INTRODUCTION

The previous chapter focuses on creating value-added products and/or services to customers. As the management of a CKM change is a journey, not a destination, this chapter is concerned with learning and adapting throughout the life of CKM change. It focuses on the accumulated knowledge and experience in implementing CKM, wherein end product learning is back channeled into the early planning stages of CKM. The aim of this CKM value chain phase is to sustain CKM performance.

CONCEPTUAL FOUNDATIONS

This section presents the following conceptual foundations for managing learning throughout the CKM change: CKM implementation, modes of learning, and OL.

CKM Implementation

There have been a lot of misconceptions surrounding the concept of CKM. Many of the early implementations projects were seen as ICT initiatives (Buttle, 2004). Sometimes, business firms have mistakenly dealt with CKM as an ICT project not as a business program. Snyder and Davidson (2003) suggest that up to 80 percent of CRM projects fail, and such failure in implementation may be attributed to sev-
eral reasons, such as the lack of CRM understanding, the failure to adopt a clear strategy, failure to make appropriate changes to its business processes, and focusing on technology to the exclusion of people, process, and organizational changes required (Bolton, 2004; and Xu and Walton, 2005).

As customer-facing processes depend on structure, structure depends on strategy, and strategy depends on environment, therefore, there is a huge potential for business organizations to have a far more responsive organization through learning from CKM change at an accelerated pace for change. Responsiveness could make every aspect of the good or service configuration unique, and could enable customers to receive customized and individualized treatment. The ability to meet customers’ preferences in dynamic and competitive environments is based on the ability of organizations to leverage CK generated through DCCs, e.g. people, technologies, and facilities, which are capable of designing, developing, and delivering adaptable and successful CKM change.

**Modes of Learning**

The three major approaches to learning to be reviewed are as follows: adaptive learning, generative learning, and U learning.

- Adaptive or ‘single-loop’ learning: is a mode in which organizations cope with situations within which they find themselves, whereas generative or ‘double-loop’ learning requires new ways of looking at the world, and challenging assumptions to introduce new innovations, products and/or services, processes, as well as organizational transformations.

- Generative learning: change that results from generative learning is usually conducted best in a team setting in which participants can review collective memories, archival and new data, and by discovery, experimentation, and reflection find solutions to current problems or develop plans to seek newly recognized opportunities. Change that results from generative learning is difficult to master but tends to be profound and long-lasting as it transforms the learner through the learning process (Senge, 1990). Generative learning tends to be continuous, while adaptive learning is more episodic. Pursuing change through generative learning requires companies to look at the world in new ways. This new perspective will change the way the company views and understands its customers, as well as enable better business management (Senge, 1990). Generative learning develops the capability to diagnose future problems and opportunities, plan and implement change, and evaluate outcomes. A company that is pursuing change through generative learning will see things and begin to transform its structures and processes to allow it
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