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The underlying theory, supported by years of empirical research, is that the reasoning processes employed by individuals in organizations inhibit the exchange of relevant information in ways that make double-loop learning difficult - and all but impossible in situations in

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which much is at stake.

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But for a learning organization, "adaptive learning" must be joined by "generative learning", learning that enhances our capacity to create' (Senge 1990:14). The dimension that distinguishes learning from more traditional organizations is the mastery of certain basic disciplines or 'component technologies'.

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