

# Managing Organizational Learning with Focus on The Theory U

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**Abstract**— *The learning of the organization's employees and their perception can instruct the managerial adaptations in search of innovation of the processes. This study focuses on the Theory U, with the objective of studying the perception of stakeholders in the face of learning in the corporation. Its specific objectives are: (1) To raise stakeholders' perceptions regarding the learning tools and practices in the organization; (2) To characterize the possibility of organizational learning in the application of the Theory U; (3) Propose measures to modernize organizational learning tools and practices. The scenario is a military corporation in the Capital of Rondônia, Brazilian Amazon. The study of case method is applied, with procedures in search of qualitative and quantitative results. The collection of the stakeholders' perception was done through ethical protocol; interviews and in loco observation. A report was generated that points out the existence of a confrontation between corporate interests, indicating that managers do not promote the means to bring*

*knowledge to their employees in the institution, while they become sceptical about their reality due to the emergence of a confrontation between theory and practice. The result suggests modernizing the organizational environment to support learning demands. It points that the tools and practices should be reoriented with the purpose of innovating the environment with organizational learning resizing, from now on to be integrative with new technologies, with collaborative focus, through redesigns of processes and procedures following advanced technological standards. This research is a contribution of the academy to managers who potentialize their stakeholders through organizational learning with innovative practices.*

**Keywords**— *Learning Tools, Management Perception, Theory U.*

## I. INTRODUCTION

The evolution experienced through globalization challenges individuals to pursue different forms of learning to follow the process. In organizations, this learning needs to be continued in order to avoid the institutional impoverishment that affects its performance, or the blocking of access and permanence in the competitive market. The tendency is to put into practice the theories of management that favors survival. The best way to follow today's evolution is to recognize in the learning tools the path of individual, group and institutional success. This will support knowledge updates, as well as increasing ideas for the modernization of the organizational environment.

This empirical research is developed in a military corporation, chosen because it is an organization where one can verify in detail the reality, comparing theory with practice, in a challenge for the improvement of performance, through learning. In this context, it is intended to answer the question: How is the stakeholder's perception characterized in the face of learning in the corporation under study? This work consists of topics and subtopics, with this introduction, a theoretical-conceptual review, methodological treatment, results, conclusion and references.

## II. OBJECTIVES

To answer this question the general objective is to study the perception of the corporation's stakeholders in the face of organizational learning. The specific objectives are: to raise perceptions about tools and practices to increase learning in the studied organization (1); to characterize the possibility of organizational learning in the company researched with the application of the Theory U (2), and; propose measures to modernize tools and practices in the learning organization (3).

## III. METHODOLOGY

As Creswell (2010) points, the choice of method will depend on the intent of the research to specify the type of procedure. However, according to Chiavenato (2003 p 20), the case study method is suitable for research in management, as it's done in this task. This can substantiate reality in order to treat it scientifically. Obviously, you will have to overcome the complexity of validation throughout the process, and thus deliver qualified results. The said method is recommended when the object of the research is outside the research center, so, data and information are collected at the locus previously identified, from where they are brought to the front for the recommended treatment. The case is a problem or a situation pending solution, which requires dissecting it, treating and offering the solution in a science field; it will reach scientific value when supported by a theoretical and conceptual body to guide this treatment, by procedures similar and related to the fact investigated. This reasoning justifies the decision done here to use the

Case Study; method of qualitative and quantitative nature, with the techniques and procedures adopted.

### 3.1 The procedures

The preparation of this task begins with a bibliographical survey in the embryonic stage of the task, with the selection of related topics, cataloguing and reading of texts in books, technical journals, theses and dissertations. Web consultations were carried out in specialized sites, especially those of electronic journals. At this stage, it was possible to elaborate the theoretical-conceptual body and the methodology of the work.

In the operational phase of the work was established the research environment, the task here consists of a field research. After carrying out the ethical authorization and informed consent protocol, the Focal Group was established at the headquarters of the military corporation in evidence, where a dynamic was developed with the interviewees. This technique is mentioned by Perosa and Pedro (2009) because it is a form of data collection directly through the speech of a group, which are reporting their experiences and perceptions around a theme.

### 3.2 Data collection and processing techniques

In addition to the reports and discourses of the stakeholders from the Focus Group, the form that allowed the direct collection of data was immediately applied. This instrument contains a compartment with the Informed Consent Term, a compartment on data from unnamed respondents, such as age group, sexual orientation, schooling, income range, length of service report on the corporation, and housing conditions; these making possible to check the current status; and a compartment with 15 affirmations grouped intentionally, all related to the confrontation between the theory and the practice endured in the environment, indicating the perception of the stakeholder in face of their own reality. A measure positioned in the header of these statements allows us to judge the degree of the perception in 1 (TD = Totally Disagree), 2 (PA = Partially agree), 3 (I = Indifferent), 4 (CA = Completely Agree).

For the treatment of the data collected Excel was applied, appropriately structured for the measurement by the Likert Scale. This scale comes to measure the perceptions, and thus verify the degree of conformity between the collected reports of the individuals, in face of their affirmations in the survey. This approach is useful in the validation of the research, given the varied perceptions of the respondents.

The details noted and observed in the surroundings were carefully confronted, confirming or denying the reality of the facts. The Likert Scale consultation demonstrates a better way of evaluating, rather than just applying yes or no responses, which may counter the truth in context. Finally, the analysis of the tabulation and graphs generated, as well as the preparation of the report, were carried out.

#### IV. THEORETICAL-CONCEPTUAL REVIEW

Senge (1998) points out that in order to initiate a process of learning in an organization it is necessary to make people understand that learning is important, that it requires engagement and commitment. This leads to profound changes and should be a personal challenge for stakeholders. When an organization's staff is constantly questioning the ways to solve problems in their daily activities, individuals will be collaborating to collective learning, and at the same time adding personal knowledge.

For Alves, Steil and Santos (2015, p 3) organizational learning is the process of cognitive and behavioural change. According to Amorim and Fischer (2013), when learning is properly managed, it facilitates the development of skills in organizations, resulting in a significant competitive advantage in the market where they operate. In this sense, Beker et al (2016, p 5) notes that technology can help to disseminate knowledge rapidly; according to him, the technological tool helps in the learning process. He emphasizes that these tools can be wisely applied in Customer Relationship Management (CRM), Enterprise Resource Planning (ERP), through Internet, Intranet or Extranet, rapidly by email and others, collaborative software, groupware, or groups with activities in common. And they conclude that this performance will require the specific learning of the peopleware in the workplace, or even at a distance by virtual rooms.

Meanwhile, Senge (1994) approaches a shared vision, when he emphasizes that every organization has a destiny or purpose that demonstrates its reason to be; such an approach can be facilitated by technological tools. In addition to the learning tools, it is also necessary to use certain practices so

that the knowledge is transferred between the members of the organization. Senge (2003) mentions one of these practices in dealing with the systemic vision and the ability to learn together. The author is grounded in the practices of dialogue and discussion, media that enhance the exchange of experience and has the potential to expand the relationship between team members.

According to Castillo and Cazarini (2010), another point that helps improve organizational learning is sharing and applying knowledge through the lessons learned. According to the authors, this practice maintains the continuous learning in the organization. Their study presents, as a way to support itself, the organizational learning based on the five disciplines of Senge (1999), based on Scharmer's Theory U (2010), which presents shared management as an innovation for organizational learning. corroborating significantly with the present task.

#### 4.1 Concepts about tools and practices in organizational learning through the vision of Peter Senge

According to Senge (1999, p 7), the organizations that learn are those in which people continually improve their ability to create the future they would like to live in. He also states that these organizations have important characteristics: they have the capacity to create, acquire and transfer knowledge. Therefore, for an organization to achieve learning, the author prescribes the five disciplines as described in Table 1 and that each of these should be thought of at three levels, as shown in Table 2.

Table.1: The five disciplines in Senge

Disciplines in Senge	Meaning Description
1. Personal Domain	Encourage workers to seek and achieve their goals without fear of error, with an appeal to their evolution and concept of competitiveness.
2. Mental Models	To improve the image that each one has of the world, considering the cultural appeal and the image each person has of reality.
3. Shared vision	Elaborate principles and guidelines that will allow to reach the future, considering the collective nature of the learning exchange that contributes to organizational success.
4. Team learning	To develop collective thinking and communication, abandoning the old practices, and surpassing the expectations from the individual talents, through the adhesion of the other.
5. Systemic Thinking	Analyze and understand the organization as an integrated system of learning, which focuses on complexities, new experiences, and opposition to Cartesianism.

Source: Prepared by the authors according to Senge (1998)

Table.2: Levels of Senge’s disciplines

	Conceptual description
<b>Practices</b>	Something physical or concrete, of a real, palpable and measurable character; fosters the development of theory to guide individual and collective behavior.
<b>Principles</b>	Norms or standards of conduct that feed ideas into the new pragmatist; its basis is the essence that underlies the conduct or induces a phenomenon
<b>Essentials</b>	State of being of those who pass through high levels of mastery of the discipline; it still matters to be fundamental or an irreplaceable member.

Source: Prepared by the authors according to Eynng (2006) based on Senge (1999)

#### 4.2 Concepts of the Theory U

In the literature, Tinti (2014, p 94) points out that the U Theory is a set of theories, tools and practices that help entrepreneurs, organizations and communities to face current problems not only with ideas but mainly through actions that generate innovation with quality, awareness and attention, through learning and collective change based on reflections on the relationships with the environment in which they live.

For Leão (2014), the Theory U focuses on a management method aims for change, with leadership in the process of

innovation through social knowledge. In this sense, this theory developed by Otto Scharmer on the Massachusetts Institute of Technology (MIT) in the United States of America unifies two dimensions; one is to present the points that constitute it, and the other is embodied in the significant elements for the innovation and methodological construction of organizational growth. Picture 1 shows the U trajectory as idealized by Scharmer (2010, p 30); and Table 3 demonstrates the meaning of each element of Theory U in the process of change, in a format proposed by the researcher.

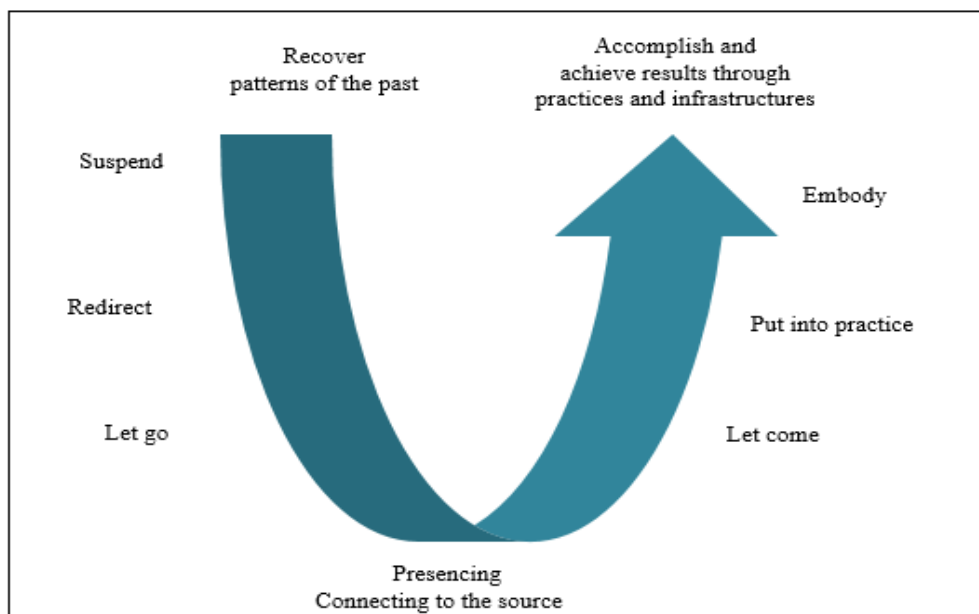


Fig.1: Representation of the trajectory of the Theory U

Source: Prepared by the authors based on Scharmer (2010)

Table.3: Representation of the meaning of U elements

U Format	Description
Down	A way to understand your mental models and how they relate to the reality in which you are inserted.
Bottom of the U	It is a space for reflection, when the individual already has a greater knowledge about himself and the environment and now has the possibility to understand the current reality and to initiate a process of innovation, that is the rise of the U.
Up	New ideas are put into practice, which does not mean the end, since the process may start again or steps be reviewed, if necessary.

Source: Prepared by the authors based on Scharmer (2010).

### 4.3. Concepts of innovation facing tools and practices in the organization

According to Moura and Krumholz (2010), innovation is tied to change, whether incremental, radical or revolutionary involving concepts, products, processes or organizations. According to Freitas Filho (2013, p 11), for the existence of innovation in an organization, the coexistence of three elements is necessary: knowledge, creativity and entrepreneurship. Tigre (2014, pp 74-75) presents three forms of innovation performance. According to him, innovation can occur through technological, procedural or organizational modeling.

## V. RESULTS OF THE STUDY OF THE TOOLS AND PRACTICES OF ORGANIZATIONAL LEARNING

This study was elaborated in a militarized institution, whose management follows the military principles of hierarchy and discipline. Records indicate that it was founded in the State of Pernambuco and, as a strategy of the superior command was transferred to the State of Rondônia, where it operates in the Amazonian borders. Observation and interviews, point out that managers seek to keep up to date, using modern equipment, applying

concepts that value their members, while optimizing available material resources. However, the first notes point out that management is mixed between maintaining the pillars of militarism and administering human resources according to theories so that its members cooperate with organizational development.

### 5.1 Survey of the perceptions regarding the tools and practices to increase the learning in the organization under study.

In search of results, the respondents of the military organization entered this research. During brainstorming, they expressed opinions about the contextualized reality that were written down and dealt with. The form had 15 affirmative positions: I - The perception in the institution about the organizational learning; II - The employees' perception in the institution regarding individual learning; III - The perception in the corporation regarding the learning of its collaborators; IV - The employees' perception regarding the institution; V - The perception of the respondents regarding the tools and learning practices in the investigated corporation. Table 4 below shows the extract from this perception of respondent stakeholders.

Table.4: Result of applying the form to stakeholders

Sequence	Statements	TD %	PA %	I %	PD %	TD %	T %
1	The Institution enables you to understand the importance of learning.	0	8	8	50	34	100
2	Included in an environment that transfers knowledge among its members.	8	21	8	41	17	100
3	The institution focuses on change, always aiming at innovation in the environment in which it operates.	0	33	33	29	5	100
4	I consider myself committed and committed to institutional change.	0	9	16	59	16	100



5	I question facts to know and collaborate in what I am learning.	0	4	9	25	62	100
6	I enhance my personal knowledge in order to assist in learning.	4	4	21	46	24	100
7	Moved by the institution to seek knowledge that help for its purpose.	8	13	34	38	8	100
8	I am motivated to increase my ability to create and acquire knowledge.	8	4	13	50	25	100
9	I take part in an on-site extension course in order to integrate knowledge.	5	41	16	16	5	100
10	I am looking for learning that can contribute to the improvement of the institution in the future.	4	4	42	33	17	100
11	I try to understand how the institution works as a whole.	4	4	25	54	13	100
12	Access to up-to-date, relevant information on the institution's activities.	4	25	25	25	21	100
13	Institution shares and applies knowledge of lessons learned.	0	13	16	37	34	100
14	Practices of dialogues and discussions are used for the exchange of experiences.	0	30	12	46	12	100
15	Institution provides access to the technological tool of the type: internet, e-mail.	0	26	0	37	37	100

Percentage of Totally Agree (TA); percentage of Partially Agree (PA); Percentage of Indifferent (I); percentage of Partially Disagree (PA); percentage of Totally Disagree (TD); Total percentage (T).

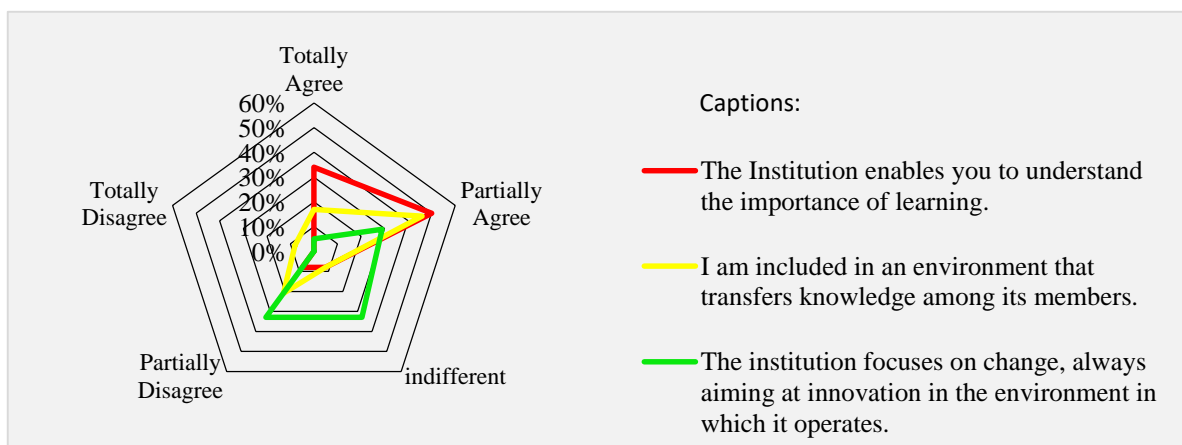
Source: Prepared by the authors.

The profile of those involved in the research can be characterized as the following: Regarding the age group, a percentage of 62.5% is between 26 and 39 years old, which reveals adults fit for the workforce; regarding sex, 95% are male, which is common in the case of a military body in Brazil. Regarding the level of education, 70% have completed high school, indicating maturity in their critical mass; regarding the income range, 70% earns between 4 and 10 minimum wages, suggesting economic and financial independence; in terms of time of service, 58% have been working for more than five years in the military corporation studied, indicating that they have professional experience. As for the number of people who live with the respondent, 87.5% lives with up to three people in their

residence, which may indicate a structured family relationship. Therefore, they are able to act as respondents with independence and reliability.

### 5.1.1 Perception in the institution regarding organizational learning

In order to adequately demonstrate the results obtained with the stakeholders, the radar chart is used to compare the data obtained through the application of the form to the respondents. Picture 1 below shows the performance regarding the perception in the institution about organizational learning.



Graph 1 - Perception in the institution regarding organizational learning

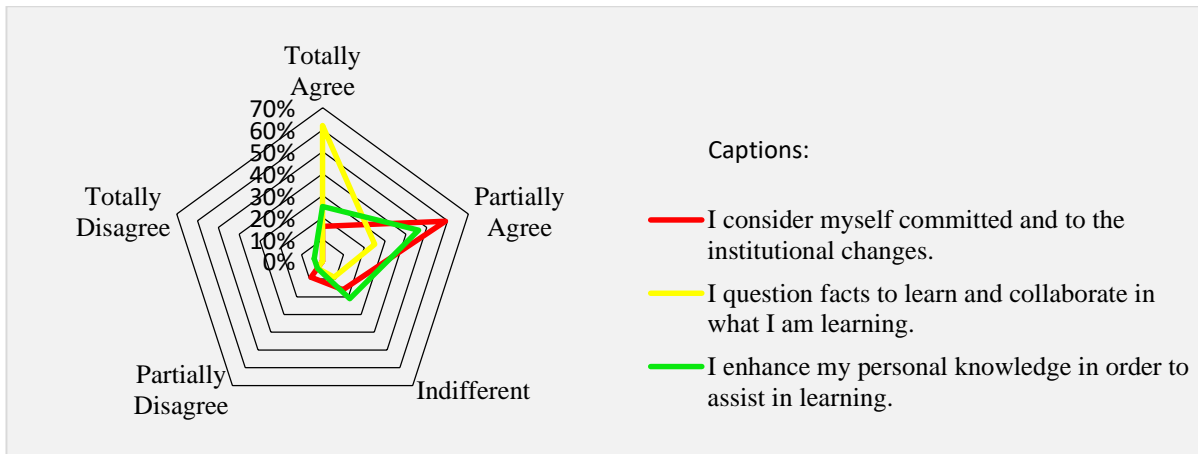
Source: Prepared by the authors according to data collected locally.

Significant management factors can lead the organization to success through skill development. This study allows us to summon an essential factor that is learning. Corroborating with Amorim and Fischer (2013), Graph 1 exposes the reality in the corporation on the importance of continuous learning. The elements presented concede us to interpret that the institution enjoys the learning premises. It is important to note that 29% consider themselves part of an organization that does not transfer knowledge to its employees, a fact that contradicts Senge's (2003) indicative, which calls for dialogue and discussion as a way

of helping to optimize the experience and improve the relationship between members of a corporation.

**5.1.2 Perception of the institution's employees related to individual learning**

The research brings results on the perception of employees in the institution in relation to individual learning, whose performance is in Chart 2 below. The prescription enrolls engagement and commitment, as they are basic elements necessary to engage change, and promote a personal challenge in the organization, as Senge (1998) points out.



Graph 2 - Perception of stakeholders regarding organizational learning

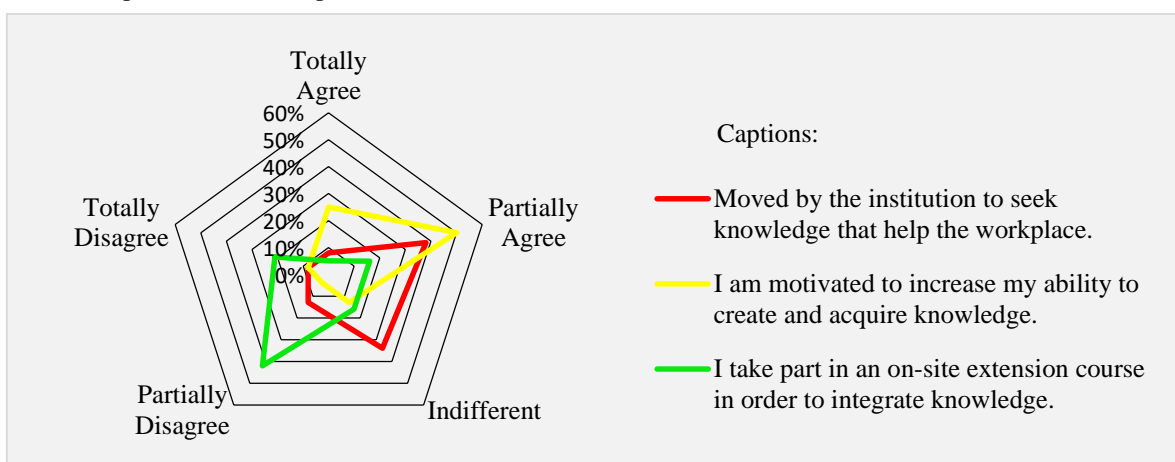
Source: Prepared by the authors according to data collected locally.

Senge (1999), when bringing the fifth discipline proposes the ideal forms of transferring knowledge, among them the stimulus to workers to seek knowledge without fear of making mistakes. Graph 2 indicates that 59% of the respondents partially agree on their commitment and dedication to institutional change; 62% fully agree with the questioning of facts related to collaborative learning knowledge. This phenomenon is made even more evident when 70% of the respondents affirm that there is an improvement of knowledge, when there is personal learning, which in particular shows possibilities for the

corporation, since this level of perception now identified points to a favorable climate for the desired organizational development in any institution.

**5.1.3 Perception in the corporation regarding the learning of its employees**

The research turns to the interpretation of the perception of the learning of employees in the corporation. The results of the consultation with the respondents are shown in Chart 3 below.



Graph 3: Perception in the corporation regarding employee learning

Source: Prepared by the authors according to data collected locally.

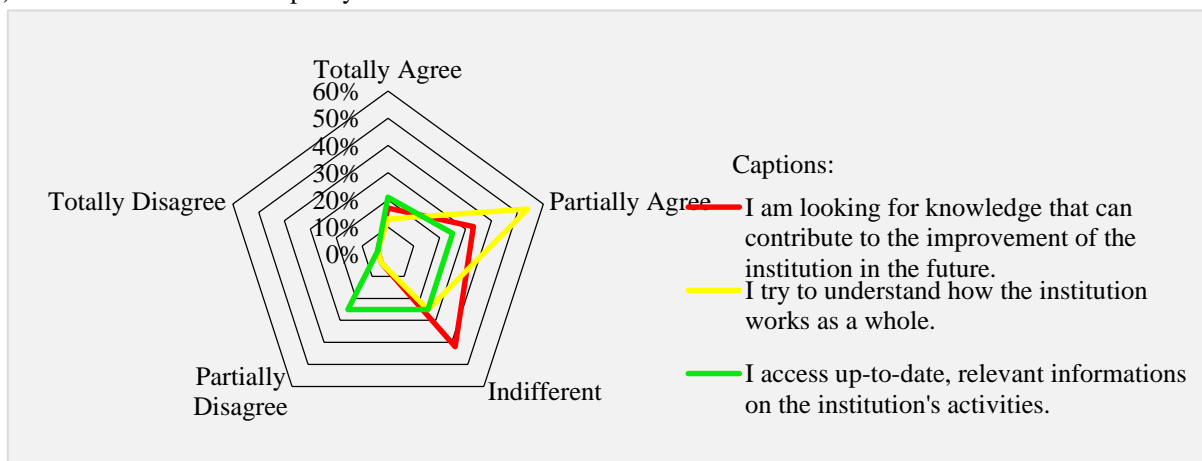
According to Senge (1999), organizations have the capacity to create, acquire and transfer knowledge, which served as a guideline for the preparation of this report, in order to interpret how the military institution under study values and encourages knowledge among its employees. The basic understanding is that the individual can absorb an organizational culture to foster learning, which will raise his concept in the branch of action, which may even be a recognition even among the possible partners in the institution as a whole at the national level.

The results indicate that, despite the incentive recognized among peers, the corporation does not promote courses or training that motivate the military to participate, especially those advanced courses that enrich the professional curriculum. The fact contradicts the prescription of Senge (1994) when it refers to the capacity of creation to see

ahead, which would only be possible with the improvement of employees so that it can transform the institution into a learning organization.

**5.1.4 Perception of employees in relation to the institution**

The literature indicates that learning contributes to organizational success. So much so that Senge (1999) demonstrates this with the perception of the stakeholder with reference to its institution. This facilitates the interaction between individuals and groups towards the success of all. This event in Senge (1999) suggests consulting the respondents on perceiving their position in acquiring knowledge that benefits the institutional future. Given this approach, Chart 4 allows us to measure how much the employee is willing to do in favors of the corporation, and what are their real intentions.



Graph 4 - Stakeholders' perception of the institution

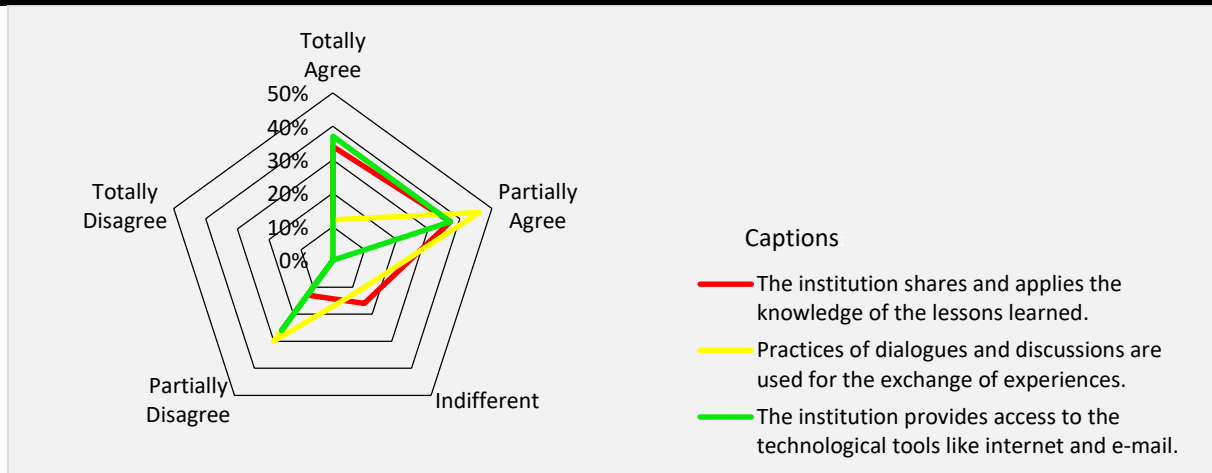
Source: Prepared by the authors according to data collected locally.

The stakeholder's perception points to indifference concerning the search for learning that can contribute to the future of the institution; this reveals that they seek to effectively understand the functioning of the institution as a whole. A confrontation between corporate interests is evident; so, as managers do not promote the means to bring knowledge to their employees in the institution, they tend to become cynical regarding said reality, causing a withdrawal, contrary to the recommendations in Senge (1999).

**5.1.5 Respondents' perception regarding the learning tools and practices of the investigated corporation.**

Authors such as Beker et al (2016, p 5) and Senge (2003) consider tools and practices as determining means in the organizational learning process. Thus, technological tools, dialogue, lessons, among others are suitable means for transferring knowledge that help in the improvement and the learning. Chart 5 brings the performance of the consultation to institutional stakeholders.





Graph 5 - Tools and learning practices adopted by the institution

Source: Prepared by the authors according to data collected locally.

The results point out that the corporation does not effectively use the tools and practices for learning. In fact, Senge (2003) prescribes the exchange of experiments that overcome barriers to learning enrichment between individuals and groups. In this regard, it is assumed that an elite of individuals has access to technological multimedia; but given the percentage identified here, the corporation is positioned short of the optimum moment for the purpose of this enrichment, given the employees' perception of the unavailability of those fundamental tools required for the job.

### 5.2 Characterization of the possibility of organizational learning in the corporation researched based on the Theory U

A study in Alves, Steil and Santos (2015) provides support for the appropriate treatment of this topic; these authors turn to the expectation of obtaining a cognitive change of the stakeholder, as made possible in a technically equipped corporation. This provision may reflect positively on performance efficiency, with subsequent institutional success. So much so that Beker et al. (2016, p 5) indicates the application of technology as a fundamental part of this research, due to the requirement in complex platforms such as the one in evidence, in which distance courses, videoconferences and virtual participation in congresses, events and others can be applied. Picture 2 below presents a perspective of the current possibilities in the investigated institution.

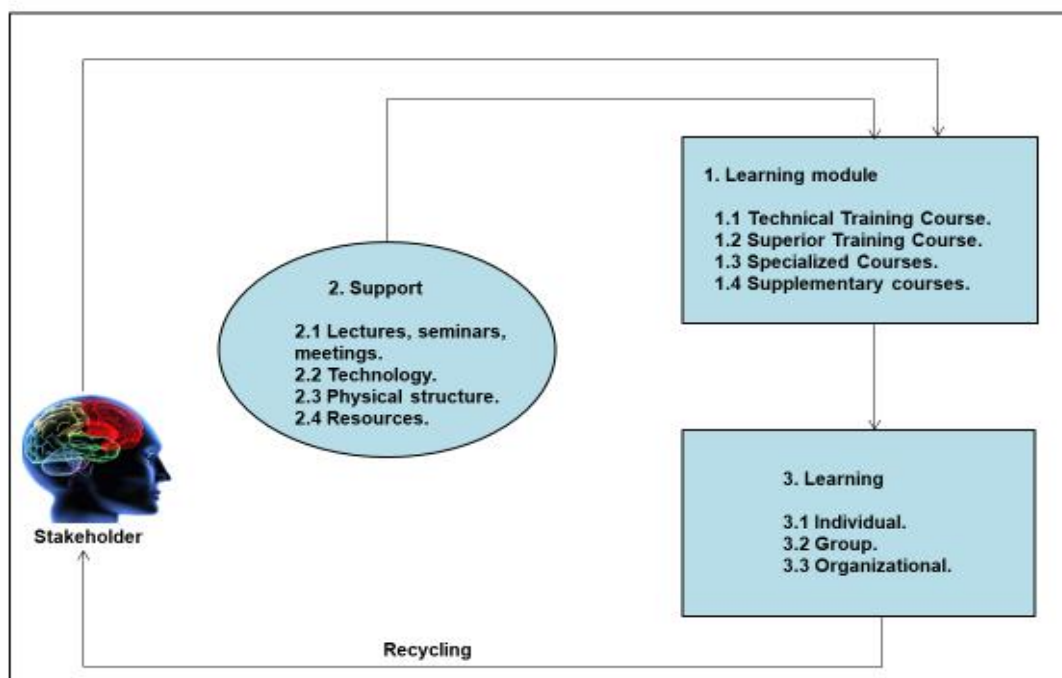


Fig.2: Basic perspective of the learning structure

Source: Prepared by the authors.

The attention one offers to a situation defines the way it will evolve this fact is related to the proposal of Scharmer (2009). The author states that several others are based on organizational learning theories based on past experiences, through experiential modeling. However, the Theory U

aims to orient the leaders to seek knowledge that leads to visionary possibilities; and, to embrace the understanding of the future in the perception of the individual, group and community. Picture 3 shows the ideal scenario with the participation of the leadership, based on Theory U.

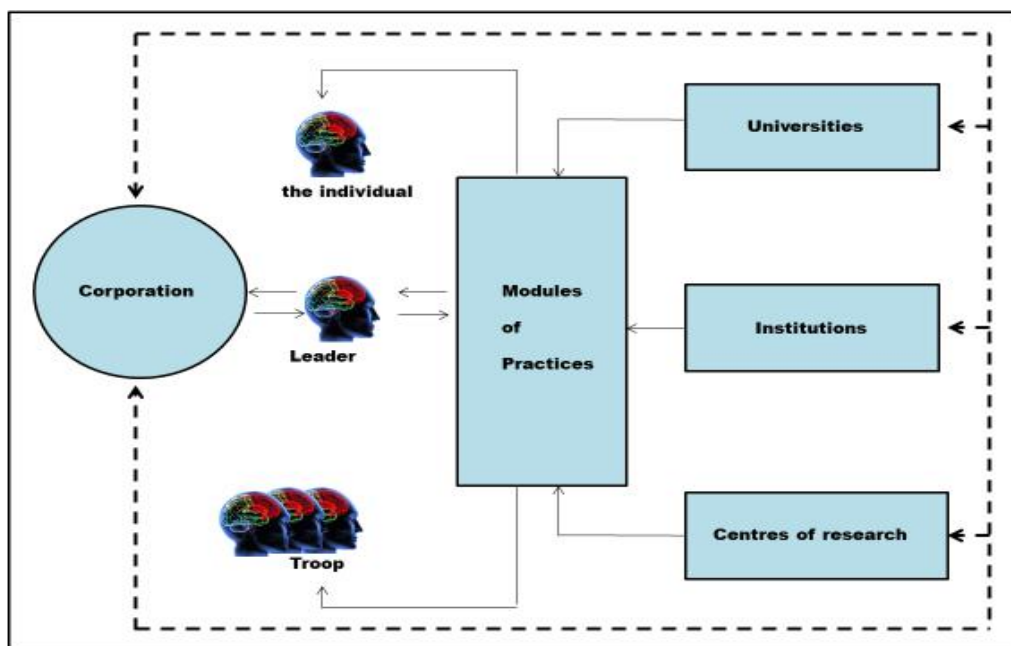


Fig.3: Scenario for learning by Theory U

Source: Prepared by the authors.

Placing the learning characteristics of the corporation with those idealized by the Theory U makes emerge a new approach with an understanding profile of all employees as active participants in the new management. It suggests that there will be the real possibility of intellectual

improvement for the individual who seemed retracted in the questions on learning, ideas, innovation and motivation. Table 5 shows how the institution can adapt to the characteristics of U Theory for the evolution of participatory management

Table.5: Characterization of the Theory U in view of the new possibility of learning

Characterization in Scharmer (2009)	Description of the new learning model
1.Restore	The practices module will work with the past characteristics that disseminated knowledge, and which today contribute to institutional learning.
2. Suspend	Leadership will address characteristics that do not match or do not meet current learning demands.
3. Redirect	The managers in the corporation will rework the adaptations, with the tools and practices of organizational learning, from the perceptions of the stakeholders.
4. Let go	The managers in the corporation will work through a guided leadership capable of listening to the members, always seeking the best scenario for learning.
5. Preconize a presencing	Those involved will act by connecting to a context of innovation that matches the new expectation of the corporation.

<b>6. Let come</b>	The managers of the corporation will work with the leader to promote a participative dynamic, through an integrating spirit, that values learning, and collaborates with individual, group and organizational learning.
<b>7. Put into practice</b>	The managers in the corporation with the leader will put into practice a new way of learning, diluting the capacity of leadership among all and strengthening the individual and the group.
<b>8. Embody</b>	All stakeholders will act according to the institution's doctrine, and in accordance with the new perspectives learned.
<b>9. Make it happen</b>	All involved will always work by recycling and absorbing more and more knowledge resulting from the evolution of the learning process configured in this task.

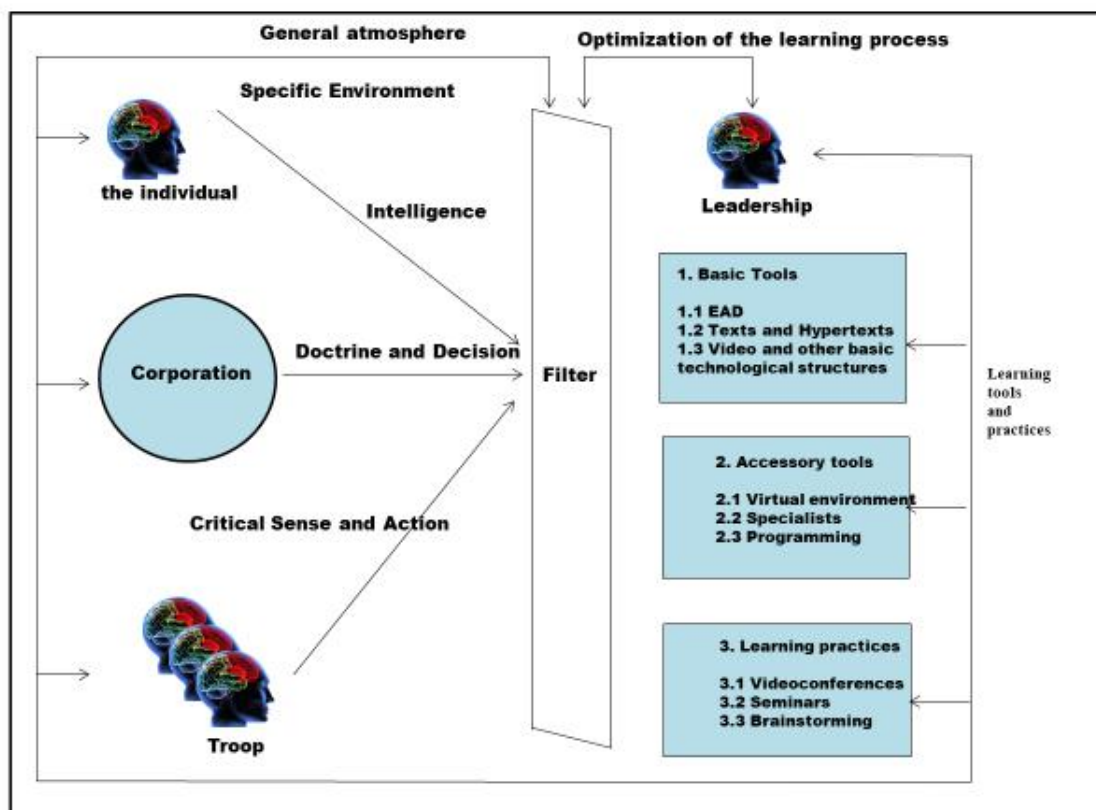
Source: Prepared by the authors based on Scharmer (2009).

In this outline, the corporation will present a new model of learning, through an articulated renewal between theories and practices. It corroborates Scharmer's (2010) precepts, the cyclical dynamics that are subject to the renewal of this process, and the resumption of ideas when necessary for the institution.

**5.3 Proposal of measures to improve the tools and practices in the organization taking this study into consideration.**

Tigre (2014) presents a form of performance seeking structural innovation, offering three ways to reach this new structural basis. It refers to the technological, procedural

and organizational structure. Therefore, collaborative learning is ideal, bringing together stakeholders under the influence of a leadership capable of involving everyone in an optimized process in an environment where learning is properly supported by modern tools and practices. As a result of new perceived concepts, it is possible to take the institution under study on a new scenario, now supported by tools and practices of organizational learning. After identifying weaknesses in the structure, configuration that allows the process of inclusion of knowledge is proposed, according to Picture 4, which demonstrates the real learning scenario.



Picture 4: Proposed collaborative learning for innovation

Source: Prepared by the authors.

According to Senge (1999, p 7), learning organizations are those in which people continually improve their ability to create the future they would really like to see emerge. Several tools can be applied to optimize these forms of employee improvement, and distance learning is recommended in regions such as the Amazon, which is difficult to reach and a logistical effort that makes speeding results difficult. However, the study in Melo (2016, p16) refers to the meaning of distance education, since it offers a proposal of qualified, contemporary, problematizing education that builds professional knowledge, contributing to the improvement of the service, as it comes from the study in the corporation investigated. It can be seen, therefore, that EAD is negatively influenced by bureaucratic and financial issues; however, an institutional partnership with the Federal University, Federal Institute, among others, could optimize all the troops interested in knowledge and practice.

Oliveira et al. (2016 p 567) indicates that innovations from computerized technologies have become possible thanks to hypertexts. One of the consequences was to soften the rigidity in the form of conditioned language in order to facilitate the relationship between sender and receiver in formal communication rather than slow writing that is not accompanied by the rapid human reasoning. These same limitations also hinder the performance of basic subjects related to texts and hypertexts, for example. In spite of the central body of the corporation in Brasilia has all these tools that can be made available, so that the corporation under study can make use, according to carefully designed programs. Therefore, there is a careful technical selection of these technologies to support reading so that the members of the corporation can enjoy the quality of these devices during their learning.

## VI. CONCLUSION

The report of this study allows us to answer the problem of this research about the stakeholder's perception in face of learning in the corporation under study, based on the Theory U. By using the references cited throughout this research it was possible to verify that there is a confrontation of corporate interests. Managers do not promote the means to bring knowledge to their employees in the institution and these actors also become sceptical with their corporation, in a situation that may be motivating their removal from the ideal context of institutional success. Financial, structural and bureaucratic factors, common to public management, interfere with the progress of these initiatives, which obstruct the necessary dynamics in this event.

This research is a contribution to managers and institutional leaders. The results and proposals elaborated through analysis and criticism can strengthen the decision making in analogous situations. The records discussed here

are relevant for managers of public or private organizations, especially those who work in scenarios where they develop the potential of stakeholders, in the search for improvement through organizational learning, applying innovative tools and practices.

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