

### ABSTRACT

The author is employed as an organizational consultant at the Danish consultancy Rambøll Attractor and has written this paper in relation to his mastereducation in learning processes, specializing in organizational coaching. With the purpose of examining the impact coaching can have in the context of co-creation of organizational learning in organizational development. The author expects that there is a positive relationship between coaching and organizational learning, therefore the approach to the hypothesis is a deductive one. The objective is to argue for the possibilities and limitations in the use of coaching as beneficial to organizational learning - which will be translated into a process consultant practice. The paper evolves around Gregory Bateson's concept of learning and parts of Humberto Maturana's continuation of Bateson's work. Although Bateson's concept of learning initially is individual-oriented, his emphasis on context importance, namely that learning occurs in interaction between individuals and environments makes it likely to consider his learning theory to be a relational one. The point is that it can be used as a basis of a theory concerning organizational coaching. Bateson's theory of categories of learning, the context and the metacontext's importance of learning underpins the argument to use Bateson into a theory of organizational learning. Bateson's concept of learning prospects by the use of Argyris and Schön's concept of single loop and double loop learning, while Toneka and Takeuchi's theory of knowledge creation in organizations provide a suggestion for the dissolution of the duality between subject and object, which not even Bateson came through with. The most important result is the realization that a theory of organizational learning must be based on an equally well-balanced way of thinking, focusing on learning as a dynamic interaction between explicit knowledge and tacit knowledge, an interaction between individuals and context, an interaction between action and reflection and between reflective and non-reflective learning. Other key findings are the factors that respectively enhances and inhibits organizational learning, and the specific proposals offered in relations with the process consultant's work as a coach in organizational development. There will be argued for that existence of the evidence to justify the hypothesis that coaching conversations are indeed helpful in the creation of organizational learning. The conclusion is that on the one hand, coaching conversations ideally exist to support organizational learning, assuming that there can be a common collective understanding for the need of new routines. On the other hand

are coaching conversations problematic in a conflictual environment, in which this common experience of necessity is non-existent, and thus voluntariness is not possible in the coaching conversation.