1. Does the author have a clearly defined problem or issue with a stated significance?

2. What is the author s research orientation (quantitative, qualitative, mixed-methods, theoretical, critical)? and..

Determine the theory and what position you will need to assume as a writer; critical, postmodern, etc.

Gain at least three references Academic books and peer-reviewed scholarly journal articles are most suited, but organizational reports and group policy statements are additional acceptable sources.

information thematically as opposed to chronologically, and this is where you will make connections and transition from one source to another. One helpful way to think about how to write about sources is to write about a text s purpose, its evidence, and its conclusions

F I E Bulfin (2017) explores the intersection between Baudrillard s simulation theory and war pedagogy in the college classroom. His study found that…Ultimately, Bulfin (2017) concludes that war pedagogy is undertheorized. He argues that…

Please note this is not to mirror an annotated bibliography, the body of the paper should be conversational as well as information for the reader.

HG E IBHG

In this section, you review what you have learned and may even make a suggestion for what direction the conversation or research on your topic should take.

Example

Here is an example of a few sections from a strong literature review. Pay close attention to the words or phrases that have been **HE** These are signal phrases that help separate from just stating your findings, as one would in a research paper, and instead integrating materials into one another through correlation and conversation, which is expected in a literature review.

BVMHG F I E

Srirahayu, D. P., Eliyana, A., & Anugrah, E. P. (2022). The antecedents and consequences of organizational learning in the library: A systematic literature review.
– https://doi.org/10.1177/03400352211066939

HK RG MH McShane and Von Glinow (2000: 61), this organizational learning activity consists of three aspects: (1) knowledge acquisition; (2) knowledge sharing; and (3) knowledge use. Knowledge is obtained by acquiring information and ideas from the external environment, and through sharing information and ideas in seminars and formal or informal discussions within the organization. The competitive advantage obtained from this knowledge can be seen in its application in the organization. **G** the organization and its stakeholders get added value from the application of that knowledge. Organizational learning is the development of new knowledge or insights that have the potential to influence behaviour (Slater and Narver, 1995). **- BLBLKG**

HK G P BM Daft and Weick (1984), who express that organizational learning can be divided into three stages: (1) finding and gathering information; (2) interpreting the information; and (3) learning to use the information practically.

The success of organizational learning depends on the company's tendency to learn, such as a commitment to learning or a learning culture within the organization, open-mindedness, an organizational value that brings about learning efforts, and a shared vision. These serve as a direction for individuals to adjust their commitment and conformity to the various company goals. The views of each individual are **BBG NH B HF F HG** interpretation ([Sinkula et al., 1997](#)). Organizational learning **K E ML** to the experiences and actions of organizational members ([Goh and Ryan, 2002](#)), from gathering new knowledge to implementing it in the organization.

- **K L EMH I K BH LK L K L HP** that individuals in organizations, including managers, improve their competence through organizational learning ([Karunanont and Karwowski, 2011](#)) and self-reflection ([Knipfer et al., 2013](#)). In [Chahal et al.'s (2016)](#) research, organizational learning was a mediating variable between high-performing human resources practices and business performance. Single- and multiple-loop learning can be applied through the culture of organizations and by building corporate memory ([Hu et al. 2015](#)). The use of technology for the implementation of organizational learning for informal learning is needed in organizations ([Za et al., 2014](#)), **LI B HR** for the storage of corporate memory and the knowledge possessed by employees. Organizational memory is very useful for sharing knowledge to improve the learning culture in organizations ([Shukla et al., 2020](#)).

KM K LLHMG: For more detailed help or if you have questions, visit the Writing Center located in the Lewis University Library or call 815-836-5427.