

**ORGANISATIONAL LEARNING IMPROVEMENT
BY USING KNOWLEDGE MANAGEMENT SYSTEM****George BUCĂȚA*, Marius Alexandru RIZESCU**,******“Lucian Blaga” University, Sibiu, Romania, Sibiu, Romania******“Nicolae Bălcescu” Land Forces Academy, Sibiu, Romania
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Abstract: *The only sustainable advantage an organization will have in the future is its ability to learn faster than its competitors. In the current environment characterized by globalization, competition and dynamism, the success of a firm depends on its ability to learn from its interactions with the environment, its internal dynamics and the experience of other firms, the knowledge and skills of its employees. Companies must provide the necessary conditions for creating and continuously updating knowledge and putting it into practice. The success of a company is therefore conditioned by the ability to acquire, encode and translate the knowledge as quickly as possible.*

Keywords: organisational learning, learning improvement, knowledge management, organizational knowledge, organizational competitiveness.

1. Introduction

The management of the learning organization must create the conditions for: teamwork and encouragement of creativity and development of coaching, providing a database of experiences, knowledge, capabilities and access to information technology, encouraging debates to formulate strategy change, positioning human resources issues on the list of strategic priorities. Like organizational culture, organizational learning can not be imposed by patterns such as the organigram or flows designed by the system. The learning organization must be seen as a living organism in which cultural behavior, efforts and creeds are constantly being transformed. Learning is the key concept of today's high-tech and / or quality service organizations. [15] A postulate of the HR management approach says: „Ability to overcome the boundaries of the unknown belongs to man and not to the technological device.” In other words, the emphasis falls

on man and his infinite resources to learn, innovate and create. Logically, therefore, there are at least two ways to stimulate learning: changing the concept of human resources, namely humanistic approach and knowledge management, is excelling in knowledge, creating and developing the „collective mind” of organizations. [5] The major challenge is the transformation of tacit knowledge (what each one knows) into explicit knowledge, meaning a common platform of information relevant to the organization as a whole. Intellectual capital has an individual component (the knowledge of each employee), a social one (the flow of knowledge resulting from the existing network of relationships inside and outside the company) and another organizational component (the collective mind as the sum of the knowledge stored in databases, system manuals, procedures, technical instructions, etc.). Individual knowledge is amplified by interactions between individuals, so the organization

has the responsibility to create policies that stimulate these interactions: to develop practice communities, support project teams, use e-learning platforms or Intranet, and other methods of disseminating information. [1]

The effectiveness of an organization depends to a large extent on making good use of people's knowledge. This presupposes that it stimulates learning and communication on the one hand, and on the other hand, to support the action and obtain concrete results from knowledge. People who know more have more initiative, produce more, because they are inherently motivated to work but also have more power. [17]

True leaders are not afraid of this power and use it wisely to give life to the vision. They instinctively know that today any business / project increasingly depends on the „collective mind” to maintain and develop. Perhaps in the coming years, as we enter the emergency, we will witness the blooming of learning organizations as a current survival solution, feeling the benefits of knowledge-based society. [4]

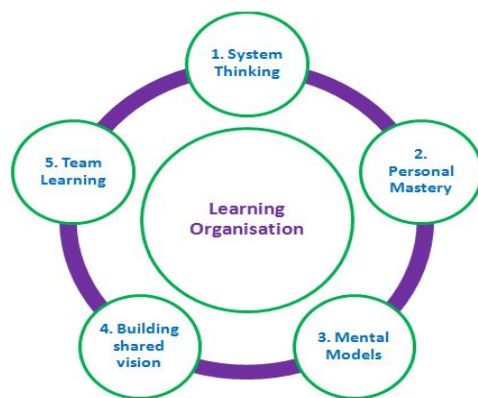


Fig. 1. The 5 steps of the learning organisation.

2. Theoretical framework

2.1. Organisational learning theoretical framework

The learning organization is perhaps the most well-known challenge among postmodern approaches in the sphere of organizations. Peter Senge, considered by most to be the parent of the learning

organization concept, states that the values of the learning organization and the competitive advantage derive from lifelong learning, both individual and collective. He recommends that leaders challenge individuals to think constantly and creatively about the organization's needs. The goal is to induce them an intrinsically stronger motivation. Applying these ideas to the performance of individuals and groups, leaders can create incentives to increase their affective organizational commitment to facilitate implementation of strategies. [9]

Organizational knowledge is formed through a complex process of intermingling, enhancing and supporting each other individually and collectively. G. Probst, S. Raeb and K. Romhardt defined the knowledge as the entire system of knowledge and abilities that individuals and groups use as members of some organizations to solve various practical problems. Knowledge includes both theoretical components and practices, day-to-day rules and action specifications, based on data and information, but unlike these, it is always associated with individuals. These authors state that the elements of knowledge are built by individuals and groups, being the expression of their beliefs about the causal relationships that bind the means of action for purposes. [8] A considerable part of organizational knowledge is stored in the memories, experience, skills, qualifications, talents or individual dexterity of the members of the organization. This individual knowledge has an individual component but also an eminently personal, intimate, reportable to the professional and life experiences of each individual. Increasing the role of knowledge in determining organizational effectiveness gives a growing relevance to the concerns of finding and retaining capable people whose skills and competencies are genuine sources of competitiveness for the organization. Although individual knowledge is the basis of organizational knowledge, its

configuration in value-producing forms depends decisively on the ability to combine different elements of individual knowledge. The processes of organizational learning, accumulation of experience and especially of organizational innovation result from the organization's ability to function as a whole. The organization's ability to anticipate problems or generate solutions is largely due to the collective dimension of organizational knowledge. [2]

2.2. Knowledge management theoretical framework

In an information-dependent society, but also by the numerical growth of an organisation, Knowledge is the only power that guarantees economic, social and democratic progress that does not erode over time. The focus on capturing and assimilating knowledge is for most organizations the confirmation of a certain functional maturity, consistent with the essence of the information society to which it is related. The need to manage knowledge seems to be a natural phenomenon as a result of intense discussions about the role and intensity of the process of capitalizing intellectual capital in post-capitalist societies. [18] In this context, Knowledge Management includes identifying and locating intellectual values in a particular organization, generating new knowledge to highlight competitive advantages, full access to corporate information, dissemination of positive practices, and access to information coding and use technologies. Knowledge is usually defined as the power to understand and surprise the essence of facts, the use of certainties and information obtained in the form of experiences or lessons. [3]

3. The advancement in organisational learning by using knowledge management system.

In the current economic environment, where competition is becoming more and more fierce, it is important for companies to identify those levers that determine the competitive advantage and, implicitly, increase profitability. In this context, the concept of an organization that learns is gradually developing in Romania, as a way of highlighting in a unitary way those organizational qualities that must become more and more valorized. How to define a learning organization? At first glance, it seems simple and superfluous, but its essence is to observe principles and practice them constantly. [6]

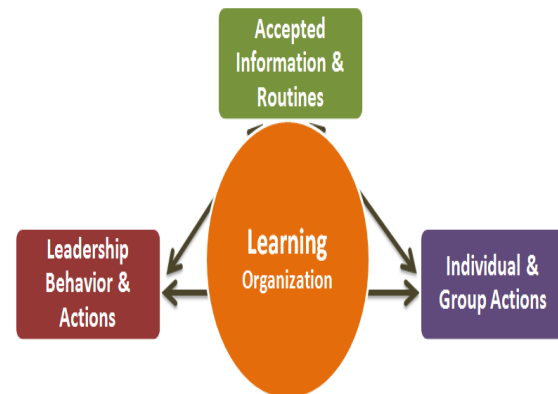


Fig. 2. Learning organization – 3 processes

Thus, a learning organization is not, in a simplistic way, the one in which all employees are active learners and can not be built overnight but represent the result of attitudes, engagements and carefully managed management processes that are then develop gradually and are followed with consistency over time. Peter M. Senge, who has greatly promoted the concept of a learning organization, shows that the dimensions considered vital for the creation of such an organization are: systemic thinking, personal mastery, mental models, the creation of a common vision, and team learning. What are the defining features of these 5 dimensions and how could we identify if these dimensions exist in the context of the particularities of a Romanian

organization? Systemic thinking is the foundation upon which the learning organization must be built. Through it, it goes from identifying and studying the part to identifying and studying the system, from considering employees as mere individuals who react to their consideration as active participants in structuring their own reality, from a simple reaction to the realities of the present at anticipating and building the future. [10]

The second dimension, personal mastery, by its own name, drives us with the thought of a person who is a fine artisan of his own life, who approaches life in a creative way. But it is also, to define the personal mastery, the following aspects need to be emphasized: the ability to generate and sustain the creative tension in the process of its own development (not to give in this context a negative connotation to the term tension), the ability to perceive the surrounding reality correctly, to perceive the forces of change as an opportunity to learn something new, as well as the ability to be connected to the lives of others, at the same time, its own uniqueness. Mental models are another essential element in building and developing the learning organization. These can be simple generalizations, but can also go up to complex theories, and influence how people perceive certain life situations, inter-human relationships, and how they act. In management, it is very important to be aware of these mental models, questioning them and changing them if the surrounding reality imposes this. [7]



Fig. 3. The learning organisation – group coaching elements

In order to determine focus on learning and channeling all energies towards this goal, it is necessary to have a shared vision of all the members of the organization, namely a common vision. Its importance is evidenced by the fact that while adaptive learning is possible without a common vision, generational learning does not appear without this common vision. In modern organizations, unlike traditional ones, emphasis is placed on the awareness that only through interactions between members of the organization can a vision lead to success; with a vision shared by all its members, an organization is stronger and more effective in the learning process because its members are more willing to reveal their own way of thinking, to give up some deeply rooted conceptions, to recognize their own weaknesses and weaknesses of the organization, and, most importantly, to express their commitment to the organization's long-term goals. In order to achieve the objectives proposed in optimal conditions, employees must be able to act together, learn to team, promote dialogue, discussion. Thus, through team learning, members of the organization will „grow” faster than in other circumstances and will actively participate in a common thinking process, finding the best solutions. [13]



Fig. 4. The corporate learning process

All this information is useful in shaping the plan to create a learning organization, as well as its further development. Along with all these aspects that need to be considered, another key element is that the manager can be considered the „artisan” of the process of creating and developing the learning

organization. It is the one that offers feedback to employees, but also the one who has to promote an open attitude, towards participation and reflexivity, namely to determine the employees to express their opinions, but also to carefully examine both their own ideas and on those of colleagues. [11]

The role of the manager is not limited to it: he is the one whose coordination and guidance skills are essential in addressing complexity and promoting systemic thinking. The learning organization involves a new vision of leadership: moving away from the traditional leadership vision who are the people who set the direction of action, make key decisions and mobilize the team, to the vision that leaders are responsible for the learning process and are the role of designers, organizers and teachers, being the ones who integrate the visions, values and goals of the organization, a coherent, viable ensemble, and empowering employees to continually increase their ability to address complex issues, clarify their visions, and see the overall picture of the organization. [14]

In the learning organization, leaders are people who are distinguished by the clarity and persuasiveness of their ideas, by the power of their commitment and the willingness to learn more. They are concerned about the commitment of subordinates: to make them bring energy, passion, enthusiasm within the organization, to feel themselves responsible for realizing the vision, to achieve the proposed goals. If you encounter difficulties in achieving your goals, this type of employee (who is fully committed to the organization you are part of) will always find the resources to overcome difficult times and achieve high performance. Leaders play a very important role in developing the learning organization, but it is necessary to emphasize that focusing on particular groups is insufficient, regardless of the organizational level they are.

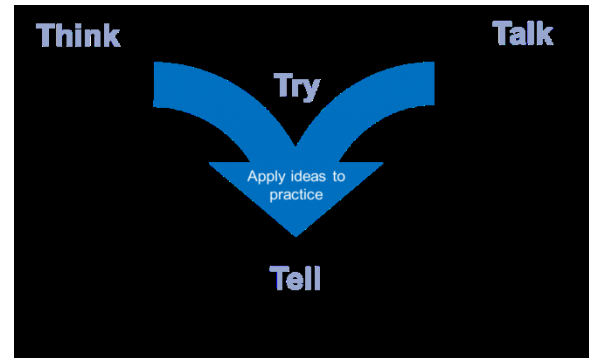


Fig. 5. Leadership Management Training Learning Process: The 4T-s work-based learning process

Thus, it is necessary to emphasize the importance of the contribution of each member of the organization: the employees learn together in a collective system, and the company is the one that goes through a process of continuous adaptation and change and facilitates the learning of the employees. Thus, the organization does not have all the answers regarding individual learning; sometimes it is possible that individual learning initiatives provide the guiding line for organizational change; at other times, a major change in the understanding of the organization's systems will cause reorientation of individual learning approaches and projects. [12]

Conclusion

The current trend in management is to create the learning organization. This is an organization that creates, generates and transfers knowledge and changes people's behavior best under the influx of new knowledge. The learning organization prefers systematic problem solving, experimenting with new ideas, learning from the experience of their own history, learning from the experience of others, and rapidly transferring knowledge from outside the enterprise. The management that decides to create a learning organization creates an environment that supports and stimulates the education and exchange of information and knowledge among staff in the organization. [16]

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