**Class Activity**

**Name: Saman Khan**

**ID: 19K-0354**

**Section: H**

According to this article, a breakdown in team learning can result in organizational catastrophe. It is in line with a growing body of research on how learning affects organizational errors and how to prevent them. I go on the effects on disaster studies, team leadership, and learning in short-term project teams. One area of study has been the conception, consideration, and resolution of organizational issues by people and teams. The systems approach focuses on how little breakdowns during routine operations set off a domino effect that results in a major tragedy. Multiple levels of analysis have been attempted to be integrated into a third, developing stream of disaster studies. Organizational catastrophe research continues to be a vast, interdisciplinary field of study with a focus on understanding the numerous aspects involved in organizational breakdown detection, prevention, and response. This method examines how institutional, systemic, and cognitive elements interact to cause a disaster. Teams working on difficult tasks need to learn, according to Mills (1967). Rasmussen (1990) concentrated on the topic of learning in relation to significant organizational accidents. This study postulates that by examining the breakdown of team learning, we might better comprehend interpersonal disasters. Data consisted of more than 1750 pages of information drawn from multiple public sources, including photographs, charts, internet filings by expedition and teams, published first-hand accounts of survivors and observers, videotaped interviews by reporters, and the personal experience of the principal investigator. The research is centered on Mills' claim that team performance is rooted on learning. The Everest incidents provide the basis for a process theory of team breakdown and highlight crucial circumstances that contributed to this complete collapse. It provides the basis to better understand the limits of how organizations learn and respond to changing environments. The significance of team-level learning and its effect on organizational learning are examined in this essay. It concentrates on issues related to the breakdown of team learning that are process-related (as opposed to variance-related). The study is especially important for learning in short-term project teams because these groups frequently form and break up after one-time events. This study made an effort to develop a broad theory from a specific situation. Although only moderate generality and precision were attained, the study's complexity remained high. Even if the events give vivid details of the breakdown of learning, the theory still needs more support, clarification, and testing metrics. Future research in two specific areas is suggested by this study. When goals are rigidly organized, learning is constrained, and the situation at hand is difficult, continued rational pursuit of those goals can quickly devolve into inefficiency and result in organizational breakdowns. A thorough process model of learning in short-term project teams when faced with a challenging assignment should be developed and tested in future study. The events' analysis reveals the limitations of logical goal-setting, the need for greater research on short-term project teams, and the part that leaders play in preventing team members from gaining new skills. In the end, this study shows how the hazy judgments that mountain climbers encounter during high-altitude mountain climbing may offer insights into how more conventional organizations evaluate, react to, and recover from events of organizational disaster.