

## The State of Organisational Learning Post-COVID

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### Abstract

The COVID-19 pandemic has had a profound impact at the landscape of organizational gaining knowledge of. This article explores the cutting-edge nation of organizational studying within the put up-COVID generation, analysing key elements which have evolved and the rising tendencies shaping the future. The paper starts off evolved by means of reading the impact of COVID-19 on organizational learning. It discusses how the unexpected shift to remote work and disruption of conventional learning strategies have challenged groups to rethink their approaches. The article then delves into the precise challenges faced through corporations, which includes the need for increased virtual infrastructure, keeping employee engagement, and ensuring the effectiveness of getting to know projects in a dispensed paintings environment. In reaction to these challenges, the paper highlights the adaptations and innovations companies have made of their mastering strategies. This includes the multiplied adoption of virtual school rooms, on-line courses, and collaborative gaining knowledge of platforms. The position of management in fostering a way of life of non-stop getting to know during this period is likewise examined, in conjunction with the importance of worker engagement and the strategies employed to sustain gaining knowledge of motivation. Furthermore, the article explores the evolving tactics to measuring the effectiveness of mastering initiatives, addressing the need for records-driven insights and the mixing of getting to know analytics. Finally, it delves into the destiny developments in organizational studying, together with the expanded emphasis on personalized gaining knowledge of, the combination of synthetic intelligence and digital fact, and the growing significance of pass-functional skill improvement.

### Keywords:

Organizational Learning, COVID-19 Pandemic, Remote Work, Technological Infrastructure, Employee Engagement



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## **1. Introduction**

A worldwide pandemic such as the COVID-19 outbreak presents an unprecedented health challenge and already has a powerful economic and social impact on people and organizations. Research in organizational learning has barely scratched the surface of the consequences of a global pandemic. However, it is relevant for organizational crises, and the pandemic represents humanity's most pervasive and disruptive crisis in the last 100 years. As we consider the consequences of the pandemic in terms of organizations and their human resource systems, we need to recognize the potential positive consequences for organizational learning. This paper uses a scenario approach to look at the state of organizational learning post-COVID and to consider HR implications for whether or not organizations will enable that learning.

### **1.1. Background of Organisational Learning**

With the growing body of research on organizational learning, technological improvements have led to increased research contributions, and the role of the social conditions for embedding organizational learning capabilities has become the dominant phrase in attempts to describe effective organization in knowledge generation and application. Reporting organizational learning in tourism firms has attracted little attention, even though it is important for many stakeholders. The prolonged COVID-19 pandemic's onslaught on tourism has put firms' decision-making, operational learning, and renewal in the spotlight because firms use resource capacity to mobilize awareness-building measures to resume adaptation and reposition themselves in the market. (Giermindl, Strich, Christ, Leicht-Deobald, & Redzepi, 2022)

Organizational learning refers to improving actions undertaken by existing knowledge or acquiring new knowledge and insights regarding the environment and one's conduct. There are various levels of organizational learning, but organizations are generally embedded within individual learning, and their actions complement embedded dynamics. (Antunes & Pinheiro, 2020)

## **2. Impact of COVID-19 on Organisational Learning**

For most organizations, the COVID-19 pandemic was an unlearning and relearning experience. The prevalent structures of top-down decision-making and dependency on physical presence were considerably impacted. Critics of the Japanese business strategy ridiculed how big players in the technology game, like Toyota, Hitachi, and Sony, could not make a difference during the pandemic, with most of their workmen being corralled indoors due to the government's nationwide lockdown. In reality, while manufacturing

ground to a near-standstill, Japan managed a cool, uneventful slowdown. (Vu & Nguyen, 2022).

The tranquil façade belied one of the world's harshest lockdowns, where most workmen and staff employed in the manufacturing sector were clubbed as essential workers and obliged to move out in public transport to the closed factory. These companies quietly took over the maintenance of the local railway stations nearer the factory in a quiet agreement with the regional railway companies, removing the stress of utilizing the otherwise crowded trains. The IC chips designed by these companies were prioritized for medical devices and were rerouted back to the domestic market for COVID-19 kits. A glimpse of the pandemic-attached shift in organizational learning surfaced. (Pennisi, 2022).

Organizations worldwide have not had the chance to plan their organizational learning on dealing with a global pandemic triggered by nearly instantaneous lockdowns, widespread health issues, and traumatized economies. With most of the world having eased up grips on COVID-19, albeit with flare-ups, organizations are now reflecting on the changes required to resurrect, redesign and realign with the lessons learned. Despite a decade of technological leaps resulting in the digitalization of business functions, organizations have almost universally acknowledged a fumbling approach to business continuity with the onset of the COVID-19 pandemic. (Schmid, Raju, & Jensen, 2021)

### 2.1. Shift to Remote Work

It led to a reassessment of the real estate footprint, with 69% reporting at least a 30% reduction in the area per employee. The earned permission for a more flexible workforce was driven by the enlightening proof that the investment in technology had been worth it. It has driven a need for every leader to upgrade remote and virtual collaboration capacity. From live broadcasts reaching across time zones, tracking the diversity and length of speaking in group meetings, and banishing those awkward at-camera Q&A silences to infusing each touchpoint in the everyday working application suite with a shared sense of connection. The broad playbook enables every individual to take and lead the virtual stage. How can we turn resistance into readiness and leverage the intended destination for competitive advantage beyond its pick-and-mix resolution for health, productivity, and employee retention? (Cheng, 2022); (Tieleman, 2021)

According to the Global Workplace Analysis, pre-COVID, 80% of the global workforce reported they would like to work from home at least part-time. As COVID forced organizations to enable remote working on a global mass scale, EY found that 67% of workers felt as or more productive. Post-COVID, 83% desired a more flexible remit, allowing them to continue to work remotely from home or an office. Senior leaders echo this change in sentiment. In a McKinsey Survey, the consensus is that a hybrid model with a mix of remote and onsite work is here to stay. (Jain, Currie, & Aston, 2022)



### **3. Challenges Faced by Organizations**

This crisis, in the form of the Covid-19 pandemic, has, for good, changed the norms of education, teaching, and learning worldwide. The abrupt halt to classroom teaching and the sudden shift to remote teaching came with their challenges. Both the students and educators had to adapt to technology, and the new normal mode of teaching and learning. The entire world was at a standstill, with campuses isolated. This paper reflects on strategies for continued and quality school teaching (Mikušová, Klabusayová, & Meier, 2023).

The transition to remote learning has raised several pedagogical and technological challenges (Russo, 2023). Areas mostly affected by the pandemic included science, engineering, mathematics, and other disciplines that usually involve access to laboratories, studio-based teaching, live performance, or on-site internships. This transition to complete 100% online teaching affected how engineering was taught and learned, impacting the typical element of engineering pedagogy - hands-on learning and real-world application (Abdulla & Ma, 2021). Hugs, handshakes, and human interactions came to a standstill. The Covid-19 pandemic forced the world to resort to a remote and virtual classroom environment.

#### **3.1. Technological Infrastructure**

The technological infrastructure is an urgent issue that needs to be addressed as part of any organizational change process. The COVID-19 pandemic has revealed the lack of a solid infrastructure foundation, which may make activities vulnerable under continuous pressure. This study emphasizes the importance of proceeding from considering the technical demands of a technological infrastructure to a social and societal view of e-learning, which leads to an interest in and understanding of the conditions necessary to enable and sustain new modes of e-collaboration and e-communication, which can be seen as examples of new social requirements. The notion of infrastructure may be understood and addressed from a technical or both /and perspective. Any university, individual department, or teacher has the choice of focusing on the provisioning of technological infrastructure only, or the necessity of social and organizational support can also be considered a requirement, an essential resource with equivalent status as the technological infrastructure, and this can indeed create future challenges when work moves from face-to-face to online. (Adarkwah, 2021)

(World English Journal & Alshammari, 2021) With remote work firmly establishing itself as the work mode of the future in a rapidly evolving technological landscape, the availability of technological infrastructure takes center stage as it allows for the provision of digital alternatives and the required flexibility. As educational institutions worldwide transition preliminarily from face-to-face to remote and digital learning modalities in response to the ongoing pandemic, the need to provide digital alternatives of differing nature and degrees to facilitate organizational learning has become paramount (Singaram & Mayer, 2022). It is further acknowledged that different teachers and students have differing digital needs and require different modes of technological support. In the long-term, transforming a traditional, local, face-to-face organization

into a virtual and e-learning organization is far from a trivial task; it involves a large-scale organizational change. For organizational change to be successful, the technological infrastructure, in terms of technological literacy, e-skill, and digital competence development, as well as digital communication and interaction patterns, needs to be addressed systematically.

#### **4. Adaptations and Innovations in Learning Methods**

Throughout the COVID-19 pandemic, a team of educational researchers and practitioners across multiple disciplines came together to discuss what they might learn from one another and the educational contexts themselves. They formed an interdisciplinary, collaborative workgroup—COVID Conversations—dedicated to sharing learning, dialoguing about research findings, and exploring possibilities for a more integrated approach to understanding education from multiple disciplines. The collaborative processes, mechanisms, and structures we fashioned may forever shape how we think about and conduct transformative research. Our interdisciplinary pedagogical, research, clinical, and managerial mechanisms were widely successful. (Brown, et al., 2023)

The laboratory has experimented with a widely re-designed curriculum with the research practicum replacing most didactic and clinical practicum work. One possible outcome is that the trainees might work together even more frequently, sharing learning and the results of program evaluations—a natural “hive mind” in action. This was a profoundly positive and affirming project to be a part of. We encourage similar groups of researchers to collaborate on this scale in whatever best suits their setting, research design, and disciplinary expertise (Ferguson, C. Rentes, McCarthy, & H. Vinson, 2021).

After the strata of any organization or educational institute, the next peer is the campus administrator or the department head, the principals of the colleges, and various government administrative officials working from remote locations and trying to complete the work without any trouble (Kumar Jena, P., 2021). A small group of senior faculty members, self-employment schools, and other teaching staff are the decision-makers, contacting the various stakeholders and officially communicating with the students, parents, and other teachers. They are also involved in the process of strategy-making and providing policy support through video conferencing and online classes without having much connectivity and immersion in reality. They have less tolerance and willingness to accept new situations, less intensity of reactions, and more problems associated with sleep, accompanied by the students' adherence. Some studies have found that specific types of stress induce the involvement of both faculties and students with a greater sense of purpose as they prepare to cope with potential challenges in the future (Walugembe, Ntayi, Olupot, & Elasu, 2022)..

##### **4.1. Online Training Platforms**

Best practices have been developed for which structures and methods are effective for teaching on an online platform. Unlike the pandemic period, where it was hard to overcome online fatigue and reluctance to use online learning tools before lockdown,



we have seen increased motivation after experiencing online training as a convenient lifestyle. It does not matter who your students are; they prefer live online classes to asynchronous platforms, showing that the fear of individual interaction window for students can be managed with good classical pedagogy only now online. During this period, training platforms should also meet international standards to attract domestic and foreign students. Social media platforms and congresses can be used to communicate with the students' parents. Also, meeting education standards is difficult. We discuss how we could find a way to prove those who have provided online lectures and practice; we discuss how and what we mean by saying "a qualified teacher" and "qualified participant." The premature standard definition in coordination with central organizations in Turkey regarding obligatory online training and digital teaching universities to prove who could provide education and deliver professional service to others was found to be repressive in some parts. (Moshtari & Safarpour, 2024)

The COVID-19 pandemic has also significantly affected the learning processes, and the shift has been made to fully online (World et al., 2021). From our perspective, a sudden change in teaching format imposed a relatively quick adaptation of undergraduate dermatology education to an all-online format (Askenazy, et al., 2022). Although we have experienced some drawbacks, the future will be different from before COVID-19 because analogous pedagogical reforms at an unprecedented pace took place in a wide range of schools and countries that otherwise saw only minimal educational reforms in the past few years. Online training and education will continue to develop even more, and we assume they will soon become the main method; face-to-face learning will also continue (M. Lo Hog Tian, et al., 2022). Thus, the future could be blended rather than exclusive.

## **5. Leadership and Organisational Learning**

This aspect of leadership is steady and resistant to change. Externalizing answers to strategic questions does not permit creativity, risk-taking, and internal knowledge-building at the heart of the principles of the central themes of LO. The potential of explicit staff commitment to strategic decision-making becomes stifled. The concept of a more lateral form of leadership, one sensitive and prepared to change and more likely to be discovered in the literature of LO, seems more suited to facilitating organizational learning. This follows the specific principle of LO, which is that the organizational model must reflect the external context, i.e., the organizational leadership model must reflect the degree of complexity in the environment. It shows that environments that create organizational learning create the pressing need for leadership that nurtures that learning. (Weiner, Francois, Stone-Johnson, & Childs, 2021).

Leadership is a useful concept in discussions of organizational learning. Senior management often act out their leadership roles by explicitly prioritizing the value of learning. By arguing for the value of learning, inherent in such acts of leadership is the promotion of risk-taking behavior and the environment in which risk-taking and the questioning of assumptions about business practice can occur. Such creativity is necessary for the organization to adapt in an uncertain and unpredictable business

context. Promoting learning makes it safe for the individual to act on these beliefs. To go out on a limb, to be creative and risk-taking, indeed to act as though they are an individual and not an extension of the organizational bureaucracy, demands that individual feelings of exclusion and risk are minimized. Leadership prioritizes learning and expresses a set of values and principles that members might adopt. (Sjödin, Parida, Jovanovic, & Visnjic, 2020).

### **5.1. Role of Leaders in Fostering Learning Culture**

Leaders play a key role in creating a positive learning environment and maximizing learning opportunities provided to individuals, work teams, and the whole organization. Bartlett et al. identified three key roles leaders play in creating a 'Learning Organization.' They must be personal role models for value development and learning and create a 'safe space' for experimentation. They must understand that they have a servant-leadership role to build the capability of their team members continuously. The managers usually control resources and, hence, can decide how to enable their teams best. Good development discussions between employees and supervisors are a key building block in the hierarchical model that provides the necessary resources such as coaching and training. (Morris, Lummis, Lock, Ferguson, Hill, & Nykiel, 2020).

Reese and Koenig have extensively studied the impact of culture on organizational success, and they have established a model called 'Culture Change', which details the nuances of the role of leadership, strategic vision, goals, and measurement. Horton dedicates an entire book to this topic, outlining several good examples of how to build a 'Landmark Culture'. He gives several case studies to show the direct linkage of learning to strategy and how such organizations create strong learning communities.

There is a strong correlation between learning culture and organizational growth. Over the years, a lot has been written about developing a learning organization, and most books highlight three key aspects to develop such a culture: leadership, learning systems, and learning communities. Some authors also question this emphasis on a learning culture, but most experts agree that it is critical, especially in the fast-changing environments of today's digital world like ours. (Naveed, Alhaidan, Al Halbusi, & Al-Swidi, 2022)

## **6. Employee Engagement and Learning**

Effective learning only happens when individuals want to learn – believe they can make a difference (self-efficacy); apply learning to current and future work challenges based on testing new ideas and getting meaningful, specific, constructive feedback; learn to learn and adapt to complex, changing situations; and get the help they need as and when they need it – access to subject matter experts, coaches, mentors, and guided learning modules. In times of accelerated change, it is essential to monitor employee attitudes with perception surveys specifically evaluating the right corporate behaviors for the new economy and adjusting both learning resources and corporate governance systems to deliver regular feedback for different manager levels along with tools to understand, explain, understand, and address disparities. (Roberts, 2020).



Research has shown that people realize their value and potential at work in many different ways. We know that organizations need to create a broad social lexicon for all these very different, powerful conversations, which describes and accounts for different learning needs, interests, and aspirations. The two most important questions I always encourage people managers to consider are then: 'What conversation would we like to happen more frequently around here?' and 'How can we develop and use our conversations in a way that reflects our individual and collective values and expectations?' A technique I used with several clients was to choose several activities people could do to ensure these conversations happened. This could be through regular surveys; easier still, however, is using activity and learning data to identify themes and having feedback conversations where there are clear differences in ages, levels, or other divides. (Janssens & Zanoni, 2021).

Simply put, employee engagement is the extent to which people feel part of their workplace and want to do their best job. The more engaged employees feel, the more likely they are to go the extra mile to make their organization successful, show a real passion for their work, be dedicated to doing their best, be willing to challenge the way things are done, give more discretionary effort, and lead change. As well as making a significant difference to an organization's profitability and creating a great place to work, the quicker an organization can create engagement in people who have joined it during the pandemic, the more effective they'll be at helping persuade existing employees that management is serious about their development. The best way to engage employees is to talk this through and co-create solutions – helping them engage in the process. (Surma, Nunes, Rook, & Loder, 2021).

### 6.1. Importance of Employee Involvement

The state of organizational learning after the COVID-19 pandemic presents international, comprehensive interrogations on the themes of 'Organisational Learning & Learning Organisations.' It does so within the context of learning in the post-COVID era. Learning professionals' contributions are beforehand placed into a wider, deep context scene set by management, HRD, psychological, HRM, organizational, and political analysis. Before assimilation and application advice, sections included interpreting the context freshly and anew. Only articles focus as singularly as ours on one type of situation: a pandemic. The predictive power of the coronavirus made it even perhaps an unusual focus on us, but for as long as we are in the immediacy thereof, its significance is poignant. Since the early 20th century, scientific management thinkers have suggested increased worker participation, allowing them increased involvement in decisions that affect them. (De-la-Calle-Durán & Rodríguez-Sánchez, 2021)

This final section in the concluding paper on the state of organizational learning after the COVID-19 pandemic highlights key features of the papers included in the special issue by discussing findings, themes, and usable ideas (also known as the need for transferability). The theoretical and empirical expositions intend to address the original questions set in the CFP while prioritizing the management recommendation needs of practitioners and people in work. A subtle shift is observed between debates on



challenges and solutions. Simultaneously, the interconnectedness of structural determinants by discussing individual learning, team learning levels, and the wider institutional and national environments remains throughout. We, therefore, jointly provide a comprehensive discussion referring to each paper in turn and the potential for 'next theories.' (Chemali, Mari-Sáez, El Bcheraoui, & Weishaar, 2022).

## **7. Measuring the Effectiveness of Learning Initiatives**

A pioneering study—Learning to Win, published by the Good Judgement Project—has shown the value of the rigorous analysis of the effectiveness of learning initiatives in the context of the USA intelligence and other government organizations. With stakes as high as they are, measuring learning effectiveness has moved beyond the standard learning function dashboards and direct correlation-based metrics that have been predominant. Instead, measurements are carried out in a broader context, which evaluates learning at the team, organizational, and industry levels and in the national security context. What is important about this initiative is that it combines two elements: its ability to measure, contest, and reward teams and its broader-based scorecard. (Fanzo, et al., 2021).

Redefining success means being more conscientious when choosing what we measure (or do not). Take the marketing field. As digital data have allowed them to measure many things, the challenge has become discerning what moves the needle regarding profitability and customer value. The same applies to learning. We should no longer focus on measuring satisfaction. Our purpose now is to hand the CEO more reasons than ever to continue to make learning investments even in the post-COVID world. We need to measure learning impact and how it changes our people and our organization – and we need to do so in the wider context that now defines success. We assume that the broad challenges we identified at this paper's beginning will be more pressing, rather than less, in the post-COVID world. But now, with new priorities, there are fewer second chances. (Sharma & Alvi, 2021).

### **7.1. Key Performance Indicators**

Therefore, key performance indicators (KPIs) can be grouped into two major categories: input and output indicators. Input indicators are chosen based on the different processes with strong connections, which can be measured, particularly concerning some key organizational goals. While output indicators give information on results achieved and the quality of a problem solution. It may provide actions to improve the quality indicator. Organizations then need to select the KPIs most relevant to their objectives and that most reflect real, current issues in their operations and outcomes, hence contributing more and providing real meaning to business decisions, hence translating their strategy into actions. (Li et al., 2020)

KPIs help one to measure the performance and well-being of an organization. They are used in business to gauge a company is success, particularly concerning fulfilling organizational obligations and profits and achieving positive arrays of actions that address matters of interest to larger groups of well-wishers. Different KPIs are available



for companies, whether large or small experiments. They can be categorized into different areas, such as sales, human capital, health and safety, customer services, and innovation. However, applying KPIs as a method of evaluating the system, process, organization, and employee performance is widespread and its popularity keeps growing. There is a trend towards utilizing KPIs at both strategic and operational levels. Yet, due to the huge growing demand, the timely construction of the relevant sets of KPIs is a very challenging. (Guo, 2023).

## **8. Future Trends in Organisational Learning**

As the education system was disrupted globally, it also brought to light a level of vulnerability of the AISA trilingual capacity. Dependence on skilled, local IT experts to translate, interpret, and create policies and frameworks for virtual education and to ultimately troubleshoot and leverage localized platforms led to gaps in educational delivery strategies and network efficiency (Chen, et al., 2020). The virtual world presented networks that needed expansions, they demanded online training updates and tools that could strain the adaptations in place. It made leaders quickly align their instructional strategies. In such times of being separated from and uninformed by a dominating “Diaspora narrative,” it became imperative to recognize, understand, and own the local experience narratives for learning from them. Alternatively, the experience led to the resurgence of IKS for homeschooling and adjustment to hybrid integration to balance local and global imperatives, addressing local issues, finding international best practices that align with the local context, and communicating this to stakeholders effectively. For example, Uganda’s school system interoperates the Western, globally transformed education system. The COVID-19-induced experience is not just a by-product of institutional closings, social isolation, and work migration. However, it offers empirical insights into how education systems can be re-imagined and strengthened. Some studies argue that remote learning should not be seen as a last resort during a crisis, but the experience post-COVID-19 could give a rare opportunity to improve things. (Pillai, 2020).

The COVID-19 pandemic disrupted educational, work, and family life worldwide, and organizational learning was no exception. It highlighted the need for reinvention, and learning and development departments found imaginative ways to facilitate continuous professional development for their employees. The COVID-19 pandemic has effectively demonstrated the importance of tailored online training and continuous professional development for staff (Bieńkowska, Koszela, Sałamacha, & Tworek, 2022). This is because of the need for mass reskilling and upskilling. In international schools, many students have left and are enrolling instead in schools back in their home country. Thus, these schools no longer need the same ratio of local staff to manage the lower numbers of students and the residual numbers of long-term expatriate families. Consequently, many international schools made large numbers of staff redundant, including significant numbers of expatriate staff, who found themselves without a job, without a home, and much notice. The mass departure of international teachers at the end of one academic year leads to a significant need to recruit and induct a professional and committed new

staff for the following academic year. This means many people are changing jobs, so a system to induct these staff successfully is essential.

### **8.1. Personalized Learning Experiences**

Customized learning modalities seem to be the most used strategies in the educational field to improve and stimulate individual cognitive skills. The effectiveness of personalized learning is that it intertwines the learning process with an effective acquisition of knowledge. Generally, it is possible to see the learning experience from different points of view. In the first case, the didactic process could be seen as an optimization problem, in other words, to try to identify the sequence of contents that minimizes the probability of a mistake from the student, maximizes the likelihood of learning something new or optimizes the estimated benefit for the student. In the second case, it is possible to see the training process as adaptive learning. In this second version, the expected learning dynamics are not directly related to an internal cognitive variable. Rather, The goal is to adapt the expected training timelines to maximize the number of plausible hypotheses in light of the provided data and previous knowledge. It is clear that the objective of personalized learning is to improve the way we learn and the way we select, modulate, and organize educational content. Its objective is to focus on the needs and desires of each individual so it is possible for everyone to change their qualities thanks to education and to fulfill their possibilities in the best way. Equipping ourselves with this approach, also in this reality, will offer a concrete response to the educational needs that have emerged in educational contexts. (Sharma & Alvi, 2021).

The demand for personalized learning experiences is increasing and becoming an essential way to design education to meet the needs of every student. According to research, this trend is due to the spread of digital technologies widely present in learning management systems (LMS) and web-based systems. In the last year, the COVID-19 pandemic forced everyone to redesign everything related to their daily activities, including teaching and learning. As a consequence, and to develop a personalized educational way as much as possible, new tools and strategies have been needed. These same tools appear at the center of the solutions against the emergency everyone was facing, and their use was strongly incentivized (Toccafondi, et al., 2020).

### **9. Conclusion and Recommendations**

The reality is that learning can only be achieved by an organization, at the individual, group, and organizational level, if that organization is conducive to learning and the time has never been riper for developing these capabilities. The doors to the potential of the virtual and digital organization are now open and wide for saving and or making money. By developing the only three real assets that an organization has: the intelligence and creativity of the people within those organizations, it can then be launched into a world more uncertain and complex but rich in potential and possibilities than at any time in the known history of this planet. Too little is written on the overarching resources of organizational learning and intellectual capital that have potential beyond the realization of the potential of the learning organization (Retno Rahayu, Santoso Utomo, Riskiyana, & Nur Hidayah, 2022).



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[[article\_main\_idea]] Although the COVID-19 pandemic has been a disaster for both countries and organizations, it has also been a phenomenal and creative learning journey. Indeed, the whole world has received forced and intensive schooling in how existence in a world forever changed by a virus and the dynamics of the pandemic. A “new normal” world is beckoning, and it is the time for new thinking and a primary focus on capability development and learning (Seivwright, et al., 2022).

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### 9.1. Strategies for Enhancing Organisational Learning

(Kumar Jena, 2020) Suggestions for handling issues created by COVID-19 include ensuring online platforms have enhanced safety measures, providing training on online learning for all education stakeholders, and offering support to learners from low-income families. Additionally, institutions can facilitate practical classes through virtual labs, provide academic and psychological support to students, and create an integrated technology platform for learners. (Kumar Jena, 2020) Payment of school and college fees has been delayed during the lockdown, impacting parents' ability to pay. To enhance organizational learning, India should develop creative strategies to ensure sustainable access to education, implement quality assurance mechanisms for online learning, integrate traditional knowledge into higher education, and address issues related to distance learning. Additionally, there is a need to improve digital capabilities and infrastructure and to plan for educational activities while maintaining social distancing. A senior academic administrator stated they planned a blended learning approach combining online learning and the traditional classroom experience for the coming academic year [ref: article\_id]. When the students come to campus, some university programs classes will be held in the classroom while others will be moved entirely online. The university also plans to maintain appropriate social distancing and hygiene measures to ensure the students' safety when they attend classes in person. This form of pedagogy will also become the new normal in India as it is predicted that the rates of virus transmission will continue to be high (Toccafondi, et al., 2020) Healthcare organizations struggle to translate incident data into meaningful learning and practice improvements. Successful organizations anticipate, monitor, and adapt to changes, fostering a culture of organizational learning. A proposed framework aims to help organizations learn from positive changes during the pandemic and become more resilient by creating safe spaces for staff to contribute to learning and take ownership of improvements. The case of Denmark has been selected for this study as Danish healthcare organizations quickly responded to the COVID-19 pandemic and began transmitting data regarding surgical site infections to the Danish Surgical Database [ref: article\_id]. For example, Aalborg University Hospital shifted from medical risk assessments to focus on infection prevention, screening, and minimally invasive techniques. This was a positive change as it will likely lead to a reduction in deep surgical site infections.

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