and creativity (Tortorella et al., 2020). This goal can be achieved by sensitizing employees on ethical and moral practices related to learning the environmental significance and implications of business practices.

# Examining Strategies of Enhancing Adult Education Praxis in Learning Organizations

## Flexible Learning Experience

Adult education praxis offers a practical framework for employees to adopt the values of a learning organization. The strategies used to implement and enhance the model vary depending on the company's mission and vision objectives (Holdsworth et al., 2020). For example, offering workers a flexible learning experience is a common tactic many institutions adopt. The framework allows operational officials to attend classes conveniently and closely with academic administrators (Mlambo & Khumalo, 2022). In this context, a flexible learning experience helps improve the skills and knowledge required for enhanced innovation. Employees are rewarded with promotional positions guided by academic qualifications and professional experience (Gheyssens et al., 2020). For instance, human resource (HR) officials use intellectual certifications as a guide to the professionalism level attributed to applicants (Malik & Garg, 2020). The approach upholds organizational values through a flexible learning experience, enabling employees to progress professionally (Gheyssens et al., 2020). Most importantly, the flexibility and convenience of attending classes as one works enhance learning objectives concerning adult education praxis.

## Feedback or Response Analysis

In addition, the feedback or response analysis allows profit-making entities to achieve the goals and attributes of a learning organization. The strategy involves optimizing learners' responses in a professional or worksite setting (Antunes & Pinheiro, 2020). In simpler terms, the tactic is helpful in remedying or enhancing the implementation outcomes of a specific learning process. The approach is crucial in achieving attributes of a learning organization when implemented strategically using the adult education praxis model (Gheyssens et al., 2020). For example, employees involved in conflicts due to cultural or religious differences can work on a sustainable solution that prevents spiritual comments on general social topics (Malik & Garg, 2020). In this context, both parties in the conflict are expected to abide by the agreement irrespective of emotions or mood levels (Tortorella et al., 2020). The feedback or response analysis allows employees to integrate the adult education praxis by improving weak areas associated with a learning process.

## Formal and Informal Learning Contexts

Another strategy that enhances adult education praxis in learning organizations includes the facilitation of formal and informal learning contexts. In other words, the institutions allow employees to conveniently interact with other stakeholders in a learning process. The stakeholders involved share information which builds knowledge among employees of the institution (Gheyssens et al., 2020). This strategy helps develop personal and professional values among employees. Essentially, adult education praxis optimizes this strategy to ensure the attainment of a learning organization. In this case, institutions implement projects in teams of experts with varying academic backgrounds and professional experience (Malik & Garg, 2020). For instance, annual internal initiatives organized for an organization's stakeholders present a platform for interaction between operational officials and executive directors. This environment is conducive to sharing experiences, improving the perception and approach to project implementation in teams (Mlambo & Khumalo, 2022). Fundamentally, formal and informal learning contexts enable organizations to integrate the adult education praxis among employees.

## Partnerships with Reputable Academic Institutions

Moreover, the adult education praxis integrates partnerships with academic institutions for intellectual development. The approach is essential for ensuring that learners obtain quality and professional education from institutions with reputable performance (Reese, 2020). The adoption of partnerships with academic entities is beneficial for employees and organizations. For example, the business advantage of teamwork is that services are offered at discounted prices allowing for more sales and profits. Organizations that partner with higher learning institutions present many employees requiring specific skills as students (Gheyssens et al., 2020). Similarly, the employees benefit from advanced academic opportunities in the partnering school. Improving one's theoretical knowledge and skills is a critical achievement of the adult education praxis (Malik & Garg, 2020). Most importantly, strategic organizations ensure that their partners have recognized performance and evidence-based results observed among learners or employees (Tortorella et al., 2020). The approach is critical for ensuring that workers obtain valid professional values that enhance opportunities for promotional positions.

## Practical Implementation Platform for Knowledge Acquired

Adult education praxis also incorporates the practical application of acquired academic knowledge in a worksite setting. In other words, strategic companies allow their employees to optimize available resources to implement conceptual frameworks in research and development (R&D) programs (Antunes & Pinheiro, 2020). On the one hand, tactical profit-making entities can allow the employees to use the available resources to implement the projects. This is a long-term initiative that benefits the organization by improving the attainment of sustainability goals (Mlambo & Khumalo, 2022). On the other hand, the financial implications of a project with minimal returns adversely affect operational efficiency. It implies that executive directors and senior management officials avoid approving the use of company resources in activities without returns on investments (ROIs) (Malik & Garg, 2020). In this context, adult education praxis adopts a practical implementation platform that enables employees to transform ideas into practical solutions (Mlambo & Khumalo, 2022). In simpler terms, the approach improves the competitive advantage by implementing scientific or evidence-based practices and solutions.

## Reliable and Consistent Teaching Practices

Most significantly, adult education praxis adopts implementation practices that are reliable and consistent among employees. This strategy is crucial in advancing organizational values and culture, ensuring the company's mission and vision goals (Mlambo & Khumalo, 2022). The reliability of teaching practice is crucial in addressing skills required for the progressive execution of assigned roles and responsibilities (Malik & Garg, 2020). Similarly, consistent teaching practices are essential for implementing an adult education praxis model. It means that organizations should identify academic institutions with shared values and goals (Reese, 2020). For instance, adopting a practical learning model which integrates learning outcomes with worksite roles offers a reliable and consistent teaching practice. This approach is helpful in ensuring that employees acquire the intended values and attributes of the organization (Gheyssens et al., 2020). Therefore, adult education praxis with the right partners can ensure smooth operational and administrative continuity due to a common source of academic and professional knowledge and technical skills.

# Proposed Solution: Strategies for Enhancing Integration of Attributes Identified for a Learning Organization

## Organizational Change in Management and Leadership Practices

Organizational change is required for the objective integration of attributes associated with a learning organization. It is through the adoption of new practices, policies, and procedures that a company implements proper organizational values and culture (Gheyssens et al., 2020). In this case, changing the management structure and decision-making process is critical in allowing entities to improve stakeholder cohesion and integration (Holdsworth et al., 2020). In simpler terms, organizational strategies refining job roles and responsibilities present a beneficial management change critical to ensuring advanced interaction among stakeholders. Senior and junior employees interact in formal and informal contexts contributing to the progressive attainment of company goals and objectives (Malik & Garg, 2020). This approach implies that stakeholder involvement is essential in implementing change tactics entailing a learning organization. Most importantly, organizational change in management activities helps ensure the tactical achievement of a company’s BCP (Mlambo & Khumalo, 2022). Attaining competence and efficiency among employees is critical in ensuring improving innovation that challenges the current organizational performance state.

The organizational change also includes incorporating leadership practices entailing a learning organization. In this context, the company needs to understand the source of poor innovation and reduced creativity among workers (Malik & Garg, 2020). For example, poor intrinsic and extrinsic motivation contributes to the low working rates and employee interaction moods. This is evidenced in the quality of the finished product, which, in most cases, records poor sales revenues and profit margins (Gheyssens et al., 2020). When keenly perceived, it is essential to consider the transformational leadership model, which can enhance the attainment of goals associated with a learning organization. For instance, the framework enables managers, workers, and non-working staff to interact in formal and informal environments (Malik & Garg, 2020). In this approach, the interaction also contributes to sharing of professional knowledge and experience among stakeholders (Holdsworth et al., 2020). Subsequently, it is critical for organizational change to integrate company practices that improve the values of a learning entity. This is achieved through progressive management and modern leadership for the enhanced corporation.

## Developing Interconnections

Developing internal and external interconnections offers a helpful strategy for enhancing the attributes of a learning organization. Essentially, the organization's current state depicts poor innovativeness and creativity among employees (Holdsworth et al., 2020). The company is adversely affected by its management approach, which focuses on quantity production. In this context, developing internal connections forming the organization’s competence and competitiveness would help overcome the present challenges (Gheyssens et al., 2020). Internal connections require stakeholder cohesion and integration to share professional and personal experiences that benefit the organization. Most importantly, internal relationships are crucial in advancing values that assure stakeholders of sustainability goals (Malik & Garg, 2020). For example, ensuring seamless internal connections between employees and management staff implies improved professional performance. Both parties execute their roles and responsibilities motivated by a progressive working and learning context (Mlambo & Khumalo, 2022). Most fundamentally, the approach is crucial in ensuring the competitiveness of a venture which aims to implement the adult education praxis.

Developing interconnections also involved nurturing progressive relationships between organizational components with external forces. In simpler terms, external connections determine an organization’s position in the industry based on market share or profitability (Malik & Garg, 2020). In this context, the adult education praxis model optimizes external connections facilitates enhanced competition (Malik & Garg, 2020). The involved company optimizes its relationship with suppliers, regulators, and customers to implement both short and long-term objectives. For example, acquiring good values of a learning organization in an economy requires objective integration of communication efficiency among stakeholders (Holdsworth et al., 2020). In this case, the organization ensures that relevant stakeholders contribute to attaining good virtues. This approach implies that external connections enable employees under the adult education praxis process to develop innovative skills and knowledge (Malik & Garg, 2020). Most importantly, attributes of a learning organization regarding progressive interactions enhance the competitive position of the involved entity in the market (Malik & Garg, 2020). This is evidenced in the production quality upon integrating positive outcomes of incorporating learning organization characteristics.

## Knowledge Acquisition and Human Resource Practices

Another strategy for integrating the values of a learning organization in the current company entails enhanced knowledge acquisition and human resource practices. In this case, acquiring innovative knowledge and skills offers a practical solution to the company's challenges (Holdsworth et al., 2020). For example, enrolling employees in academic programs facilitate skills in emerging technology trends. The process would ensure the students acquire both academic and professional experience regarding automation of operational roles or production activities (Holdsworth et al., 2020). This approach is useful for learning organization attributes associated with ethical and moral practices. When keenly perceived, using the acquired knowledge in quality production requires innovative employee skills. The interconnection among professionals during classes is useful for advancing additional practical skills (Mlambo & Khumalo, 2022). Most importantly, through the acquisition of quality knowledge in adult education praxis for employees, organizations improve revenues and competitiveness (Malik & Garg, 2020). Enhancing learning organization attributes is fundamental in attaining progressive sustainability goals.

In addition, modernized human resource practices also present a useful strategy for incorporating the values of a learning organization among employees. Traditionally, recruitment procedures ensure strict applicants' adherence to academic qualification levels and professional experience (Malik & Garg, 2020). The two employment factors have ensured that organizations maintain consistency in production quality and management efficiency. The approach can be critical in advancing innovation values expected from employees working for an institution (Malik & Garg, 2020). Essentially, this discussion noted earlier that poor creativity levels had significantly affected the organization’s performance (Malik & Garg, 2020). For instance, ensuring stiff competition against rivals has challenged the venture due to non-conformance with customer needs which evolve dynamically. Most importantly, human resource practices with progressive policies would ensure the attainment of specific learning organization values affecting an institution (Holdsworth et al., 2020). Developing a cohesive and integrated team of professionals should optimize learning outcomes associated with employment practices (Malik & Garg, 2020). Achieving beneficial skills and knowledge contribute to advanced competition against rivals.

# Strategies Demonstrating Positive Roles of Adult Education Praxis in Organizations

## Positive Teamwork Outcomes

Positive roles associated with adult education praxis are evidenced in stakeholders' production quality and interaction. This learning model's responsibilities are inclined toward attaining organizational sustainability goals (Holdsworth et al., 2020). In this context, positive teamwork outcomes play a fundamental role in attaining progressive learning outcomes. In simpler terms, organizations benefit from assigning roles in multi-professional teams tasked with diverse responsibilities (Malik & Garg, 2020). For example, companies optimize positive reviews from existing clients to attract new customers. Quality production by motivated employees ensures that teamwork assignments offer a progressive strategy of incorporating attributes of a learning organization. It is evidenced in the delivery timelines of assigned tasks and the utilization of allocated resources to teams (Mlambo & Khumalo, 2022). When keenly perceived, positive teamwork outcomes are a crucial strategy that demonstrates the positive roles of adult education praxis in ventures aiming to obtain learning organization attributes. This approach ensures that employees advance useful teamwork skills regarding innovation and creativity.

## Progressive Talent Management

Another strategy demonstrating adult education's positive roles includes progressive talent management. Teamwork responsibilities are executive by multi-professionals who attend to assignments within their academic or professional field (Malik & Garg, 2020). Responsible and competent organization management officials ensure that the teams constitute senior and junior experts (Malik & Garg, 2020). For example, project implementation tasks involving automation of data storage facilities and practices would require a senior database engineer supported by entry-level employees or interns. Collaboration and cooperation between the project officers are crucial to attaining stipulated goals and objectives (Odor, 2018). Most importantly, progressive talent management is a strategy that demonstrates an appropriate platform for developing innovative skills among employees (Malik & Garg, 2020). The tactic ensures that implementation officials remain coherent and consistent with the expectations outlined by the company. This is attained by promoting and motivating the senior and experienced personnel to work with new and inexperienced employees (Holdsworth et al., 2020). Fundamentally, progressive talent management contributes to the incorporation of values that enhance the learning attributes of an organization.

## Modernized Leadership Practices

In addition, modern leadership practices demonstrate positive roles of adult education praxis in profit-making institutions. Organizational leadership is crucial in ensuring stakeholders remain consistent and relevant with a company's short and long-term objectives (Holdsworth et al., 2020). In this case, modernized leadership practices allow the adult education praxis model to offer guidance to students who work as employees (Malik & Garg, 2020). In other terms, profit-making institutions should optimize on positive roles of the education model to ensure the attainment of values regarding a learning organization (Odor, 2018). The organization's current state depicts a workforce with poor innovation and creativity among employees. This state is attributed to a regressive and traditional leadership model focusing on quantity production (Malik & Garg, 2020). From a tactical perspective, modernized leadership practices demonstrate a practical model of ensuring employee cohesion and teamwork (Malik & Garg, 2020). Essentially, the transformational leadership style can be useful in ensuring the attainment of the values of a learning organization (Mlambo & Khumalo, 2022). This model ensures that the adult education praxis remains integrated and oriented toward professional gaps in the institution.

## Enhanced Conflict Resolution Procedures

Additionally, advanced conflict resolution procedures demonstrate the positive roles of adult education praxis in an organization. The processes are critical in advancing personal and organizational attributes that ensure a competitive advantage over rivals (Malik & Garg, 2020). In this case, enhanced conflict resolution procedures are required to advance teamwork attributes at distinct levels. For example, employee-to-employee conflicts arising from cultural differences require a democratic model for resolution (Holdsworth et al., 2020). Disagreeing parties are provided equal chances to present their case to a non-biased disciplinary committee. In this case, the positive role of adult education praxis is associated with teamwork coherence among employees (Malik & Garg, 2020). Senior and junior employees should interact openly and ethically during working and non-working hours for an organization’s benefit. Essentially, the positive role of conflict resolution contributes to the attainment of the values of a learning organization (Odor, 2018). Optimizing on disagreements to strengthen specific organization values requires the involvement of relevant stakeholders.

## Integrated and Inclusive Decision-Making Models

Moreover, an integrated and inclusive decision-making model positively impacts adult education praxis. This approach demonstrates a liberal involvement model, which ensures the contribution of stakeholders in the form of suggestions, opinions, and comments (Mlambo & Khumalo, 2022). Decision-making practices are efficient when all stakeholders are represented in corporate, formal, and informal meetings (Malik & Garg, 2020). Most importantly, the positive role of an inclusive decision-making framework implies that organizations offer a platform for implementing attributes of a learning organization. Most importantly, involving stakeholders in deliberation improves workers' motivation and performance (Odor, 2018). This is evidenced through internal and external forces that ensure maximized innovativeness and creativity required for advanced competition. It implies that workers have contributory roles in executive decisions, which affect their operational responsibilities (Malik & Garg, 2020). Poor creativity and inventiveness attract negative outcomes associated with product quality and accountability measures (Holdsworth et al., 2020). Subsequently, an integrated and inclusive decision-making practice is instrumental in ensuring the tactical attainment of characteristics describing a learning organization.

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