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## COMPARATIVE ANALYSIS OF THE LEARNING ORGANIZATION ARTICLES IN SERBIAN AND AUSTRIAN ACADEMIC JOURNALS

Komparativna analiza članaka o učećoj organizaciji u srpskim i austrijskim akademskim žurnalima

### Abstract

The author is comparing two small academic communities to test the time discrepancies in publishing of an academic discovery between the world's leading English language journals and those from peripheries. The chosen academic communities are Serbia and Austria, similar in size, with a shared fact that the main academic language is not the English language. However, the economic strength of those countries is quite different. For testing the time discrepancies, the author will test the time lag in discovering a management fad in those countries, comparing to the world's leading journal discoveries. One of detected management fads in the English language academic journals is the learning organization, with a typical peak in publishing in the year 1995. In this research, the peak was discovered in Austrian journals in the year 1997, and 15 years later in the Serbian ones. The author is arguing toward the tighter connections with the world academic community, as the *conditio sine qua non* for an advancement of small academic communities.

**Keywords:** *learning organization, management fads, Serbia, Austria, academic advancement.*

### Sažetak

Autor poredi dve male akademske zajednice u cilju testiranja vremenske razlike publikovanja naučnog otkrića između vodećih svetskih žurnala na engleskom jeziku i onih sa periferija. Izabrane su akademske zajednice Srbije i Austrije, slične i po veličini i po tome što osnovni akademski jezik u njima nije engleski. Ipak, ove zemlje se veoma razlikuju po ekonomskoj snazi. U cilju testiranja te vremenske razlike, autor će testirati vremenski razmak u otkrivanju jednog prolaznog hita u menadžmentu, tzv. management fad-a, u tim zemljama i uporediti sa otkrićem u vodećim svetskim žurnalima. Jedan od detektovanih hitova u menadžmentu u akademskim žurnalima na engleskom jeziku je učeća organizacija ili organizacija koja uči, s tipičnim vrhuncem publikovanja u 1995. godini. U ovom istraživanju, vrhunac je otkriven u austrijskim žurnalima u 1997. godini, a 15 godina kasnije i u srpskim. Autor tvrdi da je sadržajnija saradnja sa svetskom akademskom zajednicom *conditio sine qua non* napretka malih akademskih zajednica.

**Ključne reči:** *učeća organizacija, prolazni hitovi u menadžmentu, Srbija, Austrija, naučni napredak.*

## Introduction

The aim of this paper is to discover the eventual time lag between the discovery of a management fad in the world's leading academic journals, published in the English language, and in the small non-English speaking academic communities. As an example of a management fad, the learning organization concept will be used. From the author's stance as a critical realist, the scientometric analysis of academic journals in two small and similar-in-size non-English speaking countries was conducted, in Serbia and in Austria. Scientometrics is the quantitative study of science, a methodological approach in which the scientific literature itself becomes the subject of analysis, in a sense as a science of science. Scientometrics is an invaluable tool for measuring the impact of scholarly publications and the process of scientific knowledge production. Scientometrics studies usually focus on how concepts are being defined over time or in different domains. After defining the management fads and their life cycle, the author will present the results of other academics about the typical bell-shaped curve of the learning organization concept in English journals. In the empirical part of this paper, the time lag between the world community and two small communities of Serbia and Austria will be discussed. Afterwards, the content analysis of a Serbian journal will be conducted in order to debate some possible reasons for a critical long time lag between Serbian and the world's leading academic findings. *Content analysis* is a research technique for interpreting and coding textual material. It is a systematic, quantitative approach for analyzing and summarizing any form of content by counting various aspects of the content, in order to convert qualitative data into quantitative data.

### The management fads and their typical bell-shaped life cycle

In the marketing literature, there are three special categories of the product life cycles [18], and these are style, fashion, and fad. Fads are the fleeting fashions. They come quickly into the market, their acceptance cycle is short, they experience a peak in demand very early, and

then demand quickly falls and disappears. Fads do not survive because they usually do not satisfy a strong need. Management fads [2] do not occur out of necessity, but by accident. Fads usually tend to have a little or short-term impact, both in the language of management techniques and on organizations. However, fads can sometimes have huge and even damaging impacts.

Although business consultants are labeled as guilty of producing most fashions and fads and the sale and application of these [25], the most prolific propagators of fads are, in addition to consultants, management gurus [11]. In fact, it is difficult to discern who is more interested in fads, whether the academics who write about them, the consultants who sell them, or the managers who use them. Management gurus, management consultants, business schools, and publishers are in the competition to create new techniques and approaches for managers [8]. In any case, managers, who are always eager for something new and innovative, are the target audience. There is no definitive list of management fads [4]. Besides the learning organization, which is in focus of this paper, these fads have also been recognized in the literature: cultural change programs, total quality management, business process reengineering [5], benchmarking [11], management by objectives [15], and knowledge management [14].

The decline of a management fad is usually associated with the development and popularity of a new one. The life cycle of a fad can be displayed in a bell-shaped curve and in five stages [17]. The first stage is the invention stage. The second stage, dissemination, is the wild-acceptance stage, the stage when the fad becomes very popular. In stage three, with acceptance at the top of the bell-shaped curve, a fad reaches its peak, but at this point, critics appear and argue that the fad cannot be a universal *panacea*. The fourth stage is the disenchantment stage when large audiences realize that problems exist with the fad. The last stage is a decline when the fad disappears from wide use and retains only a few staunch supporters still loyal to the fad. Other authors [21] suggest that fads follow a life cycle best understood in seven stages: (1) An academic article is written on a new discovery or theory; (2) The study is discussed, summarized and repeated;

(3) The concept is popularized in a bestseller book; (4) Management consultants carry the new techniques to their client base; (5) Managers embrace the fad and become champions of the concept; (6) Time passes and enthusiasm dims; and (7) New discoveries occur and consultants are turning to them. In actuality, the shapes of the life cycle curves for different management fads are not identical nor symmetrical and vary from country to country [8].

Scholars have discovered fads not only in the social sciences, but also in some disciplines of the natural sciences [1], but some authors [6] argue that in organization theory fads are prevalent. The last decade of the 20<sup>th</sup> century saw the arrival of a *plethora* of management tools and theories, often conflicting, and the question arises [20]. Is contemporary, management theory nothing more than an accumulation of contradictory fads? Can universal management principles be extracted from the accumulated mass of information? Do the classical writers have words of wisdom to impart to the manager of the 21<sup>st</sup> century? In so doing, this paper traces a trajectory of management drought by examining the place of the seminal work of Chester I Barnard of the classical school of thought, in the light of contemporary trends and problems: and debates the currency of fundamental management principles. [ABSTRACT FROM AUTHOR]\nCopyright of South African Journal of Business Management is the property of Association of Professional Managers in South Africa and its content may not be copied or emailed to multiple sites or posted to a listserv without the copyright holder's express written permission. However, users may print, download, or email articles for individual use. This abstract may be abridged. No warranty is given about the accuracy of the copy. Users should refer to the original published version of the material for the full abstract. (Copyright applies to all Abstracts.: Is modern management theory nothing more than an accumulation of contradictory fads? That accumulation of fads forces practicing managers to check through trial-and-error the value and application of management theories. More and more, fads seem to be getting a negative reputation and it is a common view that the fads are a waste of time with little or no quantifiable benefit.

### The roots and the life cycle of the learning organization concept in the English speaking journals

The roots of the learning organization concept can be traced back to 1947 [16]; however, a leading promoter of this concept is Peter Senge. In his book *The Fifth Discipline: The Art and Practice of the Learning Organization*, Senge [23] laid the foundations of the learning organization in the 1990s. After *The Fifth Discipline*, the learning organization quickly became a fad in management. In 1995, five years after the publication of Senge's book, the learning organization reached its peak as a fad [19], measured by the learning organization's hits in the Proquest database. In the coming years, interest in the learning organization began to fall sharply, but that interest has been offset by a sharp increase in inquiries into knowledge management [14]. During the same period, while academic interest in knowledge management remained at a high level, there appeared to be, in stark contrast, a significant decline of interest in it among global consultancies and professional service firms.

A similar conclusion was reached from a scientometric analysis of knowledge management and intellectual capital academic literature of 2,175 articles in 11 major peer-reviewed journals (3,109 unique authors from 1,450 unique institutions) from 1994-2008, led by Serenko [24]. The knowledge management discipline has attracted the attention of a tremendous number of individual contributors from a variety of both academic and non-academic institutions, but, on the other hand, the top five universities and academics generated only 4.8 percent, and 2.5 percent of the total research output, respectively. Pragmatic field studies and experiments constitute only 0.33 percent of all output. As a result, the practical relevance and applicability of the scholarly research were questioned and, therefore, the author [24] concluded that there is a great danger that knowledge management and intellectual capital may lose its practical side and become a pure scholarly discipline. The same conclusion was reached by Grant [12]. An extensive bibliographic review was carried out over a 20-year period, from 1990 to 2009, to determine patterns in the discourse. Next, the

actual patterns of diffusion of knowledge management in five professional services firms were examined. While the bibliometric analysis demonstrated that knowledge management has sustained a high level of interest over the last 10 years and is not seen to present the typical characteristics of a management fad, actual practice in the field differs from what is recommended in the literature. The greatest concerns of this research are the increasing polarization between practitioners and researchers in the field of the knowledge management.

The idea of a learning organization should be abandoned because this imaginative idea has not only “run out of steam”, but it never had any [13]. The learning organization has failed to meet three objectives which are essential for any well-founded theory [13]: (1) a clear definition, (2) practical operational advice which managers can use, and (3) tools and assessment instruments to measure their achievements. The concept of the learning organization ignores the ways of rewarding and punishing in the organization, because it does not recognize the fact that managers reward those who contribute to the success and punish those who cause the damage, both cases measurable in financial form [3]. The popularity of the learning organization did not last very long due to the way in which process of learning in the learning organization was understood and enacted [10]. The emphasis was on individual learning and individual change, but the organization itself, its management structure and business practices, remained unchanged.

### **The analysis of the learning organization concept in Serbian and Austrian academic journals**

This empirical section presents an analysis of the articles which cover the topic of the learning organization in two different European countries, Austria and Serbia. The aim of the previous section was to present a substantial number of evidence that the learning organization is recognized as a fad in the English language journals. The English language is widely accepted as an official world language in the social science. If something is recognized as a scientific truth in a leading language, it should be recognized as such in other languages as well.

The emphasis will be on the Serbian academic journals. Serbia is one of the poorest European countries and it is still not a member of the EU. The main language in this country and in the academic community is Serbian. As a control group, Austria is chosen – similar in size, German language as main academic language, wealthy state, but a Western country, in contrast to Serbia from the East.

This longitudinal research was conducted first in April 2013 and consequently updated in April 2016, May 2017, September 2018 and August 2019. The current year is excluded from the results. The methodology is the scientometric analysis in the first round and the content analysis in the second one. Scientometrics is the quantitative study of science, a methodological approach in which the scientific literature itself becomes the subject of analysis, in a sense as a science of science. Scientometrics is an invaluable tool for measuring the impact of scholarly publications and the process of scientific knowledge production. Scientometrics studies usually focus on how concepts are being defined over time or in different domains. *Content analysis* is a research technique for interpreting and coding textual material. It is a systematic, quantitative approach for analyzing and summarizing any form of content by counting various aspects of the content, in order to convert qualitative data into quantitative data. The epistemological approach is the critical realism. The aim of this empirical research is to test the typical bell-shaped curve of a management fad in Serbian and Austrian papers and to establish the current trend in publishing the articles which cover the topic of the learning organization.

For Serbian papers, the basis and the tool of research was the Serbian national citation index [SCIndeks], and for Austrian papers the search engine of the Austrian Library Network. The Serbian national citation index, SCIndeks, can be found on the internet at <http://scindeks.ceon.rs>. SCIndeks is developed to serve as an add-on to the international (WoS) citation indexes. It indexes locally published journals classified as periodicals of a scientific character. In addition to basic article descriptions, SCIndeks contains abstracts and references/citations (metadata) for all articles. There are 1,140,882 references from 78,530 articles, 35,567 of which are available as full text,

published in Serbian journals from the year 2000 on, in humanities from 1996 on, and in social sciences from 1991 on. SCIndeks was developed and is maintained by the Center for Evaluation in Education and Science (CEON/CEES), a non-governmental, not-for-profit organization, in cooperation with the National Library of Serbia. The search engine of the Austrian Library Network can be found on the internet at [http://search.obvsg.at/primo\\_library/libweb/action/search.do](http://search.obvsg.at/primo_library/libweb/action/search.do). It provides a broad search for literature in the holdings of the Austrian Library Network member libraries and beyond. Indexed content consists of 10 million title records and 7.2 million journal holdings. More than 80 mostly scientific libraries contribute actively to the central catalog of the Austrian Library Network. The literature tab contains all literature published since 1980. It is actively maintained by the network of Austrian academic institutions, led by the Austrian National Library. Thousands of papers are available for download, but unlike the Serbian SCIndeks, not all articles contain an abstract, which affects this research.

In order to extract the articles that cover the subject of learning organization in the Serbian national citation index (SCIndeks), the whole database was searched by using the search field “in article titles, abstracts, and keywords” and by using the following terms: (1) učeća organizacija (Serbian); (2) organizacija koja uči (Serbian); (3) learning organisation (British standard) and (4) learning organization (American standard). Serbian terms represent the same concept, but for the security reasons, the English terms were used as well, because many of the articles contain an abstract in English. From the database were allocated 267 articles (učeća organizacija: 8, organizacija koja uči: 30, learning organisation: 15, and learning organization: 214), which in the article title, abstract or keywords contain the term “learning organization”. The search was restricted to the “economics” discipline, because this discipline includes articles from the field of management, which is the focus of this research. Thus, the number of articles was narrowed and when the duplicates were removed because of a duplication of terms, the number of articles was reduced to 74. From that number of 74 articles, as some journals are only available in English, 8 articles, or 10.81 percent, were published in English

only. The articles were sorted for further analysis by the year of publication (Table 1).

The results indicated that the highest number of the research articles on learning organization were published in the years 2011 and 2012. That was the peak, the maximum point of a typical bell-shaped curve of a management fad. Before and after the years 2011 and 2012, data indicated far less number of the published articles.

The graphical representation of results indicates a positive trend in publishing (Figure 1), with an equation  $y = 0.01614x + 3.2807$ . The years 2011 and 2012 are the years with the maximum number of papers published, eight per year. Clearly, the results indicate that the number of articles that emphasize the learning organization concept was absolutely increased before 2011 and 2012, with a sharp fall in the year 2013 and onwards. Therefore, it could be concluded that learning organization is recognized as a management fad in the Serbian language academic journals even 17 years after it had been recognized as a fad in the English language academic journals. However, this concept is still a topic of interest among the Serbian academics because the positive trend is determined. It is interesting that there is not a single paper about the subject of this study from the period when learning organization

**Table 1: Number of Serbian articles covering the concept of learning organization per year**

Year	Number of hits
2000	1
2001	1
2002	3
2003	3
2004	3
2005	6
2006	5
2007	6
2008	3
2009	4
2010	6
2011	8
2012	8
2013	3
2014	2
2015	2
2016	3
2017	4
2018	3
<b>TOTAL</b>	<b>74</b>

was a well-established fad in the English literature, but this period was the same period when UN sanctions against Milošević’s Yugoslavia banned any academic cooperation between Serbia and the West.

In order to find the articles which cover the subject of learning organization in the search engine of the Austrian Library Network, the “Literature section” of the database was searched by using the search field “Any” (which covers title, subject, abstract, keywords, classification and full text) and by using the following terms: (1) lernende Organisation (German); (2) learning organisation (British standard) and (3) learning organization (American standard). Further, the search was restricted to “Media type: Article only”, in order to attain the compatibility of data with Serbian research.

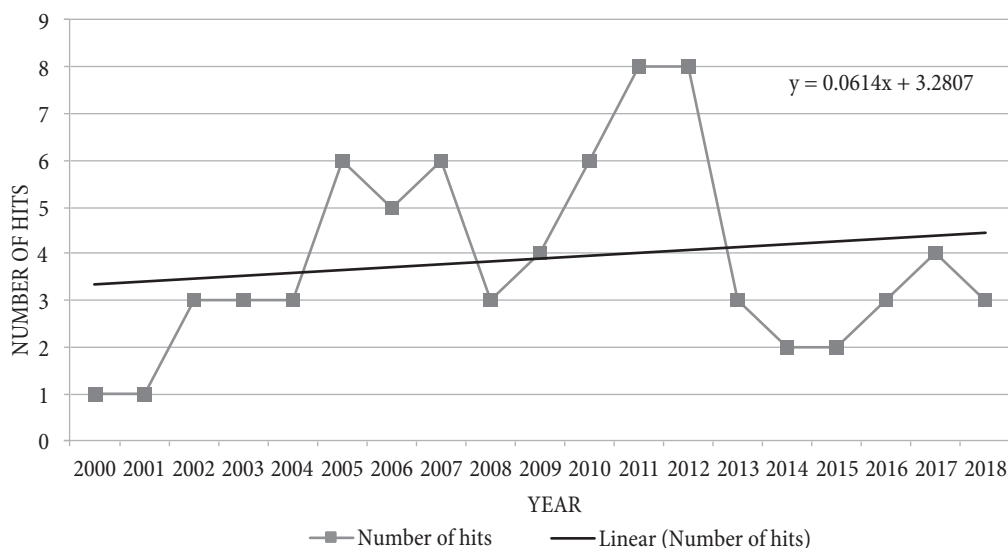
When the duplicates from the database were removed (lernende Organisation: 70; learning organisation: 63; and learning organization: 74 – before the duplicates removal), a total of 207 articles were allocated which in the article title, subject, abstract, keywords, classification or full text contain the term “learning organization”.

Finally, when the papers which obviously do not cover the management discipline were removed (mainly from the pedagogy field, but also one about the synagogue in Vienna: Über die virtuelle Rekonstruktion von Wiener Synagogen), the number of articles was reduced to 71. The articles for the analysis were sorted by the year of publication (Table 2). The results pointed to the year 1997 as the year with the highest number of research articles (10) which cover the

**Table 2: Number of Austrian articles covering the concept of learning organization per year**

Year	Number of hits
1987	2
1988	0
1989	0
1990	0
1991	0
1992	0
1993	2
1994	2
1995	3
1996	1
1997	10
1998	4
1999	2
2000	3
2001	0
2002	3
2003	3
2004	4
2005	1
2006	2
2007	4
2008	5
2009	2
2010	3
2011	3
2012	4
2013	1
2014	2
2015	2
2016	0
2017	1
2018	2
<b>TOTAL</b>	<b>71</b>

**Figure 1: Number and trend line of the ‘learning organization’ hits in Serbian journals per year**



concept of the learning organization. The peak of a typical bell-shaped management fad curve was reached in Austria just two years after its top in English academic setting, but 15 years before Serbia. From the abovementioned 71 articles, as some journals are only available in English, 23 articles, or 32.39 percent, have been published in English only (Table 3), three times more than in Serbia.

The graphical representation of results indicates a positive trend in publishing (Figure 2). The peak was in

1997. However, the number of papers after the peak is still higher than in the previous period. The conclusion is that in the Austrian journals learning organization was recognized once as a management fad, but also that the production of new papers with the learning organization concept is still evident. This positive trend line is less steep than among Serbian scholars, because the Austrian  $0.0295x + 1.7319$  is less than Serbian  $0.01614x + 3.2807$ ; if  $x$  is replaced with 1, the results are 1.8 and 3.3, respectively.

Figure 2: Number and trend line of the 'learning organization' hits in Austrian journals per year

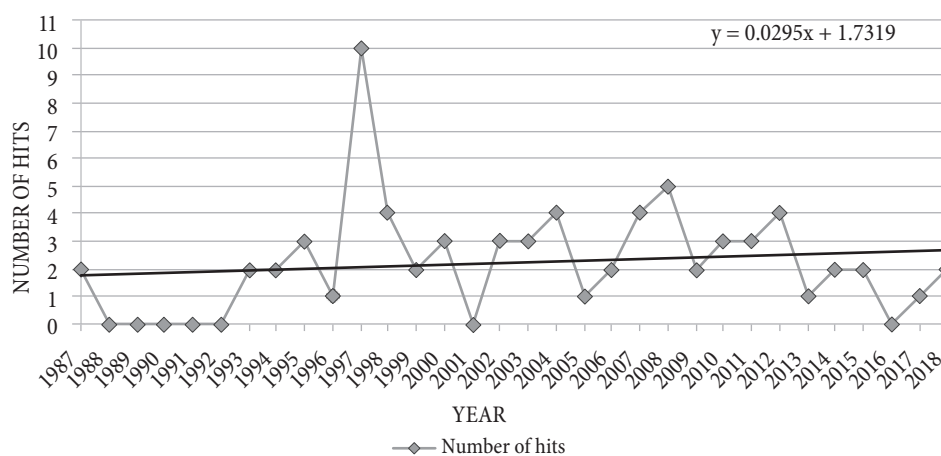


Table 3: The scientometric analysis of Austrian articles covering the learning organization concept

No.	ARTICLES	YEAR	ENGLISH
1	Intermediäre Dienstleistungen; Mesch, Michael; In: Wirtschaft und Gesellschaft. - Wien, 1987. - 13. 1987, H. 2, S. 185	1987	
2	Wissen, Arbeitsteilungen und Strukturwandel; Skolka, Jiri; In: Wirtschaft und Gesellschaft. - Wien, 1987. - 13. 1987, H. 2, S. 245	1987	
3	Organization Dynamics: A Learning Organization; Davies, Donald E.; In: Gruppendynamik / Gerhard Schwarz ... (Hg.). - Wien, 1993. - S. 167-	1993	YES
4	Self-Organization of Communication in Distributed Learning Classifier Systems; Ono, N; Rahmani, A T; In: Artificial neural nets and genetic algorithms / R. F. Albrecht, ... (eds.). - Wien [u.a.], 1993. - S. 361-	1993	YES
5	New Roles for the Engineer in the Learning Organization Perspective; Blandin, Bernard; In: Perspectives of continuing professional development / organisers: University Extension Centre, Vienna University of Technology ... Ed.: Manfred Horvat .... - Wien, 1994. - S. 299-	1994	YES
6	THE LEARNING ORGANIZATION ; Grantham, Charles; In: Informatics, organization and society / Savvas A. Katsikides (Ed.). - Wien [u.a.], 1994. - S. 228-	1994	YES
7	Die Bundeswehr als 'lernende Organisation'; Petersen, Jendrik; In: Der Soldat in einer Welt im Wandel / Uwe Hartmann ... (Hg.). - München [u.a.], 1995. - S. 153-	1995	
8	Ein Ansatz zur Steigerung der Reorganisationsgeschwindigkeit von Unternehmen: die Lernende Organisation ; WILDEMANN, Horst; In: Zeitschrift für Betriebswirtschaft. - Wiesbaden, 1995. - 1995/Erg.h. 3, S. 1-23	1995	
9	Internationale Entwicklungen im Bereich des New Public Management und der wirkungsorientierten Verwaltungsführung - Übersicht und Vergleich; Haldemann, Theo; In: Wirtschaft und Gesellschaft. - Wien, 1995. - 21. 1995, H. 3, S. 425 - 445	1995	
10	EMP and EMAC Conference - An example of a new learning organisation for innovative technology transfer into small and medium industry; Seitzer, Dieter; In: Educating the engineer for lifelong learning / organisers: University Extension Centre, Vienna Univ. of Technology ... Eds.: Francesco Maffioli .... - Vienna, 1996. - S. 363-	1996	YES
11	CONFERENCE ADDRESS: 'Multi-organisation partnerships and learning for growth' Lloyd, David A.; In: Public and private sector partnerships / edited by Luiz Montanheiro .... - Sheffield, 1997. - S. 1-	1997	YES
12	Das Gesundheitsfördernde Krankenhaus als Lernende Organisation; Lobnig, Hubert ; Nowak, Peter ; Pelikan, Jürgen M.; In: Gesundheitsförderung - eine Strategie für Krankenhäuser im Umbruch / Alice Grundböck ... (Hg.). - Wien, 1997. - S. 195-	1997	
13	Das Unbewußte im Unternehmen: zur Praxis psychodynamischer Organisationsberatung; LOHMER, Mathias; In: Organisationsentwicklung. - Zürich, 1997. - 16(1997)3, S. 20-30	1997	
14	Experimentarium Wien - ein strategisches Konzept für ein interaktives Zukunftsmuseum (Berichte und Dokumente); Schmee, Josef; In: Wirtschaft und Gesellschaft. - Wien, 1997. - 23. 1997, H. 3, S. 383	1997	
15	Flexible und lernende Organisation. Vom strategischen Management zum Chancenmanagement; Albach, Horst, 1931-; In: Umbruch und Wandel / Carsten P. Claussen .... - München ; Wien, 1997. - S. 321-	1997	

No.	ARTICLES	YEAR	ENGLISH
16	Informationstechnik als Erfolgsfaktor der lernenden Organisation; BONIN, Hinrich E.G.; In: Verwaltung und Management. - Baden-Baden, 1997. - 3(1997)3, S. 155-158	1997	
17	Leistungsmessung und Erfolgsmaßstäbe im öffentlichen Sektor; Rossmann, Bruno; In: Wirtschaft und Gesellschaft. - Wien, 1997. - 23. 1997, H. 2, S. 171	1997	
18	Technologieprognosen und Technologiepolitik; Tichy, Gunther; In: Wirtschaft und Gesellschaft. - Wien, 1997. - 23. 1997, H. 2, S. 171	1997	
19	Towards a Learning Organisation: A Combination of Reengineering and SSM; Petkov, D.; Petkova, O.; In: IDIMT'97 / Susanne Hofer ... (eds.). - Wien [u.a.], 1997. - S. 95-	1997	YES
20	Wie läßt sich eine "Lernende Verwaltung" etablieren?; HAßELMANN, Uwe; KÖNIG, Rainer; In: Innovative Verwaltung. - Düsseldorf, 1997. - 1997/4, S. 30-33	1997	
21	Experimentierende Evaluation und Lernende Organisation; Scherrer, Wennemar; In: Experimentierende Evaluation. - Weinheim [u.a.], 1998. - S. 9 - 10	1998	
22	Lernende Organisation und Experimentierende Evaluation; Heiner, Maja; In: Experimentierende Evaluation. - Weinheim [u.a.], 1998. - S. 11 - 53	1998	
23	Towards a learning organization: making developmental agencies more participatory from the inside; In: Who changes?. - London, 1998. - S. 145 - 152	1998	YES
24	Von der Bürokratie zur lernfähigen Organisation; EHLERS, Ulrich; In: Verwaltung und Management. - Baden-Baden, 1998. - 4(1998)1; S. 32-35	1998	
25	Flexible Beschäftigte - ein neuer ArbeitnehmerInnentypus?: Betriebliche Flexibilisierung im Spannungsfeld zwischen Anpassungsleistung an restriktive Arbeitsbedingungen und neuen Qualifikationsanforderungen; Krenn, Manfred; In: Wirtschaft und Gesellschaft. - Wien, 1999. - 25. 1999, H. 1, S. 71	1999	
26	Institutionen und technischer Fortschritt: Rezension von: Maxine Berg, Kristine Bruland (Hrsg.), Technological Revolutions in Europe. Historical Perspectives, Edward Elgar, Cheltenham 1998, 352 Seiten; Butschek, Felix; In: Wirtschaft und Gesellschaft. - Wien, 1999. - 25. 1999, H. 2, S. 243	1999	
27	Action Learning - The Cornerstone for Building a Learning Organization; Marquart, Michael J.; In: Führungsstärke oder Charisma? / Rudolf O. Zucha (Hrsg.). - Frankfurt am Main; Wien [u.a.], 2000. - S. 163-	2000	YES
28	Lebenslanges Lernen in Österreich - Ansätze und Strategien im Lichte neuerer Forschung; Lassnigg, Lorenz; In: Wirtschaft und Gesellschaft. - Wien, 2000. - 26. 2000, H. 2, S. 233 - 260	2000	
29	Regionale Innovationssysteme im europäischen Vergleich: Ergebnisse des REGIS-Projekts; Tödtling, Franz; Kaufmann, Alexander; In: Wirtschaft und Gesellschaft. - Wien, 2000. - 26. 2000, H. 3, S. 425 - 444	2000	
30	Designing and Using a Course in Organization Design to Facilitate Corporate Learning in the Online Environment; Gibbons, Tracy C.; Brenowitz, Randi S.; In: Handbook of online learning / ed. by Kjell Erik Rudestam and Judith Schoenholtz-Read. - London, 2002. - S. 355-	2002	YES
31	Ist die 'europäische Beschäftigungsstrategie' nach fünf Jahren am Ende?: Zur Evaluierung des Luxemburg-Prozesses 1998-2002 (Teil 1); Schweighofer, Johannes; In: Wirtschaft und Gesellschaft. - Wien, 2002. - 28. 2002, H. 4, S. 489	2002	
32	Steps towards a New International Financial Architecture (Kommentar); Bhaduri, Amit; In: Wirtschaft und Gesellschaft. - Wien, 2002. - 28. 2002, H. 4, S. 573	2002	YES
33	Den Schwung verloren: Österreichs Wirtschaftsentwicklung 1750-1830 : Rezension von: Hermann Freudenberger, Lost Momentum. Austrian Economic Development 1750s-1830s, Böhlau Verlag, Wien u.a. 2003, 301 Seiten; Mesch, Michael; In: Wirtschaft und Gesellschaft. - Wien, 2003. - 29. 2003, H. 3, S. 485	2003	
34	Die Bibliothek als lernende Organisation: Das Fortbildungskonzept der Stadtbibliothek Freiburg; Kraß, Ulrike; In: Die Bibliothek zwischen Autor und Leser / hrsg. von Hannelore Benkert .... - Frankfurt am Main, 2003. - S. 348-	2003	
35	Neue Lernkultur mit e-learning; Kleistorfer, Erika; In: Organisationsentwicklung, 2003. - 2003/1, S. 17-23	2003	
36	Ausländische Direktinvestitionen: Segen oder Fluch? Zur Rolle von Direktinvestitionen für die wirtschaftliche Entwicklung mittelosteuropäischer EU-Beitrittsländer; Zschiedrich, Harald; In: Wirtschaft und Gesellschaft. - Wien, 2004. - 30. 2004, H. 1, S. 45	2004	
37	Lernende Organisation, Wissensmanagement und Lernkulturentwicklung - schöne Worte oder mehr?: Überlegungen aus organisationstheoretischer Sicht; Wilkesmann, Uwe; In: Zeitschrift für Berufs- und Wirtschaftspädagogik. - Stuttgart, 2004. - 100. 2004,3, S. [383] - 397	2004	
38	Routine in der wissenschaftlichen Weiterbildung?! E-Learning im Master-Studiengang Organization Studies; Oelker, Birgit; Asselmeyer, Herbert; Wolff, Stephan; In: Campus 2004 / Doris Carstensen; Beate Barrios (Hrsg.). - Münster [u.a.], 2004. - S. 416-	2004	
39	The changing organization of spatial planning in Vienna: learning lessons from the organisation of planning in the UK in the context of the shift from government to governance?; Hamedinger, Alexander, 1968-; Aus: EURA/UUA Conference "City Futures", Chicago, Ill., 2004	2004	YES
40	Vom Leidbild zum Leitbild: Fachbereiche als Lernende Organisation; Jungkind, Wilfried, 1954-; Willems, Christian; In: Kompetenzen in der Hochschullehre. - Rintel, 2005. - S. 366 - 393	2005	
41	A classification scheme to determine medical necessity: A knowledge organization global learning application; Pajarillo, Edmund JY; In: Knowledge organization for a global learning society / [International Society for Knowledge Organization, ISKO]. Ed. by Gerhard Budin .... - Würzburg, 2006. - S. 339-348-	2006	YES
42	The Global Learning Society and the Iterative Relationship between Theory and Practice in Knowledge Organization Systems; Beghtol, Clare; In: Knowledge organization for a global learning society / [International Society for Knowledge Organization, ISKO]. Ed. by Gerhard Budin .... - Würzburg, 2006. - S. 159-164-	2006	YES
43	Converging agendas in education policy - Lifelong learning in the World Bank and the International Labour Organization; Jakobi, Anja P.; In: New arenas of education governance. - Basingstoke, 2007. - S. 95 - 114	2007	YES



No.	ARTICLES	YEAR	ENGLISH
44	Die Europäische Union als Wissensgesellschaft; Hödl, Erich; In: Wirtschaft und Gesellschaft. - Wien, 2007. - 33. 2007, H. 4, S. 529	2007	
45	Gender Mainstreaming als Organisationsentwicklung und Lernprozess. Vom politischen Auftrag zur gemeinsamen Vision einer Organisation; Paseka, Angelika, 1957-; In: Gender Mainstreaming und Weiterbildung - Organisationsentwicklung durch Potentialentwicklung. - Leverkusen, 2007. - S. [85] - 100	2007	
46	Sind Cluster lernfähig?: Rezension von: Christian Hartmann, Die Lernfähigkeit von Clustern. Eine theoretische und empirische Betrachtung, Leykam, Graz 2006, 246 Seiten; Kirisits, Marcel; In: Wirtschaft und Gesellschaft. - Wien, 2007. - 33. 2007, H. 3, S. 459	2007	
47	Das lernende Unternehmen: Test; Garvin, David A.; Edmondson, Amy C.; Gino, Francesca; In: Harvard Business Manager. - Hamburg, 2008. - 2008, 11, S. 76 - 88	2008	
48	Evaluation und organisationale Lernprozesse; Rech, Jörg; In: Zeitschrift für Sozialmanagement. - Weimar, 2008. - 6(2008)1, S. 69 - 91	2008	
49	Incompatibility in Knowledge-Organization. On Productive Negativisms in Learning Processes; Mitgutsch, Konstantin; In: Kompatibilität, Medien und Ethik in der Wissensorganisation / hrsg. von H. Peter Ohly .... - Würzburg, 2008. - S. 194- ;	2008	YES
50	Überbetriebliche Arbeitsteilung: Auslagerung von Unternehmensfunktionen und die Folgen für Arbeit und Beschäftigung; Flecker, Jörg; Holtgrewe, Ursula; In: Wirtschaft und Gesellschaft. - Wien, 2008. - 34. 2008, H. 3, S. 307	2008	
51	Wider den Appell. Zum Lissabon-Prozess und andere Anmerkungen, Kommentar; Schibany, Andreas; In: Wirtschaft und Gesellschaft. - Wien, 2008. - 34. 2008, H. 4, S. 563	2008	
52	Herausforderungen an die „Lernende Organisation“ in der Wissensgesellschaft (2001); Willke, Helmut; Kalcsics, Monika; In: Eine Konferenz der anderen Art / Hrsg. v. Stefan Vater. Unter Mitarb. v. Laura R. Rosinger. - Frankfurt am Main; Wien [u.a.], 2009. - S. 104-	2009	
53	Organisationskultur und lernende Organisation; Kasper, Helmut; Loisch, Ursula ; Mühlbacher, Jürgen ; Müller, Barbara; In: Personalmanagement, Führung, Organisation / hrsg. von Helmut Kasper; Wolfgang Mayrhofer. - Wien, 2009. - S. 309-	2009	
54	Die Bedeutung der Evaluation polizeilicher Einsätze für die Bundespolizei als lernende Organisation; Riedl, Johann; In: FH-Studiengang Polizeiliche Führung / hrsg. von Karlheinz Dudek, Karl-Heinz Grundböck und Gerald Haider. - Linz, 2010. - S. 291-	2010	
55	Integrating Motivational Aspects into the Design of Informal Learning Support in Organizations; Kunzmann, C.; Schmidt, A.; Braun, V.; Czech, D.; Fletschinger, B.; Kohler, S.; Lüber, V.; In: Proceedings of I-KNOW '09 / 9th International Conference on Knowledge Management and Knowledge Technologies. Eds. I-KNOW: Klaus Tochtermann .... - Graz, [2010]. - S. 37-	2010	YES
56	Neue Politikfelder für eine Renaissance der Arbeitszeitpolitik. Eine Annäherung mit Hilfe internationaler Beispiele; Schönauer, Annika; Flecker, Jörg; In: Wirtschaft und Gesellschaft. - Wien, 2010. - 36. 2010, H. 3, S. 349-374	2010	
57	Learning Organisations: Learning to Learn – The Learning Organisation in Theory and Practice; Shevitz, Susan L.; In: International handbook of Jewish education / ed. by Helena Miller .... - Dordrecht [u.a.], 2011. - S. 843-	2011	YES
58	Die Arbeitsmarktpolitik als überforderter Problemlöser der Bildungspolitik; Kirisits Marcel; In: Wirtschaft und Gesellschaft. - Wien, 2011. - 37. 2011, H. 2, S. 335-345	2011	
59	Wiedereinstieg & Weiterbildung. Weiterbildungsmotivation und Realisierungschancen von (formal) gering qualifizierten Wiedereinsteigerinnen; Leitner, Andrea; Latcheva, Rossalina; Wroblewski, Angela; In: Wirtschaft und Gesellschaft. - Wien, 2011. - 37. 2011 H. 2, S. 315-334	2011	
60	In zehn Schritten zu einem Leitbild der 3. Generation: Ziele ; Strunk, Andreas; In: Sozialwirtschaft. - Baden-Baden, 2012. - 22(2012), 6, S. 34 - 35	2012	
61	A Learning Organization? Die britische Armee und ihre Lehren aus den Counterinsurgency-Einsätzen in Afghanistan und im Irak; Strohn, Matthias; In: Auftrag Auslandseinsatz / im Auftr. d. Militärgeschichtl. Forschungsamtes hrsg. v. Bernhard Chiari. - Freiburg i. Br.; Wien [u.a.], 2012. - S. 285-	2012	
62	Learning in organisations: The case for a code of ethics in education; Zuzeviciute, Vaiva; Bukantaite, Daiva; Kraskauskaite, Dalia; In: Decoding the meanings of learning at work in Asia and Europe / Lynne Chisholm ... (eds.). - Innsbruck, 2012. - S. 107-	2012	YES
63	Connection between individuals and organisations through workplace learning; Hirata, Kenji; Ibuchi, Nanae; In: Decoding the meanings of learning at work in Asia and Europe / Lynne Chisholm ... (eds.). - Innsbruck, 2012. - S. 55-	2012	YES
64	Von Sammelnden und Suchenden: Die PH Salzburg beschreitet neue Wege in der LehrerInnenbildung und vertheilt sich dabei selber als lernende Organisation; Giger, Silvia; In: PH.Script. - Salzburg, 2013. - 6.2013, S. 3 - 6. - (PH.Script )	2013	
65	Knowledge Organization for Learning; Soergel, Dagobert; In: Knowledge organization in the 21st century / organized by the Polish Chapter of ISKO and the Institute of Information and Library Science, Jagiellonian University in Kraków. Ed. by Wiesław Babik. - Würzburg, 2014. - S. 22-	2014	YES
66	Knowledge organization in a digital learning environment in the experiences of pedagogy students; Kamińska, Aneta; Pulak, Irena; In: Knowledge organization in the 21st century / organized by the Polish Chapter of ISKO and the Institute of Information and Library Science, Jagiellonian University in Kraków. Ed. by Wiesław Babik. - Würzburg, 2014. - S. 532-	2014	YES
67	Similarities and Differences of Health-Promoting Leadership and Transformational Leadership; Dunkl, Anita; Jiménez, Paul; Šarotar Žižek, Simona; Milfelner, Borut; Kallus, Wolfgang K.; In: Nase Gospodarstvo, 2015. - 61 (2015), 4, S. 3-13. - ISSN 2385-8052 - De Gruyter, 2015	2015	YES
68	Schmerzhafte Offenheit; Kegan, Robert; In: Harvard Business Manager. - Hamburg, 2015. - 2015, Spezial 2015, S. 64 - 75	2015	
69	Stärken stärken: Professionalisierung durch Ressourcenorientierung: eine Potenzialanalyse an Praxisschulen; Ctibor-Petrik, Susanne [VerfasserIn]; Grössing, Helga [VerfasserIn]; Gullner, Barbara [VerfasserIn]; Hofmann-Reiter, Sabine [VerfasserIn]; Kulhanek-Wehlend, Gabriele [VerfasserIn]; In: Forschungsperspektiven / PH Wien, Wien, 2017, 9 ; Seite [119] - 141 .	2017	
70	Wie eine Lernende Organisation lernt: Erfahrungen aus einem Ausbildungsprojekt; Hirnschal, Ernst [VerfasserIn]; In: Unternehmenskultur in der Praxis, Wiesbaden, [2018], S. 439- ; 2018	2018	
71	Eine Justizvollzugsanstalt als lernende Organisation; Koop, Gerd [VerfasserIn]; In: Das Gefängnis auf dem Prüfstand / Bernd Maelicke, Sefan Suhlig (Hrsg.), Wiesbaden: Springer ; 2018, Seite 457- . - ; 2018	2018	
TOTAL			23

Table 4: The content analysis of Serbian articles covering the learning organization concept

No.	ARTICLES	YEAR	POSITIVE	NEGATIVE	NEUTRAL	THEORETICAL	PRACTICAL
1	Korporativni univerziteti kao savremena paradigma profesionalnog razvoja zaposlenih. Đekić Marija, Ravić Nenad. Megatrend revija, vol. 15, iss. 2, pp. 159-176, 2018	2018			YES	YES	
2	Sociološki aspekti uloge menadžmenta pri promenama u obrazovanju. Vidaković Mira. Ekonomija: teorija i praksa, vol. 11, br. 4, pp. 47-65, 2018	2018			YES	YES	
3	Značaj kompatibilnosti sistema upravljanja znanjem sa savremenim modelima elektronskog učenja u organizacijama koje uče. Švonja Julija D. Poslovna ekonomija, vol. 12, iss. 1, pp. 238-255, 2018	2018	YES			YES	
4	Dinamika odnosa upravljanja znanjem i inovativnosti kao relevantnih faktora organizacione efikasnosti. Kolarić Borislav. Ekonomski izazovi, vol. 6, br. 12, str. 93-104, 2017	2017			YES	YES	
5	Organizaciono učenje - izazovi hotelskog sektora Srbije. Jovičić-Vuković Ana, Gagić Snježana, Erdeji Irma. Poslovna ekonomija, vol. 11, br. 2, str. 133-149, 2017	2017	YES			YES	
6	Percepcija i stavovi studenata prema obrazovanju na daljinu. Đurica Nina, Soleša Dragan. Ekonomija: teorija i praksa, vol. 10, br. 3, str. 1-15, 2017	2017			YES	YES	
7	Triple E - primer evropske akreditacije kvaliteta kvalifikacija u bankarstvu. Sredojević Slađana. Bankarstvo, vol. 46, br. 3, str. 112-129, 2017	2017			YES	YES	
8	Organizational factors, organizational culture, job satisfaction and entrepreneurial orientation in public administration. Karyotakis Konstantinos M., Moustakis Vassilis S. The European Journal of Applied Economics, vol. 13, br. 1, str. 47-59, 2016	2016			YES	YES	YES
9	Storiteling kao savremeni instrument izgradnje informaciono - bezbednosne korporativne kulture. Arsenijević Olja, Trivan Dragan, Milošević Milan. Ekonomika, vol. 62, br. 4, str. 105-114, 2016	2016			YES	YES	
10	Veličina tržišta kao determinanta nacionalne konkurentnosti Republike Srbije. Stanković Ljiljana, Popović Ana. Marketing, vol. 47, br. 3, str. 191-205, 2016	2016			YES	YES	
11	Korporativno preduzetništvo, organizaciono učenje i implementacija znanja. Erić-Nielsen Jelena. Ekonomski horizonti, vol. 17, br. 3, str. 203-217, 2015	2015			YES	YES	
12	Organizacije bazirane na upravljanju znanjem. Manev Gjorgji, Jakimovski Jorde. Škola biznisa, br. 1, str. 34-46, 2015	2015	YES			YES	
13	Odluke menadžmenta u savremenim kompanijama. Marković Jovica, Pavlović Marko. Ekonomija: teorija i praksa, vol. 7, br. 2, str. 86-113, 2014	2014			YES	YES	
14	Znanje i intelektualni kapital - izvori konkurentske prednosti srpske poljoprivrede. Vasiljević Zorica, Savić Bojan. Ekonomski vidici, vol. 19, br. 1, str. 11-24, 2014	2014	YES			YES	
15	Komparativna analiza konkurentnosti sektora malih i srednjih preduzeća Republike Srbije i Bosne i Hercegovine. Beganović Admir I. Poslovna ekonomija, vol. 7, br. 2, str. 151-174, 2013	2013			YES	YES	
16	Teritorijalni inovacioni sistemi i njihov uticaj na privredni razvoj. Novaković Igor. Ekonomika, vol. 59, br. 1, str. 162-169, 2013	2013			YES	YES	
17	Učenje u virtuelnoj organizaciji. Micić Radmila. Ekonomika, vol. 59, br. 4, str. 56-65, 2013	2013	YES			YES	
18	Evolucija i razvoj inovativne organizacije. Đorđević Branislav. Ekonomika, vol. 58, br. 1, str. 1-10, 2012	2012			YES	YES	
19	Izbor merila i optimalna vrednost inovacija u Srbiji. Marković Sanja, Arsić Ljiljana, Micić Radmila. Inovacije i razvoj, br. 1, str. 27-38, 2012	2012			YES	YES	
20	Jačanje kompetencija ljudskih resursa u cilju smanjenja nezaposlenosti. Urošević Snežana, Pejčić Bojana, Kokeza Gordana. Ekonomski vidici, vol. 17, br. 3, str. 421-436, 2012	2012	YES				YES
21	Kontinualno učenje, poboljšanje i inovacije - case study: ENTEL. Raković Radoslav. Kvalitet i izvrsnost, vol. 1, br. 5-6, str. 23-27, 2012	2012			YES		YES
22	Učeca sportska organizacija kao izraz novog preduzetništva u sportu. Nešić Milan, Nešić Branimir. Poslovna ekonomija, vol. 6, br. 1, str. 443-462, 2012	2012	YES			YES	
23	Strategija smanjenja troškova uvođenjem e-učenja u visokoškolskim obrazovnim institucijama. Ilić Biljana, Jovanović Violeta. Serbian Journal of Management, vol. 7, br. 1, str. 131-148, 2012	2012	YES			YES	
24	Uticaj organizacione kulture na organizacionu strukturu. Micić Radmila. Ekonomika, vol. 58, br. 2, str. 59-67, 2012	2012	YES				YES
25	Strategija smanjenja troškova uvođenjem e-učenja u visokoškolskim obrazovnim institucijama. Ilić Biljana, Jovanović Violeta. Serbian Journal of Management, vol. 7, br. 1, str. 131-148, 2012	2012			YES		YES
26	Brendiranje i korporativna kultura. Claessens Roger. Bankarstvo, vol. 40, br. 7-8, str. 104-121, 2011	2011			YES	YES	
27	Premošćavanje jaza učenja na tržištu visokog obrazovanja - e-learning i državna subvencija. Adel Ben Youssef, Le Texier Thomas, Ludovic Ragni. Economic Analysis, vol. 45, br. 3-4, str. 1-11, 2011	2011			YES	YES	
28	Procena veština i znanja stečenih tokom konsalting intervencije. Mihailović Branko, Simonović Zoran, Paraušić Vesna. Ekonomika, vol. 57, br. 2, str. 102-111, 2011	2011			YES	YES	
29	Promene sistema ljudskih resursa pri realizaciji menadžmenta poslovnih procesa. Zakić Nebojša, Vukotić Svetlana. Ekonomika, vol. 57, br. 2, str. 137-145, 2011	2011			YES	YES	
30	Promene tradicionalne ka novoj paradigmi menadžmenta. Ničić Milica, Miletić Slavomir, Jovanović Duško. Ekonomika, vol. 57, br. 3, str. 74-83, 2011	2011	YES			YES	

## EKONOMIKA PREDUZEĆA

No.	ARTICLES	YEAR	POSITIVE	NEGATIVE	NEUTRAL	THEORETICAL	PRACTICAL
31	Uticaj faktora organizacionog ponašanja i organizacione strukture na produktivnost zaposlenih u preduzeću Kraš. Đokić Aleksandar, Macura Rajko, Vujović Slavoljub. Ekonomika, vol. 57, br. 3, str. 15-24, 2011	2011			YES		YES
32	Uticaj nacionalnih kultura na stil liderstva u internacionalnim organizacijama. Krasulja Nevena, Gujanica-Radojević Ivana, Cvetanović Dušan S.. Ekonomika, vol. 57, br. 3, str. 33-47, 2011	2011	YES			YES	
33	Znanje i perspektiva organizacionog učenja kao faktor inovativnosti i unapređenja performansi lanca snabdevanja. Cvetković Miodrag. Poslovna politika, vol. 40, br. 1-2, str. 58-62, 2011	2011	YES			YES	
34	Liderstvo u organizaciji koja uči. Micić Radmila. Ekonomika, vol. 56, br. 3, str. 45-54, 2010	2010	YES			YES	
35	Menadžment znanja. Stanojević Dražena. Anali Ekonomskog fakulteta u Subotici, br. 23, str. 207-217, 2010	2010	YES			YES	
36	Model organizacije koja uči u radiodifuznoj industriji Republike Iran. Najafbagy Reza, Doroudi Homa. Serbian Journal of Management, vol. 5, br. 2, str. 213-225, 2010	2010	YES				YES
37	Obrazovne institucije kao organizacije koje uče - potreba za promenom paradigme. Zovko Vatroslav, Šimović Vladimir, Nježić Zoran. Anali Ekonomskog fakulteta u Subotici, br. 23, str. 15-21, 2010	2010	YES			YES	
38	Strategic innovation throughout reorganization of existing business-production model in the context of developing complex ICT structure with high standards. Šimović Vladimir, Nježić Zoran, Zovko Vatroslav. Strategic Management, vol. 15, br. 2, str. 32-38, 2010	2010			YES	YES	
39	Unapređenje poslovne konkurentnosti razvojem klastera. Stanković Ljiljana, Đukić Suzana. Ekonomika preduzeća, vol. 58, br. 3-4, str. 131-139, 2010	2010			YES	YES	
40	Implications of the balanced scorecard on organizational behaviour. Janičijević Nebojša. Strategic Management, vol. 14, br. 1, str. 3-15, 2009	2009			YES	YES	
41	Knowledge management and intellectual capital management coupled to quality management system lead to business success. Živojinović Stevan, Stanimirović Andrej. International Journal for Quality Research, vol. 3, br. 1, str. 17-25, 2009	2009	YES			YES	
42	Menadžment, marketing koncept i intelektualni kapital. Mihajlović Dragan, Trandafilović Igor, Vidanović Marija. Marketing, vol. 40, br. 1, str. 45-49, 2009	2009	YES			YES	
43	Razvoj ljudskih resursa kao strateški faktor konkurentske prednosti preduzeća. Vemić-Đurković Jelena. Facta universitatis - series: Economics and Organization, vol. 6, br. 1, str. 59-67, 2009	2009	YES			YES	
44	Menadžment ljudskim resursima kao deo poslovne izvrsnosti. Petronijević Miloš. Kvalitet, vol. 18, br. 11-12, str. 68-72, 2008	2008			YES	YES	
45	Pravo na grešku - učeća organizacija prema zahtevima standarda ISO 9004:2008. Kukrić Milan. Kvalitet, vol. 18, br. 9-10, str. 51-52, 2008	2008	YES			YES	
46	Procesni pristup i demokratski menadžment. Perović Milan J.. Kvalitet, vol. 18, br. 7-8, str. 9-12, 2008	2008	YES			YES	
47	Kreiranje učešća organizacije kao jedan od savremenih izazova menadžmenta. Đukić Maja. Ekonomika, vol. 53, br. 5-6, str. 61-67, 2007	2007	YES			YES	
48	Menadžment organizacije u lancu snabdevanja sa dinamičnim efektom organizacionih pravila. Vodopivec Robert, Krstov Ljupčo. Facta universitatis - series: Economics and Organization, vol. 4, br. 2, str. 91-107, 2007	2007	YES			YES	
49	Obuka i razvoj zaposlenih i učeća organizacija. Vemić Jelena. Facta universitatis - series: Economics and Organization, vol. 4, br. 2, str. 209-216, 2007	2007	YES			YES	
50	Ocenjivanje upravljanja operativnim rizicima u bankarstvu koji potiču od informacionih i komunikacionih tehnologija. Đurković Jovica, Ristić Živan, Trninić Jelica, Prokić Mirjana. Strategijski menadžment, vol. 12, br. 3-4, str. 2-5, 2007	2007			YES	YES	
51	Upravljanje rizicima implementacije koncepta Six Sigma. Anđelković-Pešić Marija. Strategijski menadžment, vol. 12, br. 3-4, str. 140-143, 2007	2007			YES	YES	
52	Uticaji strategijskog reagovanja na rizike - simulacija tržišnog učešća i pozicioniranja. Jovović Radislav. Strategijski menadžment, vol. 12, br. 3-4, str. 92-97, 2007	2007			YES	YES	
53	Human resources and high performance in Romanian companies. Preconceptions and realities. Abrudan-Pop Denisa. Strategijski menadžment, vol. 11, br. 1-2, str. 70-75, 2006	2006			YES	YES	
54	Kreiranje učeće organizacije kao jedan od savremenih izazova menadžmenta. Đukić Maja. Poslovna politika, vol. 35, br. 9, str. 62-65, 2006	2006	YES			YES	
55	New dimensions of management in Romanian organizations: High performance organizations. Abrudan-Pop D., Novac E.. Serbian Journal of Management, vol. 1, br. 2, str. 115-121, 2006	2006	YES			YES	
56	Permanentni razvoj ljudskih resursa - uslov razvoja preduzeća. Radovanović Vladimir. Kvalitet, vol. 16, br. 9-10, str. 95-97, 2006	2006			YES	YES	
57	Poslovno-tehnološke osnove menadžmenta znanja. Banjanin Milorad K., Petrović Latinka. Poslovna politika, vol. 35, br. 4, str. 58-62, 2006	2006	YES			YES	
58	Europa znanja - organizacija koja uči i sustav upravljanja kvalitetom. Avelini-Holjevac Ivanka. Kvalitet, vol. 15, br. 3-4, str. 38-41, 2005	2005	YES			YES	
59	Praktična primena modela izvrsnosti. Trajković Vladimir. Kvalitet, vol. 15, br. 5-6, str. 40-42, 2005	2005			YES	YES	
60	QMS/TQM/CIE novi pristup upravljanju procesima. Perović Milan J.. Kvalitet, vol. 15, br. 11-12, str. 35-38, 2005	2005			YES	YES	
61	Razvoj zaposlenih kao osnova organizacionog razvoja. Pržulj Živka. Strategijski menadžment, vol. 10, br. 1-2, str. 65-68, 2005	2005			YES	YES	

No.	ARTICLES	YEAR	POSITIVE	NEGATIVE	NEUTRAL	THEORETICAL	PRACTICAL
62	Uloga i značaj učenja u procesu strateškog menadžmenta. Janošević Stevo. <i>Strateški menadžment</i> , vol. 10, br. 1-2, str. 3-7, 2005	2005	YES			YES	
63	Usklađivanje nematerijalne aktive s internim procesima i strategijom preduzeća. Jovović Radislav. <i>Strateški menadžment</i> , vol. 10, br. 1-2, str. 105-110, 2005	2005	YES			YES	
64	Politika bezbednosti rada u zdravstvenim ustanovama - poseban osvrt na bezbedan rad MRI centara. Jakovljević Biljana, Stevanović Jasmina, Pendić Rajko, Jakovljević Bojana, Pendić Zoran. <i>Kvalitet</i> , vol. 14, br. 9-10, str. 86-90, 2004	2004	YES			YES	
65	Učenje na daljinu i nove mogućnosti obrazovanja za kvalitet zaposlenih. Papić Ljubiša, Ristić Miroslava R., Milunović Sida. <i>Kvalitet</i> , vol. 14, br. 1-2, str. 93-96, 2004	2004			YES	YES	
66	Utjecaj zainteresiranih strana na uspešnost organizacije. Mileković Rudolf. <i>Kvalitet</i> , vol. 14, br. 11-12, str. 50-53, 2004	2004			YES	YES	
67	Intelektualni kapital i uravnoteženi pokazatelji uspeha. Marković Nenad. <i>Kvalitet</i> , vol. 13, br. 1-2, str. 88-91, 2003	2003	YES			YES	
68	Obuka i usavršavanje zaposlenih kao element strategije razvoja organizacije. Zubanov Violeta. <i>Strateški menadžment</i> , vol. 7, br. 4, str. 99-102, 2003	2003	YES			YES	
69	Osnova znanja kompanije. Orlić Ranko. <i>Poslovna politika</i> , vol. 32, br. 6, str. 45-48, 2003	2003	YES			YES	
70	Kombinovanje modela dobivenih tehnikama data mining. Ristić Živan, Balaban Neđo. <i>Strateški menadžment</i> , vol. 6, br. 4, str. 14-20, 2002	2002			YES	YES	
71	Regionalna strategija integracije realnog sektora u EU - želje, mogućnosti i iluzije - slučaj Vojvodine. Adžić Sofija. <i>Ekonomist</i> , vol. 55, br. 3, str. 93-103, 2002	2002			YES	YES	
72	Značaj nove paradigme menadžmenta. Đorđević Branislav. <i>Ekonomski pogledi</i> , vol. 2, br. 1-2, str. 15-30, 2002	2002	YES				YES
73	Neke dimenzije i izazovi upravljanja promenama u procesu transformacije preduzeća. Janošević Stevo. <i>Strateški menadžment</i> , vol. 5, br. 1, str. 56-60, 2001	2001			YES	YES	
74	Znanje u funkciji strategije organizacije koja uči. Đorđević Branislav. <i>Strateški menadžment</i> , vol. 4, br. 2, str. 39-44, 2000	2000	YES			YES	
<b>TOTAL</b>			<b>36</b>	<b>0</b>	<b>38</b>	<b>67</b>	<b>8</b>

Further, with a positive trend in publishing new papers on the learning organization concept in Austrian and Serbian academic journals, the logical next step is to test the quality of these papers. Unfortunately, the much larger Austrian database does not provide abstracts or full text for all articles. However, as the Serbian database does provide abstracts and full text, the next step was a content analysis of all Serbian papers' abstracts, in order to determine two issues (Table 4). The first issue was to discover if a critical approach is addressed by Serbian scholars. The answer on that issue would be the numbers of articles which presented the learning organization as an obsolete concept. The second issue is to determine how many articles had the practical benefit of the Serbian business community.

Of 74 articles in total, two articles (published in English) are focused on Romania, one on Greece (also published in English), one (published in Serbian) on Iran, not Serbia, and two articles were published by a Belgian and a French author, but in the Serbian language. With the aim to cover all articles which contribute to the development of the management science in Serbia, all these articles were included in the analysis. The largest number of articles were published in the journals *Kvalitet* (12), *Ekonomika*

(12), and *Strateški menadžment* (11). There is no single author who excels in the observed subject and noted is a maximum of three hits per author.

First, the articles were sorted according to the author's attitude about the learning organization: either an affirmative attitude (positive articles) or a critical attitude (negative articles). However, not all of these articles were exclusively devoted to the learning organization but also to other aspects of knowledge management. Therefore, a number of articles that have a neutral attitude toward the learning organization concept were discovered. From the abstracts of these articles, one could not determine whether the authors' attitudes about the learning organization concept were positive or negative. As can be seen from the table (Table 4), the content analysis of the abstracts of all articles showed that almost half of all articles positively evaluated the concept of the learning organization, 36 of 74, or 49%. There were 38 articles that have neither a positive nor a negative attitude. Finally, not even one article had a critical attitude toward the learning organization.

Second, the articles were sorted as to whether they are only theoretical in nature, or whether they include a business case and therefore are more practically applicable. The number of articles that cover only the theoretical aspects

of the researched subject is extremely high, 67 of 74 or even 90%. It should be noted (Table 4) that four of the eight remaining practical articles had an affirmative approach to the subject of this study, the learning organization.

## Discussion of results and conclusion

The empirical research of the Serbian and Austrian management journal papers provided the evidence that learning organization is recognized as a fad among their respective academic communities. Shapes of the curves for different management fads are neither identical nor symmetrical and vary between countries. The peak of a typical bell-shaped curve of a management fad in Austria was in the year 1997, but in Serbia the peak was in the late years of 2011 and 2012. However, although the curve shapes are different, both Austrian and Serbian long trends in publishing the papers on learning organization are positive. Therefore, it could be noted that the learning organization, although declared as a fad, is not fading away. Why is Serbia lagging in the academic research more than Austria? 32 percent of Austrian journals were published in English, which is a three times higher result compared to the Serbian 11 percent. That could serve as a good indicator of a tighter connection between Austrian i.e., German speaking academics and the world dominated English speaking academic researchers. English is a world-leading academic language, and maintaining a tight connection with the English speaking academic community, especially publishing in the English language, is the *conditio sine qua non* for the non-English speaking academics for staying on track with the world's leading research.

The critics of the learning organization concept in the English language journals have been present for more than two decades, but Serbian authors still glorify that concept. It was discovered that not even one article from Serbia had a critical attitude toward the learning organization. Further, the content analysis of the Serbian articles detected a small number of practical articles. Why does Serbia display this trend of positive reception? Maybe there is a link between Serbia's bad economic situation and Serbia's weak academic research in management? The gap in education achievement is definitely pushing downward

Serbia's long-term growth [22]. Serbia has been in the economic transition since 1989, but still, Serbian current GDP is only two-thirds of the GDP from the beginning of the transition [9]. With a weak GDP, Serbia is not able to finance its researchers as richer countries are able to do. Moreover, as Serbian Center for Democracy [7] warns, Serbia finances its science with just 0.35% of its small GDP, opposite to EU's 1.8% or USA's 3%. Finance is more important than romance for the science, but not only money drives the world. Serbian scholars should abandon the failed concepts as the learning organization one, and they should help their society to establish a better business environment, based on the contemporary proven academic findings.

However, there is one limitation of this research. SCOPUS search, using the same words as in this research, has resulted in 641 papers in Austria and 152 papers in Serbia only for the year 2018. It seems that after all the learning organization (LO) is not a fad that is fading away. Obviously, the LO concept found its extension in other scientific disciplines. Finally, organizational learning and knowledge creation deserve attention. It may be of central importance in efforts to manage change and achieve better performance in organizations. The idea of learning merits attention and such attention should overcome the limitations of the idea of the learning organization. Business organizations are complex and intricate systems, very vulnerable to the impacts of uncertain and unpredictable changes in the turbulent environment of today. Simplified recipes, such as prescriptive theories as a learning organization, are not helpful to modern organizations.

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