GENERAL RESEARCH PROFILING FOR THE CONCEPT OF A 'LEARNING ORGANIZATION'

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Abstract

The idea of a learning organization has become one of the most prominent contemporary management concepts which attract the attention of the new ranks of researchers. The growing interest of researchers increases the number of publications related to the issue of a learning organization. Nevertheless, so far, the field of the study has not mapped thoroughly, which seems to be a gap in the body of knowledge. Therefore, the aim of the paper is to conduct general research profiling of the studies related to the concept of a learning organization based on the data retrieved from the Web of Science Core Collection database. The key research profiling criteria included in the study are: a publication year, a number of citations, a country/territory, an institution, a source title and an author(s). The study is concluded with the thematic analysis of the most influential papers in the field. The paper is the first step to conduct the comprehensive research profiling of the studies on learning organizations. Further studies will be focused on subject area profiling and full-range topic profiling.

Keywords: *learning organization, publication analysis, bibliometrics, research profiling.*

1. Introduction

The review of the literature indicates the emergence of various organizational forms focused on knowledge management processes (Mikuła, 2006). Their catalogue includes, among others, the concepts of a learning organization (Senge, 1990; Garvin, 1993), an intelligent organization (Quinn, 2005), a knowledge-based organization (Winch & Schneider, 1993; Zack; 2003), a knowledge-oriented enterprise (Morawski, 2006), a knowing organization (Choo, 1996), a competency-based organization (Pohontu, Baulant & Rusu, 2012), or a teaching organization (Tabaszewska, 2010; Tabaszewska-Zajbert, 2014).

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Among them, the idea of a learning organization has become one of the most prominent contemporary management concepts. The idealized form of an organization popularized by Senge (1990) attracts the attention of the new ranks of researchers. Similarly, in the business practice, the philosophy of a learning or intelligent organization (cf., Mikuła & Zięb icki, 2000; Czerniachowicz, 2003) is considered to be an imperative to compete in the knowledge-based economy effectively (cf., Beyer, 2012).

Senge describes a learning organization as an "organisation where people continually expand their capacity to create the results they truly desire, where new expansive patterns of thinking are nurtured, where collective aspiration is set free, and where people are continually learning how to learn together" or "a place where people are continually discovering how they create their reality. And how they change it" (Senge, 1999, p. 3, 13). His definition of a learning organization is as mystical as the title of his seminal work (*The Fifth Discipline*). Trying to operationalize the idea, Garvin, Edmondson, and Gino (2008, p. 110) define a learning organization as "a place where employees excel at creating, acquiring, and transferring knowledge," Also, they identify three components of learning organizations i.e., "a supportive learning environment," "concrete learning processes and practices", and "leadership behavior that reinforces learning."

The growing interest of researchers increases the number of publications related to the issue of a learning organization. Nevertheless, so far, the field of the study has not been mapped thoroughly, which seems to be a gap in the body of knowledge. Porter, Konghton and Lu (2002) recommend applying the method of research profiling in order to review a wide body of literature in a systematized manner. A search of the combination of phrases a 'learning organization' and 'research profiling' brings positive results neither in Google Scholar nor the Web of Science Core Collection database. Such an observation points out a niche in the systematic study of the research trends on the concept of a learning organization. Therefore, in order to fill the identified gap, the aim of the paper is to conduct general research profiling of the studies related to the idea of a learning organization. The methodology of research profiling consists of three components, i.e., general publication profiling, subject area profiling and topic profiling. However, in order to ensure the appropriate level of paper quality and meet formal requirements regarding the length of the text, the study is limited to general research profiling. Therefore, the paper should be considered as the first step to conduct comprehensive research profiling of the studies on learning organizations. Further analyses will be focused on subject area profiling and full-range topic profiling.

The Web of Science Core Collection database was used as a source of data for general research profiling analysis. In order to retrieve relevant data,

the phrase 'learning organization' was queried. Truncation (i.e., searching for 'learning organi?ation') was applied in order to include into the analyzed data both British English and American English spelling versions of the 'learning organization' phrase. The period of search covered papers published between 1990 and 2016. The beginning of the searched period was the year when the seminal Senge's work on the concept of a learning organization was issued for the first time. There were two samples selected for analysis according to the topic field search [N=1360] and title field search [N=443]. The topic field search sample consisted of the papers including the 'learning organization' phrase in their titles, abstracts, author keywords, and keywords plus. The title field search sample comprised only those papers which included the 'learning organization' phrase in their titles. While presenting the research methodology, the limitations of the sampling process should be made explicit. First of all, the Web of Science Core Collection database due to its high-quality requirements includes only a top-end fraction of all the publications in the field. Secondly, the database is biased in regard to the language of publication promoting papers written in English. Thirdly, the analysis of the most influential publications provides an advantage to the earliest works.

The structure of the paper reflects the procedure of general research profiling including the following search criteria: a date of publication, a number of citations, a country, an institution, a source title and an author. The study is concluded with the thematic analysis of the most influential papers in the field. The study procedure is based on the benchmarks of papers published in *Scientometrics* which applied the research profiling procedure (cf. Choi, Lee, & Sung, 2011; Martinez, Jaime, & Camacho, 2012).

2. Publication year profiling

The topic field search sample includes in total 1,360 publications issued in 1990-2016, while there are 443 publications found in this period by the title search. The productivity of the research on the issues of a learning organization, based on the number of papers published per year, is presented in Figure 1.
The number of papers published in the period under the study has increased from 3 (both for the topic and title search) in 1990 to 101 items for topic search (in 2011 and 2013) and 34 items for title search (in 2013 and 2015). The frequency analysis of scientific productivity for a 'learning organization' shows growing interest in the topic in the late 1990s and early 2000s, followed by the decrease between 2002 and 2006, and then increase again. Generally, a growing trend is observed which is a manifestation of an increasing interest in the academia in the research on a learning organization concept.

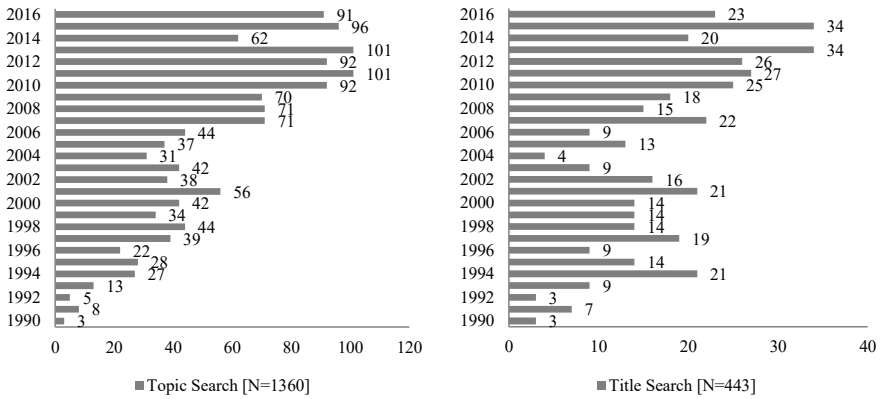

Figure 1. Frequency analysis of the scientific productivity for the research on the issues of a 'learning organization' (ranked by the publication year)

Source: own study based on data retrieved from Web of Science Core Collection.

3. Citations analysis

The observation has been confirmed by the analysis of citations, and as of February 19, 2017, the 1,360 publications selected by the topic search have received in total 14,005 citations (12,999 excluding self-citations) from 11,590 articles (11,187 excluding self-citations). It means that the average number of citations per item is 10.30 and the average number of citations per year – 155.61. The h-index shows the value of 51. The 443 publications selected by the title search have received 4,129 citations (3,835 excluding self-citations) from 3,443 articles (3,318 excluding self-citations). It results in 9.32 average citations per item, 158.81 average citations per year and h-index of 22. The increased interest in the academia in the research on the learning organization concept, manifested in the number of citations per year, is presented in Figure 2.

Data presented in Figure 2 confirm the growing interest in research on the concept of a learning organization. In the first part of the decade of the 1990s, very few citations are noticed. Then, a relatively stable rising trend is observed for both samples. The peaks of the number of citations are reported in 2011, 2015 and 2016. Such a finding may be considered as an indication of a revival of research on learning organizations and an optimistic prognosis for the future.

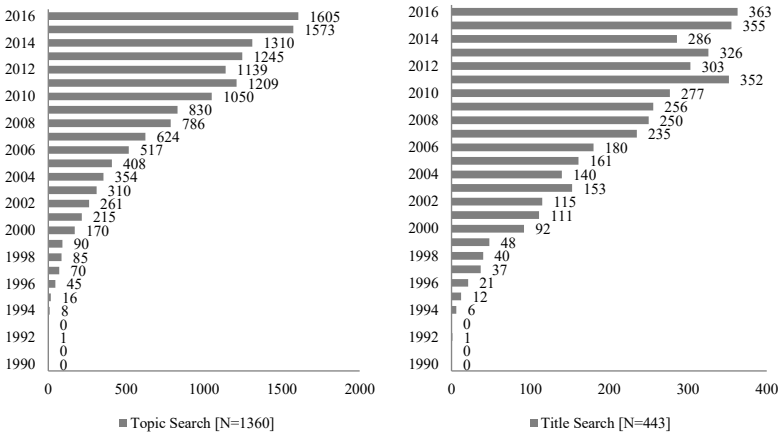

Figure 2. Frequency analysis of the scientific productivity for the research on the issues of a 'learning organization' (ranked by citations in each year)
Source: own study based on data retrieved from Web of Science Core Collection

4. Country profiling

The productivity in research for the issues of a learning organization is distributed among 82 countries/territories involved in the 1,360 publications analyzed by the topic search. 31 countries/territories contributed with 10 and more publications, while 14 of them – with 20 and more publications. In the case of 443 publications analyzed by the title search, 57 countries/territories are involved, while the threshold of 10 and more publications is achieved by 11 countries. Top 10 of most productive countries/territories are presented in Table 1.

Table 1. Top most productive countries/territories in research on learning organizations

Topic Search [N=1360]				**Title Search [N=443]**			
No.	Country/Territory	[N]	[%]	No.	Country/Territory	[N]	[%]
1.	USA	303	22.28	1.	USA	98	22.12
2.	China	144	10.59	2.	England	39	8.80
3.	England	132	9.70	3.	China	38	8.58
4.	Australia	68	5.00	4.	Australia	15	3.87
5.	Romania	44	3.23	5-6.	Malaysia	14	3.16
6.	Canada	41	3.01	5-6.	Romania	14	3.16
7.	Germany	39	2.87	7.	Turkey	13	2.93
8.	Turkey	31	2.28	8.	Canada	12	2.70

Topic Search [N=1360]				Title Search [N=443]			
No.	Country/Territory	[N]	[%]	No.	Country/Territory	[N]	[%]
9-10.	Netherlands	30	2.21	9.	Indonesia	11	2.48
9-10.	Taiwan	30	2.21	10.	Taiwan	10	2.26

Source: own study based on data retrieved from Web of Science Core Collection.

The analysis of the geographical distribution shows that the scientific productivity in research concerning a learning organization is dominated by three regions, i.e., Europe, North America, and Asia. The contributions from other regions (Africa, South America, and Australia) are hardly observable. The top 3 of most productive countries/territories are the United States, China (Peoples Republic of China) and England which together contribute around 40% of all publications on learning organizations registered in the Web of Science Core Collection database. Similar patterns are observed for both samples, which share 9 of 10 top productive countries/territories (except for Germany and Malaysia).

5. Institution profiling

The productivity in research for the issues of a learning organization is distributed among 1,190 organizations involved in the 1,360 publications analyzed by the topic search. Among them, 36 organizations contributed to 5 publications and only seven of them with ten publications and more. In the case of 443 publications analyzed by the title search, 410 organizations are involved while only 59 of them contributed to at least two articles and 23 – with three articles. All these data indicate a high level of institutional fragmentation of studies on learning organizations. Top most productive organizations are presented in Table 2.

The analysis of the data collected in Table 2 shows that the most productive institution in the field of research on the learning organization concept is Islamic Azad University from Iran. As regards the topic search, among nine institutions contributing with at least eight papers, the majority represent the countries/territories found to be top contributors to the field (i.e., the USA - 3 universities, Australia, Canada, China, and the UK – 1). However, the group of the most prolific universities includes also institutions from other countries, i.e., Iran and Lithuania. Among the top, most productive organizations identified by the title search even more equal distribution is observed. For instance, there is only one university from the US listed among organizations which contributed to the field with four or more papers.

Table 2. Top most productive institutions in research on learning organizations

Topic Search [N=1360]					Title Search [N=443]				
No.	Organization	Country	[N]	[%]	No.	Organization	Country	[N]	[%]
1.	Islamic Azad University	Iran	15	1.10	1-3.	Islamic Azad University	Iran	6	1.35
2.	Harvard University	USA	12	0.88	1-3.	Kaunas University of Technology	Lithuania	6	1.35
3.	University of Toronto	Canada	11	0.81	1-3.	University Teknologi Mara	Malaysia	6	1.35
4-5.	Kaunas University of Technology	Lithuania	10	0.73	4-5.	Harvard University	USA	5	1.30
4-5.	Pennsylvania State University	USA	10	0.73	4-5.	Wuhan University	China	5	1.30
6-7.	University Lancaster	UK	10	0.73	6-7.	SS Cyril Methodius University	Macedonia	4	0.90
6-7.	Wuhan University	China	10	0.73	6-7.	University Lancaster	UK	4	0.90
8-9.	University of Colorado	USA	8	0.59					
8-9.	University of Queensland	Australia	8	0.59					

Source: own study based on data retrieved from Web of Science Core Collection.

6. Source title profiling

The data indicate that 1,360 articles were published in 995 source titles (e.g., journals, conference proceedings, books). 45 sources include at least five papers, while ten of them have ten papers and more. As regards 443 articles selected by the title search, they are distributed among 363 sources, while only eight source titles have five papers or more. Top most prolific source titles are presented in Table 3.

Top 10 of most prolific source titles represent 148 papers which are an equivalent of 10.9% of the topic search sample. Regarding the title search sample, top eight of most prolific source titles include 72 papers (16.2%). It means that the concentration ratio is relatively low and publications are dispersed among numerous sources. For both samples, *Management Learning* is found to be the most prolific source title in the field. What is worth noticing, conference proceedings and handbooks play an important role among the most prolific source titles in the field of learning organizations.

Table 3. Top most prolific source titles in research on learning organizations

Topic Search [N=1360]				Title Search [N=443]			
No.	**Source title**	**[N]**	**[%]**	**No.**	**Source title**	**[N]**	**[%]**
1.	Management Learning	31	2.28	1.	Management Learning	19	4.29
2.	Procedia – Social and Behavioral Sciences	30	2.21	2-3.	Elgar Original Reference	18	4.06
3-4.	Elgar Original Reference	18	1.13	2-3.	Handbook of Research on the Learning Organization: Adaptation and Context	18	4.06
3-4.	Handbook of Research on the Learning Organization: Adaptation and Context	18	1.13	4.	Procedia – Social and Behavioral Sciences	14	3.16
5.	Advances in Social Science, Education, and Humanities Research	15	1.10	5-6	Advances in Social Science, Education, and Humanities Research	8	1.81
6.	Training & Development	13	0.96	5-6	Training & Development	8	1.81
7.	Proceedings of the 3rd International Seminar and Conference on Learning Organization ISCLO 15	12	0.88	7.	Proceedings of the 3rd International Seminar and Conference on Learning Organization ISCLO 15	7	1.58
8.	Learning Organization	11	0.81	8.	Long Range Planning	5	1.13
9-10.	Proceedings of the International Conference of Intellectual Capital Knowledge Management Organizational Learning	10	0.73				
9-10.	Systemic Practice and Action Research	10	0.73				

Source: own study based on data retrieved from Web of Science Core Collection.

7. Authors profiling

The 1,360 publications selected by the topic search involve 2,548 authors. Among them, there are 227 authors who contributed to two or more papers, 61 contributors with three or more papers, and 24 of them with four or more papers. The sample selected for the title search was produced by 841 authors, among whom there are 64 contributors with at least two papers and ten with three papers or more. Table 4 shows top most prolific authors.

Table 4. Top most prolific authors in research on learning organizations

Topic Search [N=1360]			**Title Search [N=443]**		
Author	[N]	[%]	Author	[N]	[%]
Örtenblad A.	12	0.88	Örtenblad A.	9	2.03
Nazem F.	7	0.51	Bejinaru R.	4	0.90
Ciocarlan-Chitucea A.	6	0.44	Salleh K.	4	0.90
Liu T.-Y.	6	0.44	Santa M.	4	0.90
Chivu I.	5	0.37	Hussein N.	3	0.68
Chu Y.-L.	5	0.37	Ishak N.A.	3	0.68
Ehrlich U.	5	0.37	Lipinskiene D.	3	0.68
Popescu D.	5	0.37	Noordin F.	3	0.68
Voolaid K.	5	0.37	Nurcan S.	3	0.68
Watkins K.E.	4	0.29	Watkins K.E.	3	0.68

Source: own study based on data retrieved from Web of Science Core Collection.

Top ten of most prolific authors for the topic search sample produced in total 40 publications, which received 345 citations (324 excluding self-citations) from 313 articles (299 excluding self-citations). It is an equivalent of 8.62 average citations per item, 19.17 average citations per year and h-index of 8.

Concerning top ten of the most prolific authors for the title search sample, 30 publications are identified which received 81 citations (68 without self-citations) from 75 articles (65 without self-citations). In this case, average citations are even lower – 2.70 per item, 4.50 per year. H-index reached the value of three.

The most prolific author for both samples is Anders Örtenblad from Nord University (Norway), whose number of publication is remarkably higher than any other contributor (12 items for the topic search sample and nine items for the title search sample). What is interesting, the two samples share only two most prolific authors i.e. Anders Örtenblad and Karen E. Watkins from the University of Georgia (the United States). Another remarkable finding is that the identified most prolific scholars authored only one of the most influential papers in the field (i.e., Liu & Chu, 2010; cf. Table 5) selected due to the number of received citations.

8. Thematic analysis of the most influential publications

The bibliometric analysis of citation frequency (Figure 2) was supplemented with the identification of the most influential works in the field (cf. Table 5) selected due to the highest number of citations. Such a selection shows a natural tendency to promote the earliest publications while neglecting the recent ones. In order to mitigate the bias mentioned above, the list of top ten publications with the highest total number of publications was supplemented with papers which achieved a higher average number of citations per year than the 10th most influential paper (Ramus & Steger, 2000).

Table 5. Top most influential publications (by the number of citations) in research on learning organizations

No.	Author(s)	Publication year	Title	Journal	Citations	
					Total	Average per year
1.	Slater, S.F., Narver, J.C.	1995	Market Orientation and the Learning Organization	Journal of Marketing	1219	53.00
2.	Garvin, D.A.	1993	Building a Learning Organization	Harvard Business Review	778	31.12
3.	Carter, C.R., Rogers, D.S.	2008	A Framework of Sustainable Chain Management: Moving Toward New Theory	International Journal of Physical Distributions and Logistics Management	451	45.10
4.	Kim, D.H.	1993	The Link between Individual and Organizational Learning	Sloan Management Review	412	16.48
5.	Ferlie, E.B., Shortell, S.M.	2001	Improving the Quality of Health Care in the United Kingdom and the Unites States: A Framework for Change	Milbank Quarterly	397	23.35
6.	Simonin, B.L.	1997	The Importance of Collaborative Know--How: An Empirical Test of the Learning Organization	Academy of Management Journal	342	16.29
7.	Vorhies, D.W., Morgan, N.A.	2005	Benchmarking Marketing Capabilities for Sustainable Competitive Advantage	Journal of Marketing	299	23.00

No.	Author(s)	Publication year	Title	Journal	Citations	
					Total	Average per year
8.	Nevis, E.C., DiBella, A.J., Gould, J.M.	1995	Understanding Organizations as Learning Systems	Sloan Management Review	269	11.70
9.	Hines, P., Holweg, M., Rich, N.	2004	Learning to Evolve: A Review of Contemporary Lean Thinking	International Journal of Operations & Production Management	265	18.93
10.	Ramus, C.A., Steger, U.	2000	The Roles of Supervisory Support Behaviors and Environmental Policy in Employee "Ecoinitiatives" at Leading-edge European companies	Academy of Management Journal	224	12.44
11.	Braunscheidel, M.J., Suresh, N.C.	2009	The Organizational Antecedents of a Firm's Supply Chain Agility for Risk Mitigation and Response	Journal of Operations Management	207	23.00
25.	Liu, T.-Y., Chu, Y.-L.	2010	Using Ubiquitous Games in an English Listening and Speaking Course: Impact on Learning Outcomes and Motivation	Computers & Education	107	13.38

Source: own study based on data retrieved from Web of Science Core Collection.

Narrowing the research area to Business and Economics excluded two items (Ferlie & Shortell, 2001; Liu & Chu, 2010) from the sample. All remaining most influential publications were the subjects for content analysis.

Slater and Narver (1995) explore the processes of organizational learning, analyze their roles for creating firm competitive advantages and study the culture and climate conducive to organizational learning dealing with such issues as market orientation, entrepreneurship, facilitative leadership, organic structure and decentralized strategic planning. Garvin (1993) calls for operationalizing the idea of a learning organization by defining its meaning, setting the principles of managing such an organization and establishing measures of it. His concept is built around five building blocks of learning organizations which include: systematic approaches to solving problems, experimentation for new knowledge, experiential learning from past failures and successes, learning from other companies and customers, and effective transfer of

knowledge. Carter and Rogers (2008) analyze four strands of literature from various scientific disciplines, i.e., resource dependency, transaction costs economics, population ecology, and resource based view in order to build up the framework of sustainable supply chain management. In their analysis, they pay attention to the issues related to learning and the concept of a learning organization which leads them to setting the proposition that "[s]upply chains which integrate social and environmental resources and knowledge may be more difficult to imitate, thus leading to economic sustainability" (Carter & Rogers, 2008, p. 374). Kim (1993) theorizes about the relationships between individual and organizational learning. He uses the concept of mental models to explain the transfer from the level of individual learning to organizational learning. Although focusing directly on learning processes rather than on the concept of a learning organization, Kim contributes to understanding the mechanisms how organizations can become learning organizations. Simonin (1997) studies how organizations learn from strategic alliances. He assumes and empirically validates that companies characterized by greater collaborative experience are able to achieve better collaborative know-how, which turns into tangible and intangible benefits from inter-firm cooperation. Focusing on capitalizing from the inter-organizational learning processes, Simonin contributes to the discussion on building learning organizations with the finding that lessons from collaborative experience, to become valuable, must be first internalized and combined with intra-organizational knowledge, and then applied for actions of a company.

Vorhies & Morgan (2005) discuss benchmarking as a key learning mechanism used to develop the firm marketing capabilities in order to strengthen competitive advantage. Nevis, DiBella and Gould (1995) study learning organizations from the systems perspective in order to identify the characteristics ('orientations') of learning organizations and their antecedents ('facilitating factors'). The 'orientations' are the pairs of features describing the styles of organizational learning and they include: preference for acquiring external knowledge or developing it internally, focus on product- or process-related knowledge, the choice between the personal or public documentation mode, the bias towards personalization or codification approaches to knowledge sharing, the focus on continuous and incremental learning or radical and transformative learning, the emphasis on learning processes in design and manufacturing stages of the value chain or rather on sales and marketing, preference for individual or collective learning. The catalogue of the factors facilitating the development of learning organizations identified by Nevis et al. (1995) encompasses: imperative for scanning and gathering information, perceiving a knowledge gap as an opportunity for learning, developing measures for learning processes, experimentation mindset, climate

of openness, striving for education, variety of applied methods and procedures, the engagement of employees and leaders, and the systems approach. Hines, Holweg, and Rich (2004) seek for the conceptual affinity of the development of concepts of lean thinking and organizational learning. They compare and contrast the stages of the lean management implementation process with the McGill and Slocum's (1993) model of transformation from a 'knowing organization' through an 'understanding organization' and a 'thinking organization' to a 'learning organization.' Ramus and Steger (2000) use the survey of literature related to the concept of a learning organization to identify the supervisory behaviors supporting the creativity of employees and develop 'Behaviorally Anchored Rating Scales of Supervisory Behaviors.' Then, this instrument is applied to examine employee willingness to create environmental innovations. Braunscheidel and Suresh (2009) empirically test the influence of market and learning orientations on the organizational practices of internal integration, external integration and external flexibility which are considered to be the antecedents of firm's supply chain agility. Referring to Sinkula, Baker and Noordewier (1997), Braunscheidel and Suresh (2009, p. 122) consider a learning orientation as "an organizational value that influences the tendency of an organization to create and use knowledge, and hence, to learn and adapt." They also identify the three following characteristics of it: commitment to learning, shared vision, and open mindedness. They prove that a learning orientation is a strong and direct determinant of internal integration only.

Analyzing the most influential publications related to the issues of a learning organization, some interesting trends may be identified. Among them, certainly, there are papers operationalizing the concept of a learning organization by identifying its features, building blocks or antecedents (cf. Garvin, 1993; Nevis et al., 1995). The second category of papers focuses on relationships between individual- and organizational learning and inter-firm and organizational learning in creating learning organizations (Kim, 1993; Simonin, 1997). The third group includes publications which analyze the idea of a learning organization or related organizational learning processes and orientations as antecedents of firm competitive advantage (Slater & Narver, 1995; Vorhies & Morgan, 2005), supply chain management (Carter & Rogers, 2008; Braunscheidel & Suresh, 2009), or innovations (Ramus & Steger, 2000). Finally, the fourth category focuses on relationships and affinities between the idea of a learning organization and other management concepts, e.g., lean management (Hines et al., 2004).

9. Conclusions

Summing up, in the analyzed period (1990-2016), the growing trend is observed in regard to the number of publications including the 'learning organization' phrase in their title or topic research fields. It may be considered as a manifestation of an increasing interest in the academia in the research on the concept of a learning organization. Nevertheless, the frequency analysis of scientific productivity for a 'learning organization' indicates fluctuations of this interest. The first wave of the growing interest in the topic was observed in the late 1990s and early 2000s. Then, the decrease in the number of publications was noticed between 2002 and 2006. Since 2007, the second wave of research interested in research on learning organizations has been reported. The growing interest in research on the concept of a learning organization is confirmed by the citation analysis. What is more, both the numbers of publications and citations in recent years may be manifestations of a revival and an optimistic prognosis for the future of research on the concept of a learning organization.

The observations above should be considered in a wider trend of the growing research interest in attributive concepts of an organization such as an intelligent organization or a creative organization. Certainly, all these concepts are developed through the process of organizational learning. However, they shift the center of gravity to aims and various forms of learning as well organizational adaptation to new emerging antecedents. Therefore, the idea of a learning organization is to be perceived only as one of the concepts focused on adaptive approaches undertaken by contemporary organizations operating in turbulent environments[2].

The scientific productivity in research concerning a learning organization is dominated by three regions, i.e., Europe, North America, and Asia. The top three of most productive countries/territories are the United States, China (Peoples Republic of China) and England. The most productive institution in the field of research on the learning organization concept is Islamic Azad University from Iran. The majority of the most productive institutions represent the countries/territories found to be top contributors to the field (i.e., the USA, Australia, Canada, China, and UK). However, the group of the most prolific universities includes also institutions from other countries, i.e., Iran, Lithuania, and Macedonia. Concentration ratio among source titles is relatively low, and publications are dispersed among numerous sources. *Management Learning* is found to be the most prolific source title in the field. Conference proceedings and handbooks play an important role among the most prolific source titles in the field of learning organizations. Anders Örtenblad from Nord University

2 The author is grateful to the anonymous reviewer for suggesting this observation.

(Norway) is found to be the most prolific author writing on the issues of a learning organization. However, in general, the disjunction between the most prolific and the most influential authors is noticed. The list of top 12 most influential (highly cited) papers includes only one publication authored by a representative of the most prolific researchers in the field.

Summing up, this general profiling study makes the first step to thoroughly analyze research efforts and outcomes in the field of a learning organization. Due to the limitations explained in the introduction, the paper should be considered as an element of a wider study including subject area profiling and topic profiling.

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