The Analysis of Organizational Learning and role of Knowledge Management Component to Improve its

Mohammad Ghasemi¹, Hamid Tajdar²*, Ahmad Sanadgol², Zohreh Dahmardeh², Hashem Tavakoli², Shirin Shahriyari², Nahid Shahraki²

¹Associate Professor, Department of Management, University of Sistan and Baluchestan, Zahedan, Iran.
²MA Student, Department of Management, Islamic Azad University, Zabol Branch, Zabol, Iran.

*Corresponding Author: Hamid Tajdar

Abstract

In this study, we have tried to identify those factors among key success factors of knowledge management that their implementation increases the organizational learning of staff. The method of study was so that firstly eight key factors of success of 1. IT 2. Human resource 3. Support of top managers 4. Training of staff 5. Motivating staff 6. Sharing 7. Organizational culture 8. Team work, and organizational learning were considered as the dependent variables. Then, the relationship between dependent and independent variables was investigated. The subject of knowledge management in the University of this is a new subject and investigating the success factors can play an important role in organizational learning of its staff. The population of this research is staff of Zabol University that their total number was 400 and a sample size of 190 was selected based on Morgan table. Data were collected by a standard questionnaire with Cronbach's alpha of 0.920, and t-test and SPSS software were used to analyze the collected data. The results show that the key success factors of knowledge management have impact on staff organizational learning. At the end of study, some recommendations have been presented to enhance organizational learning level and successful implementation of knowledge management systems to managers of Zabol.

Keywords: Knowledge management, Organizational culture, Success factors, Organizational learning.

Introduction

Nowadays, physical and intangible assets of organizations such as money, buildings and equipment are not considered as a competitive advantage, but also knowledge of human resources and intellectual capital play important role in increasing their competitive power.

This has caused significant changes in the field of management science in such a way that it is known as knowledge management. To success of the organization, knowledge must be exchanged as an asset between people and it should have ability to grow [1]. The main purpose of using knowledge management in organizations is to adapt quickly to the changing environment for innovation, productivity and higher profitability. Therefore, the knowledge management process refers to the process of creation, dissemination and application of knowledge in the organization [2]. Knowledge management has high interaction with and organizational learning. In other words, organizational learning is inherent in the nature of knowledge management and plays effective role in the long-term performance. Conscious organizations know that knowledge is intellectual capital that will change over time and if used effectively it can maintain the competitive position of the organization. Using all intellectual resources of organization can bring significant financial benefits. Regarding recognition of the key factors of success of knowledge management many studies have been carried out that by studying literature and previous studies on the subject mentioned, eight key success factors of knowledge management have been introduced that include: 1. IT 2. Human Resource 3. Support of top managers 4. Training of staff 5. Motivating staff 6. Sharing 7. Organizational culture 8. Team work [1].
By multiplicity of factors in this study, only those factors were selected that were associated with the organizational structure and activities. Today modern organizations use knowledge and learning as a primary criterion for evaluating their own performance.

Organizational learning prepares people to participate in the organizational knowledge base. Through organizational learning, staff would probably have more interaction with others. Managers and brokers interact with each at all levels of the organization in the age of knowledge that its result is production of knowledge and creation of knowledge added value.

In the future organizations, individual and collective knowledge must be integrated and knowledge to be produced by communication between different organizational levels. In the process of making knowledge, raw information is received by people at every level, and people give them model and structure, and make them significant.

They then analyze the information and infer new concepts of them, referred as creation of knowledge, and ultimately, members of the organization develop the tools and practices of knowledge creation that is known as technology. The process that starts from receiving information to design a technology creates a creative learning that its result is knowledge creation. Therefore, the center of new paradigm is learning, so these organizations are more successful that learn earlier and faster than their competitors.

This is why exactly that the concept of learning organization and organizational learning has been introduced in recent years and it has increasingly grown. Instead of their traditional practices and behaviors, organizations are converted into those organizations that are always learning and use their efforts to learn as a competitive advantage.

The subject of knowledge management in the University of this is a new subject and investigation of its success factors t can have an important role in organizational learning. Considering the mentioned points above, we are trying to answer the question that what kind of relationship is among the key factors of knowledge management and organizational learning in Zabol University that its total population is 400 and 190 of them were selected as sample of study based on Morgan table?

### Review of Literature

#### Knowledge Management

**Key Success Factors of Knowledge Management**

One of the important steps of strategic planning in an organization is finding success factors in the industry. In this regard, a proposed algorithm is to determine the factors that by using it we can achieve the desired results in an organization. In Table below, the most success factors of knowledge management have been shown:

<table>
<thead>
<tr>
<th>Table 1: Success factors of knowledge management</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Type of index</strong></td>
</tr>
<tr>
<td>Reception of knowledge management system, encourage new ideas, support of knowledge management projects</td>
</tr>
<tr>
<td>Recording of experiences and research modeling guidelines-comparison of working process of college- the presence of modeling process- encourage of modeling</td>
</tr>
<tr>
<td>Mechanisms of establishment of kth- standards to enhance knowledge-developing the knowledge-oriented prospect- focus on learning and knowledge sharing</td>
</tr>
<tr>
<td>participation in knowledge sharing, encourage of individuals to evaluate the affairs-use of the full capacity of people-to use system of suggestions</td>
</tr>
<tr>
<td>user-friendly system- IT infrastructure- training of use of IT- domestic area- database- mechanisms of virtual discussions- networks to explain information resources- fitness of with knowledge management-use of DSS-ES</td>
</tr>
<tr>
<td>problem-solving training- creativity, teaching the knowledge transfer methods- participation in the internal and external trainings, knowledge transfer by master-student method – teaching methods that support group learning- teaching method support systemic thinking</td>
</tr>
<tr>
<td>Human resource development programs, obligation to publish research-recruitment of people based on competence- giving priority to culture knowledge-oriented human resources- promotion based on knowledge competence, keeping and improvement of knowledge-oriented people, mechanisms to reflect the scientific views</td>
</tr>
<tr>
<td>Reward for knowledge-based activities, encourage to innovation- valuing knowledge production- encourage of collective activities</td>
</tr>
<tr>
<td>Discuss and giving comment on the strategy and policy of college culture of innovation and creativity- high status of those who create new ideas and think in new ways</td>
</tr>
<tr>
<td>Sharing knowledge and experiences, reliable and open environment- Brainstorming</td>
</tr>
</tbody>
</table>

© 2009-2016, JGPT. All Rights Reserved. 222
Knowledge Management of Private and Public Organizations

There are different perspectives on knowledge management and its functions among private and public sectors and it is due to the structural difference of these economic sectors. Unlike private organizations, many public organizations do not sell their products, their products are usually exclusive. There is less freedom for managers of public organizations, workers of these organizations have different values, and public organizations compared to private ones are less effective.

McAdam and Reid compared public perceptions of public and private section, applied knowledge management, and identified the differences between public and private sectors regarding people’s perceptions and acceptance of knowledge management. They concluded knowledge management as a philosophy of management exists in public sector and the reason for this view comes from a pressure to improve quality and efficiency in public sector.

To be able to make good use of the capabilities of knowledge management in public sector, it is necessary to exploit the best available experiences perfectly. In order to achieve that, we should identify the differences of knowledge management between public and private sectors and simulate the strengths of the private sector for public sector. The differences between public and private organizations regarding some cases are in table below:

Table 2: distinction between public and private organizations

<table>
<thead>
<tr>
<th>Case</th>
<th>Row</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowledge management strategy</td>
<td>1</td>
</tr>
<tr>
<td>Information technology (Henson 1999)</td>
<td>2</td>
</tr>
<tr>
<td>Human resources (Henson 1999)</td>
<td>3</td>
</tr>
<tr>
<td>Training (Henson 1999)</td>
<td>4</td>
</tr>
</tbody>
</table>

Organizational Learning

Organizational Learning has various definitions. Faiol and Lailez have defined it as “the discovery and correction of errors”. Organizational learning is long-term activity that changes the current situation to beneficial competitive situation. Learning is key factor needed that wants to remain in the new economic world. Peter Singh believes that the only long-term competitive advantage for organizations is faster learning than competitors, and if the organization can achieve this, it will be more effective and more efficient than other organizations. From the organizational perspective, learning occurs when information is collected and analyzed to produce and expand new facts, create new views and transfer it to all levels of organization through communication, dialogue and interaction. In other words, organizational learning deals with the way of learning or knowledge element in an organization.

Conceptual Model of Study
Research Hypothesis

Main Hypothesis
- Key success factors of knowledge management have impact on organizational learning of staff of Zabol University.

Sub-hypotheses
- Organizational culture has impact on organizational learning in Zabol University.
- Sharing has impact on organizational learning in Zabol University.
- Creation of motivation has impact on organizational learning in Zabol University.
- Training of staff has impact on organizational learning in Zabol University.
- Support of top managers has impact on organizational learning in Zabol University.
- Management of human resources has impact on organizational learning in Zabol University.
- Informational technology (IT) has impact on organizational learning in Zabol University.
- Team work has impact on organizational learning in Zabol University.

Methodology
This research is applied and quasi-experimental in terms of goal. This study use control and experimental groups and pre-test and post-test to achieve its goal. It is also survey-based study in terms of collecting data. Using assessment methods, data are analyzed and necessary data are collected to test hypotheses of study. After collecting the information, collected data are analyzed by statistical method of analysis and we estimate the statistical results in the society where we have collected them. As information has been obtained through questionnaire, descriptive statistics (frequency percent) is used in the study. The considered answers are classified firstly. Then, we obtain the considered answers by frequency distribution percentage table SPSS that is obtained by entering data in the SPSS Software. Respondents of the study include all managers, assistants and University staff of that their total number was 400, while the sample size of the study was 190 calculated by Morgan table. Simple random sampling was used.

Results
To test the hypotheses of study, one-sample t-test was used. The results are shown in Table 2:

Table 2: T-test results of hypotheses

<table>
<thead>
<tr>
<th></th>
<th>T</th>
<th>df</th>
<th>Significance Level</th>
<th>Mean Difference</th>
<th>Reliability Difference 05%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowledge management</td>
<td>64.812</td>
<td>190</td>
<td>.000</td>
<td>16.990</td>
<td>18.88</td>
</tr>
<tr>
<td>Organizational learning</td>
<td>35.527</td>
<td>190</td>
<td>.000</td>
<td>27.921</td>
<td>26.49</td>
</tr>
<tr>
<td>Organizational culture</td>
<td>17.933</td>
<td>190</td>
<td>.000</td>
<td>12.471</td>
<td>.35</td>
</tr>
<tr>
<td>Organizational learning</td>
<td>23.982</td>
<td>190</td>
<td>.000</td>
<td>15.816</td>
<td>3.77</td>
</tr>
<tr>
<td>Sharing</td>
<td>54.816</td>
<td>190</td>
<td>.000</td>
<td>18.990</td>
<td>18.58</td>
</tr>
<tr>
<td>Organizational learning</td>
<td>35.527</td>
<td>190</td>
<td>.000</td>
<td>27.921</td>
<td>26.49</td>
</tr>
<tr>
<td>Creation of motivation</td>
<td>52.284</td>
<td>118</td>
<td>.000</td>
<td>12.560</td>
<td>5.44</td>
</tr>
<tr>
<td>Organizational learning</td>
<td>53.000</td>
<td>197</td>
<td>.000</td>
<td>3.981</td>
<td>7.02</td>
</tr>
<tr>
<td>Training of staff</td>
<td>2.933</td>
<td>190</td>
<td>.000</td>
<td>5.471</td>
<td>3.33</td>
</tr>
<tr>
<td>Organizational learning</td>
<td>9.882</td>
<td>190</td>
<td>.000</td>
<td>4.855</td>
<td>5.46</td>
</tr>
<tr>
<td>Support of top managers</td>
<td>4.858</td>
<td>190</td>
<td>.000</td>
<td>5.471</td>
<td>2.33</td>
</tr>
<tr>
<td>Organizational learning</td>
<td>9.882</td>
<td>190</td>
<td>.000</td>
<td>4.855</td>
<td>5.46</td>
</tr>
<tr>
<td>Management of human resources</td>
<td>5.870</td>
<td>190</td>
<td>.000</td>
<td>6.76</td>
<td>.63</td>
</tr>
<tr>
<td>Organizational learning</td>
<td>8.988</td>
<td>190</td>
<td>.000</td>
<td>6.844</td>
<td>5.46</td>
</tr>
<tr>
<td>Informational technology (IT)</td>
<td>4.786</td>
<td>190</td>
<td>.000</td>
<td>3.987</td>
<td>2.58</td>
</tr>
<tr>
<td>Organizational learning</td>
<td>8.884</td>
<td>190</td>
<td>.000</td>
<td>4.893</td>
<td>5.46</td>
</tr>
<tr>
<td>Team work</td>
<td>4.365</td>
<td>190</td>
<td>.000</td>
<td>5.471</td>
<td>2.33</td>
</tr>
<tr>
<td>Organizational learning</td>
<td>9.882</td>
<td>190</td>
<td>.000</td>
<td>4.855</td>
<td>5.46</td>
</tr>
</tbody>
</table>
Main Hypotheses
Key success factors of knowledge management have impact on organizational learning of staff of Zabol University. The significance level is calculated as H0 to investigate that is 0/05 > 0/00. In the Table 2, significance level is less than 0/05, so H0 hypothesis is accepted. In other words, key success factors of knowledge management have impact on organizational learning in the Zabol University.

Sub-Hypotheses
First Hypotheses
Organizational culture has impact on organizational learning in Zabol University. The significance level is calculated as H0 to investigate that is 0/05 > 0/00. In the Table 2, significance level is less than 0/05, so H0 hypothesis is accepted. In other words, organizational cultures have impact on organizational learning in the Zabol University.

Second Hypotheses
Sharing has impact on organizational learning in Zabol University. The significance level is calculated as H0 to investigate that is 0/05 > 0/00. In the Table 2, significance level is less than 0/05, so H0 hypothesis is accepted. In other words, sharing have impact on organizational learning in the Zabol University.

Third Hypotheses
Creation of motivation has impact on organizational learning in Zabol University. The significance level is calculated as H0 to investigate that is 0/05 > 0/00. In the Table 2, significance level is less than 0/05, so H0 hypothesis is accepted. In other words, Creation of motivation has impact on organizational learning in the Zabol University.

Fourth Hypotheses
Training of staff has impact on organizational learning in Zabol University. The significance level is calculated as H0 to investigate that is 0/05 > 0/00. In the Table 2, significance level is less than 0/05, so H0 hypothesis is accepted. In other words, Training of staff has impact on organizational learning in the Zabol University.

Fifth Hypotheses
Support of top managers has impact on organizational learning in Zabol University. The significance level is calculated as H0 to investigate that is 0/05 > 0/00. In the Table 2, significance level is less than 0/05, so H0 hypothesis is accepted. In other words, Support of top managers has impact on organizational learning in the Zabol University.

Sixth Hypotheses
Management of human resources has impact on organizational learning in Zabol University. The significance level is calculated as H0 to investigate that is 0/05 > 0/00. In the Table 2, significance level is less than 0/05, so H0 hypothesis is accepted. In other words, Management of human resources has impact on organizational learning in the Zabol University.

Seventh Hypotheses
Informational technology (IT) has impact on organizational learning in Zabol University. The significance level is calculated as H0 to investigate that is 0/05 > 0/00. In the Table 2, significance level is less than 0/05, so H0 hypothesis is accepted. In other words, Informational technologies have impact on organizational learning in the Zabol University.

Eighth Hypotheses
Team work has impact on organizational learning in Zabol University. The significance level is calculated as H0 to investigate that is 0/05 > 0/00. In the Table 2, significance level is less than 0/05, so H0 hypothesis is accepted. In other words, Team works have impact on organizational learning in the Zabol University.

Conclusion
Findings of study suggest that information and knowledge have become important sources for organizations now days in a way that it includes the capital of organization. It can be claimed that service organizations cannot organize themselves without modern knowledge and keep themselves as dynamic company in the today's turbulent environment.

While there are many technical infrastructure facilities and skilled and experienced people in various disciplines, most of people and staff exchange their knowledge through non-formal conversations in organizations that may not obtain their desired knowledge after wasting much time. To solve the special problems that they must solve, engineers in the executive, technical or planning departments and experts in other departments spend much of their time to get the knowledge that solve the problems.

However, if necessary opportunities and facilities to be provide for them, they can their desired knowledge as soon as possible without wasting their valuable time. As can be seen in the Zabol University, financial and physical capitals are the only capital of organization, but also knowledge capital is concerned. If knowledge management is fully implemented gradually, good results will follow. What can be understood from achievements of knowledge management in the service organization is that to get desired results
from the implementation of knowledge management in an organization, we should get complete and accurate understanding knowledge situation. Then, we must plan, implement and develop goals. Proper implementation of knowledge help organization in achieving its goals and it will follow good achievements.

It is suggested technological tools and financial incentives to be used in in a service organization in order to achieve the desired results by creation of interest among people. In the implementation of a knowledge management system, it should be noted that implementation should be done based on structural cultural conditions of organization. Information should always be valuable and be available anytime and anywhere. Technological infrastructure should be provided by full support of top management so that we can be able to finish implement knowledge management successfully completely more quickly. The results of this section are in line with results of studied conducted by gerard and is. Results of this study are also inconsistent with results of studies conducted by finally to improve organizational learning in the University of, following recommendations are presented:

- Recognition of the importance of learning in the organization for all staff
- Encourage employees to do activities that provide growth and learning needs
- Exchange of information about successful work activities and good ideas with each other
- Emphasis on learning as a team and encourage staff to do things as a team develop staff Skills in line with organizational goals
- Considering the benefits and rewards to those who teach to learn
- Help of managers to staff on the use of lessons learned in the workplace
- Collaboration of managers and staff in the activities of grow, learning and solving problems
- Facilities and tools to share knowledge in the organization
- Conditions to be provided for staff to be able to grow and progress
- Staff training in order to fulfill the roles related to knowledge [3-13].

References