

Cultural Learning Organizations: A Model

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II. The 'learning organization' and project-based organizations

LO literature has not taken into consideration the difficulties that project-based organizations suffer concerning learning and organization knowledge storage. However, there has been a growing interest from OL researchers in recent years (Keegan & Turner, 2001; DeFillippi & Arthur, 1998; Ayas & Zeniuk, 2001; Sydow et al., 2004; Bresnen et al., 2004) who have pointed out most of the characteristics and learning problems that I have included in the previous section. Although they have focused on non-cultural business¹, I believe that most of those features can be found in the cultural sector as well. However, concerning LO, I think that these traits do not impede LO implementation. They have only to be taken into consideration in the process. Although their particular idiosyncrasy can block or make learning difficult, this does not mean that the idea of reaching LO vision has to be abandoned. On the contrary, I think that these organizations offer an extraordinary terrain for experimentation about new management strategies that attempt to foster inter-project learning and knowledge sharing. Personnel rotation in different projects or information systems that nurture networks of organization members and help to identify who has particular knowledge or has participated in previous projects spread learning inside the organization. These methods plus other formal inter-project reflection processes and project knowledge reintegration systems² can be convenient tools towards LO completion.

¹ The only cultural sector that has been studied concerning this subject is the film industry. However, public and non-profit cultural organizations have not been researched at all in the context of project-based learning or the LO.

² These project knowledge reintegration systems must reintroduce knowledge generated in projects in the functional and stable structure.