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THE RELATIONSHIP BETWEEN KNOWLEDGE MANAGEMENT AND ORGANIZATIONAL AGILITY IN THE BRANCHES OF BANK TEJARAT IN THE CITY OF SANANDAJ

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ABSTRACT
The main goal of research is to identify the relationship between knowledge management and organizational agility in the field of information and knowledge of concepts. To achieve this end, the staff of Bank Tejarat in Sanandaj was chosen as the population studied. This paper is descriptive in terms of methodology, from the perspective of the purpose, it is applied and as for data collection, it is a survey. The required data was collected through a questionnaire validated by the researcher based on theoretical and logical bases and existing patterns of exploratory factor analysis.. Content validity and construct validity were achieved through the expert panel and using Confirmatory Factor Analysis as well as KMO index. The validity was calculated and verified using Cronbach's alpha. The findings of the statistical software were obtained by using SPSS and LISREL. The research hypotheses were consistent with the findings which confirmed the hypothesized relationships in the model significantly. Other results show the relation between coding and personalization of the learning capacity as well as the relation between coding and personalization knowledge of organizational agility. The main hypotheses of this study suggest that there is a significant relationship between knowledge management and organizational agility.

Keywords: *Knowledge Management, Organizational Agility, Learning Capacity, Coding Knowledge, Personal Knowledge, Bank Tejarat of Sanandaj*

INTRODUCTION
In recent years, various organizations and companies have begun to join the knowledge process and new concepts such as knowledge work, knowledge workers, knowledge management and organization of knowledge promote the severity of this process. Peter Drucker, using these words, heralded a new kind of organization in which there is the power of mind, not the power of the arm. According to this theory, in the future, communities can expect to develop which have more knowledge. The natural resources cannot be as important as knowledge. Knowledge organization achieves organizational capabilities that can make an enormous power out of low power (Abtahi & Salavati, 2006)

Nowadays many companies suffer from the fact that they cannot use knowledge in the place it deserves in order to achieve competitive advantage, information, time and resources to develop the ideas of the continuous and long-term management and organizational strategies. Meanwhile, in order to achieve the strategic objectives of the organization, the role of organizational knowledge management processes is crucial for all organizations. Since knowledge management processes, strategies, and processes that are capable of building knowledge flow and meet the expectations of customers and users in the organization, achieving its strategic objectives is possible with an understanding of the relationship between these processes and different aspects of strategic thinking ,which leads to long-term planning, is possible (Davenport & Prvsak, 2000)

Competition has begun with many changes in this century. The severity of these changes is so extensive that they face with new challenges. One of the basic strategies for dealing with environmental changes and customer tastes is agility. The concept of agility is a key requirement for the effectiveness of the changes. Agility is the new paradigm including the ability of firms to survive and thrive in an

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unpredictable environment. In modern business environment, maximization and optimization of the performance of businesses are critical tools to maximize the profitability of business (Ballard et al, 2005)

In the present era, agility and agile manufacturing has been the subject of many investigations. An issue linked to management and a kind of generated by modern thoughts in the new era. Changing conditions in the world today has made everyone find that the only competitive advantage for an organization in the future is that their managers learn how to learn faster than their competitors and this is the concept of agility. That is why organizational agility is becoming increasingly important in a world of change. Many experts argue that the most successful organizations in the future are those which are more agile (Azar & Pishdar, 2011)

Challenge: Given the lack of optimal decisions in leadership, lack of attention to the dimensions and challenges, vision, and the mission of the organization in long-term decisions with little participation of employees, the importance of this issue has been focused in this study.

Research vacuum: The environment has changed, the environment is very active today and even in some cases, it is unpredictable. Organizations cannot resort to old practices to adapt to a new environment. More than any time, companies needed to quickly get adapted to the demands of the environment. Studies have shown that many organizations are not able to make the necessary flexibility and agility. As a result, their actions were non-effective and a good portion of them were destroyed, unfortunately, many organizations have turned to creating flexible purely equipment. However, there are many other effective approaches and strategies. In this research, the knowledge of management strategy and its role in creating the agility was highlighted.

THE SIGNIFICANCE OF THE STUDY:
the necessity of changing concepts of knowledge and information in line with the changes can serve as an important step for the success of the organization. Company can benefit from knowledge management and organizational agility together, raise their competitive advantage and achieve success. According to a study made in relation to the basic variables in this study, the important issue is to what extent enterprise agility among staff in Bank Tejarat in Sanandaj can predict changes related to knowledge management.

THEORETICAL RESEARCH
Managing Knowledge
Remembering what an organization learns is a very important aspect in the application of knowledge. Nonaka defines two approaches in the application of knowledge :
1- Knowledge-based coding approach
2- Personalized knowledge-based approach (Abtahi & Salavati, 2006)

Quinn et al (1996) see knowledge management as a set of activities that will help the company to gain knowledge from inside and outside the organization. Knowledge management is the process of capturing and utilizing the collective expertise and intelligence agencies use it to foster innovation through continual organizational learning (Quinn et al, 1996)

By entering the post-industrial age and the information technology revolution, the pattern of global growth has fundamentally changed. As a result, knowledge as an important asset replaced financial and physical capital in today's global economy. Knowledge-based business environment requires a new approach that encompasses intangible assets such as organizational knowledge and competence of human resources, innovation, customer relationships, organizational culture, systems, structure and organizational communication, organizational agility.

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On the other hand, one of the most important capabilities that can help organizations to create and share knowledge is very slow compared to other organizations to create a sustainable organizational advantage. Knowledge management and much of intangible resources are the key organizations that can provide value creation.

Today is the era of knowledge-based organizations. Knowledge management tries to achieve new sources of knowledge, new theories, such as community-oriented knowledge management, which aims to achieve a vast knowledge of the customer's attention (Retna & Tee, 2011)

Creating and maintaining customer relationships, not just to sell products and services, but also to access information and knowledge, is a new concept. They will be discussed in terms of knowledge management systems (Winer, 2001)

Organizational Agility
According to Sharifi and Zhang (1999) agility means the ability of any organization for sensing, perception and predicts changes in the working environment. Such an organization must be able to detect changes in the environment, viewing them as agents of growth and prosperity. They define agility as coping ability to deal with unexpected challenges with unprecedented threats from the business environment. Businesses also benefit from the changes defining their advantage as opportunities for growth and advancement. (Maskell, 2001) defines the agility as the ability of prosperity in a continuously changing and unpredictable environment. For this, organizations should not be afraid of the changes in their working environment, to avoid them, but must change as an opportunity to gain a competitive advantage in the marketplace (Sharifi & Zhang, 1999)

In the present study, organizational agility is based on the views of Goldman et al. The approach is based on the capability of the model and the power of agility needed to respond to changes. The fact is that agility provides a means through which it is possible to achieve the required capacities. Changing conditions in the world today is such that everyone knows that the only competitive advantage of an organization is that managers learn how to learn faster than their competitors and this is the concept of agility. Organizational agility is becoming increasingly important in a world of change.

Many experts argue that the most successful organizations in the future are those who are more agile. (Azar & Pishdar, 2011) Organizational agility will help decision makers to make informed decisions; and adopt better, faster and more confident (Liebowitz, 2005). The environment has changed. It is very active today and even in some cases, they are unpredictable. Organizations cannot be resorting to old practices to be adapted to a new environment.

More than ever, organizations need to quickly adapt to environment demands. Studies have shown that many organizations could not take measures and a good portion of them were destroyed because they were unable to make the necessary flexibility and agility. Unfortunately, many organizations are turning to flexible simply equipment. Without considering that, there are other effective approaches and strategies. In this study, the role of knowledge management and their role will focus on creating agility.

Learning capacity
Zack states that once the school was created, knowledge transfer must occur in order to achieve the benefits. It can be transmitted from one individual to another or other groups or different work practices and processes. The transfer must be done in a place that can help solve problems and improve performance. Therefore, the transfer of knowledge in different parts of the organization can help to create new insights. Zack believes that learning is a necessary condition for knowledge transfer and capacity building (Zack, 1999)

This research is based on the view by (Chiva & Gomez, 2007) that learning capacity. Learning ability is considered to be a key indicator of organizational performance and innovation potential. Interaction with the external environment refers to the communication with the external environment and environmental

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features and discussing their role in learning. Also participatory decision-making is essential for enhancing employee motivation. Given these circumstances, the ability to learn is the key indicator of organizational performance and innovation potential. Capabilities, organizational learning and organizational factors are facilitators.

Capacity to learn is a constructive and critical factor in the development of education and innovation. In addition, staff with experience and knowledge can deal with the problems better. Shortage of knowledge may delay the ability of organizations to learn and solve problems. Learning has become a key activity in the development and innovation. Based on the importance of organizational innovation, increasing attention of researchers has examined the issue of the collective capability of organizational learning which plays a key role in innovation.

In recent years much attention has been given to institutional capacity that helps organizations in the process of learning. The capacity for organizational learning designates factors or characteristics that facilitate learning. Capacity for organizational learning and organizational characteristics or factors that facilitate organizational learning processes and factors allow organizations to be involved in learning (Fang et al, 2011)

Learning capacity to facilitate organizational learning process in which knowledge transfer takes place in order to achieve its advantages and helps to solve problems and improve performance. The transfer of knowledge in different parts of the organization can help to create new insights and can be useful in the long run in terms of the competitive situation.

Few theoretical studies have been done in this area. The main problem now is that organizations do not have the agility. Due to the fact that there is much knowledge in organizations, organizations do not know how to use this knowledge to improve their status and according to this research, it was noticed that organizational problems is that organizations have low flexibility and agility, and this adaptability is not enough in this volatile environment. To solve the problems of knowledge management, the implementation of knowledge management can enhance organizational agility to help organizations to adapt with the changes.

According to the test results of the research hypotheses, logically there is a significant positive relationship between knowledge management and organizational agility. Also, there are few national and international studies on the subject. The most important studies can be reviewed as follows:

The research by Jill Owen & Suzanne Zyngier (2012), entitled "Concept for Knowledge Management Strategies for innovation and organizational agility", which aimed to focus on the contribution of knowledge management in innovation and organizational agility in a global model, and facing uncertain financial loading, and implies a significant positive correlation between components (Owen & Zyngier, 2012)

Ratten and Suseno (2006), concluded that shared knowledge through learning process is important. Both types of knowledge organization and knowledge specific to a particular market are based on the two main types of mutual learning and mutual learning (Ratten & Suseno, 2006)

(Gunsel, Siachou & Acar, 2011) in their paper titled "Knowledge management and learning capacity, to enhance organizational innovation," said that there is a positive relationship between knowledge management and organizational learning capacity which affect innovation .

(Capatina et al , 2009), in their study entitled "Coding and customizable, innovative attitude" (referring to the integration of knowledge management and business strategies) have examined the relationship between variables. The results show that according to the director's role in knowledge management employing knowledge-based techniques and personal coding knowledge can help organizations benefit from the competitive advantage (Capatina et al, 2009)

Thomas, Sussman &, Henderson (2011) in their study titled "Understanding organizational learning, the relationship between organizational learning and knowledge management", showed that there is a

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developed strategic model of the organizational learning and knowledge management and have presented their processes based on the models (Thomas et al, 2011)

Mashayekhi (2009), in his study entitled "development of Learning Capacity" shows the potential to provide implicit and explicit learning offers facilitating strategies to facilitate learning in an organization. (Mashayekhi, 2009)

Conceptual Model of The Research
This conceptual model is based on the relationship between knowledge management and organizational agility and learning capacity as the mediator variable. The general structure of the research is shown in Figure (1).
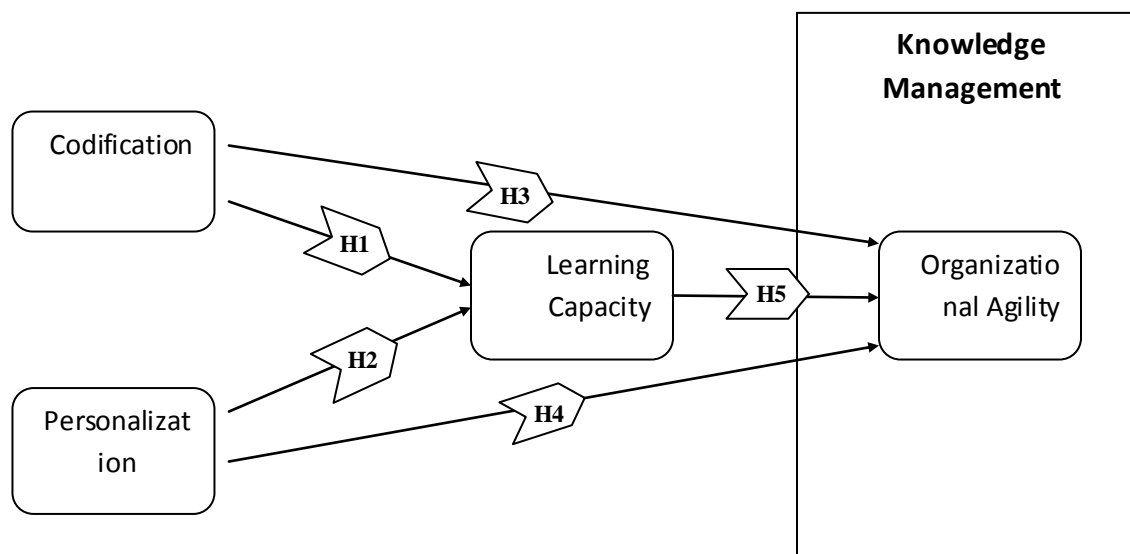

Figure 1: The conceptual model of the research

RESEARCH HYPOTHESES
The main hypothesis of the study
There is a significant relationship between knowledge management and organizational agility in Bank Tejarat in Sanandaj.

Secondary Hypothesis
There is a significant relationship between the encoding of knowledge and learning capacity in Bank Tejarat in Sanandaj

There is a significant relationship between interpersonal knowledge and learning capacity in Bank Tejarat in Sanandaj

There is a significant relationship between the coding knowledge and organizational agility in Bank Tejarat in Sanandaj

There is a significant positive between personal knowledge and organizational agility in Bank Tejarat in Sanandaj

There is a significant relationship between learning capacity and organizational agility in Bank Tejarat in Sanandaj

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METHODOLOGY

Materials and Methods

This research is applied in terms of its objective, descriptive in regard with data collection and concerning the time and the manner of data collection, it is cross-sectional. In this research, knowledge management is the independent variable and the dependent variables as organizational agility and capacity to learn as a mediator variable. The study population included all workers in the branches of Bank Tejarat in Sanandaj. Based on official statistics, 151 people in 18 branches of Sanandaj worked who participated in the study .

Sampling in this study was done based on random sampling in which each element of the population has an equal chance of being selected. As the population is 151, determining the sample size was done through Morgan's table. Given that the sample size of 108 respondents and there was the possibility of the questionnaire return below 100%, and for the elimination of missing, incomplete questionnaires, about 20% percent of the initial sample number was added. Finally, 136 questionnaires were received which were fully completed.

The data collection method

In order to gather information on this study, the library research as well as a survey was used.

Data collection tool

In this study, the main instrument of measurement is the questioner. An essential tool for business research and direct method contributes to the research. To investigate the agility and knowledge of management and organizational learning capacity, a standard questionnaire was used. To assess knowledge management, standardized questionnaire of management was used which consisted of two major dimensions including twenty-five questions. A questionnaire was used to assess learning capacity including five main dimensions and thirteen questions. To assess organizational agility, organizational agility assessment questionnaire was used that included four dimensions and eighteen questions. A five-point Likert scale was used in each questionnaire.

Validity of the research

In order to test the validity of supply, content and construct validity of the questionnaires were analyzed in two ways. To assess the content validity of the questionnaire, the ideas of experts, counseling supervisor and advisor, and some scholars and experts in Bank Tejarat of Sanandaj were used and thus the desired properties of the questionnaire measures were measured. In order to assess the construct validity of the test, exploratory factor analysis was used in this study, given that the variables are composed of a few dimensions. To serve this purpose, KMO index and Bartllet test were used.

Based on the two test data, the factor analysis are useful indicators when KMO is greater than (0.6) and close to 1 and Bartlett test is less than (0.05). KMO test is 0.951, learning capacity is 0.815, and enterprise agility is 0.873.Validity and validity of the questionnaire was to determine the levels of Cronbach's alpha using SPSS software. The validity coefficient of the questionnaire of knowledge management, learning capacity scale validity coefficient, and the validity coefficient of the organizational agility questionnaire were 0.957, 0.864 and 0.878, respectively.

DATA ANALYSIS

The descriptive statistics of the measures such as mean, standard deviation, etc. are used. In inferential statistics, given that it is a correlational study, there is a relationship between the parameters and Kolmogorov-Smirnov test as well as LISREL for normal or abnormal data was used.

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The findings of the study
Descriptive statistics
The research findings of the research are in regard with the demographic variables. Scattering parameters and its associated charts show that 90 respondents (66%) of the 136 respondents were male and 46 (34%) of the respondents were women. The number of men is relatively higher than women. 96 respondents (71%) of the respondents were married and 40 (29%) of the respondents were single. The most number of respondents were in 36-45 year age group (44%) and the fewest number in the age group over 55 years (4%) indicating a significant number of respondents in the middle-aged group. The highest number of education of staff in bank branches with a bachelor's degree was 45 (33%) and the lowest was 21 respondents (15%), respectively.

It was observed that 38 respondents (28%) had 11-15 years of work experience. 15 respondents (11%) of employees had 5 years of work experience or less and subsequently the higher number of work experience is related to groups of 6-10 and over 10 years. This shows the role of experience in this area. The distribution of frequency in terms of type of employment is as follows: 90 respondents (66%) had permanent contracts, 4 respondents (3%) were outsourced or worked on a contractual basis.

Inferential findings of the study
In this section, before doing any analysis on the gathered data and statistical inference, first, the validity and validity of the instrument were measured. The validity of the questionnaire was tested by Cronbach's alpha and test results showed that the questionnaire used in the validity had enough accuracy. Then, to assess the validity, as major variables (factors) are composed of several dimensions, exploratory factor analysis was used. To ensure the suitability of data, factor analysis was used. KMO index and the Bartlett test were also used.

Test results showed that the data from the survey questionnaire for factor analysis are adequate and exploratory analysis on the questionnaire can be done. In exploratory factor analysis, for the extraction of factors, principal components method and varimax rotation method through Kaiser normalization. The results for the three variables of knowledge management, organizational learning capacity and agility, because the extractive share for the whole questions was more than (5/0), no questions from the questionnaire were excluded. Also, according to the factor loadings of questions, each question had the highest loadings on the same factor which had been predetermined. Therefore, each question assessed the factor which was designed for; therefore, the distributed questionnaire had the necessary validity it required. In the second part of the inferential analysis, the variables were explained and interpreted. As the number of respondents was more than 30, and according to the central limit, the distribution of population is normal. Given the normal distribution of data, to explain and interpret variables, a test mono T sample was used. According to the test results; sig was less than 0.05.

Every three variables have been strongly present in the population. Also; sig test was perceived for quality variables, customer's expectations, accountability, reputation and commitment are greater than 0.05, and these variables have been present in the population. To compare the mean scores between the independent and dependent variables between men and women, T-test was used between married and unmarried clients. It was concluded that the mean scores between research variables of men and women showed significant differences.

For comparison of variables among different age, education, work experience and employment, ANOVA was used. According to the tables, Sig test for all variables in all of the above is greater than the value (0.05). It means the same variables showed significant differences in the different age categories. To implement appropriate test methods and calculate the statistic of an appropriate test and come up with logical inferences about the hypotheses, the most important practice is choosing an appropriate statistical method before any action is done.

For this purpose, the knowledge of the distribution of data is a priority. For this purpose, in this study, a valid test of Kolmogorov - Smirnov was used to check the assumption of normality of the research data.

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According to this test, the following hypotheses will be examined for normality. The judgment is based on the test table of Kolmogorov – Smirnov. If the significance level (sig) for all the variables is larger than the test (05/0), the distribution is normal. Also, the central limit can be used to measure the normality of variables. In this case, if the sample size is greater than 30, the normal distribution of data can be considered.

Given these circumstances, the variable of knowledge management, according to test results of Kolmogorov - Smirnov normal distribution is of normal distribution because the significance level obtained from this test is equal to 0.877 and this value is greater than 0.05. The variable of learning capacity, according to test results of Kolmogorov - Smirnov normal distribution is of normal distribution because the significance level obtained from this test is equal to 0.309 and this value is greater than 0.05. Likewise, the variable of agility, according to test results of Kolmogorov - Smirnov normal distribution is of normal distribution because the significance level obtained from this test is equal to 0.409 and this value is greater than 0.05.

In order to test the research hypotheses, and data regarding the normality of parametric, Pearson correlation test was used. A coefficient correlation shows the intensity of the relationship and the type of relationship (direct or inverse). This index is between 1 and 1 – and in the case of lack of a relationship between the two variables, it is zero. Since the assumptions made in the relationship was specified as (direct), the tests were carried out one way. The results of this research are summarized in the following table:

Table (1): The results of testing hypotheses

Type of hypothesis	Result	Level of significance	Correlation coefficient	Hypothesis
Main	**Confirmed**	**0.000**[**]	**0.437**	➢ There is a significant relationship between knowledge management and organizational agility in Bank Tejarat in Sanandaj.
Secondary hypothesis No. 1	**Confirmed**	**0.000**[**]	**0.421**	• There is a significant relationship between the encoding of knowledge and learning capacity in Bank Tejarat in Sanandaj
Secondary hypothesis No. 2	**Confirmed**	**0.000**[**]	**0.340**	• There is a significant relationship between interpersonal knowledge and learning capacity in Bank Tejarat in Sanandaj
Secondary hypothesis No. 3	**Confirmed**	**0.000**[**]	**0.441**	• There is a significant relationship between the coding knowledge and organizational agility in Bank Tejarat in Sanandaj
Secondary hypothesis No. 4	**Confirmed**	**0.000**[**]	**0.340**	• There is a significant positive between personal knowledge and organizational agility in Bank Tejarat in Sanandaj

To investigate the relationship between independent and dependent variables in the research, in addition to Pearson Test of the structural model, it deals with Lisrel software. Given that, the first and second order factor analysis of endogenous and exogenous variables showed that each construct had necessary validity and reliability.
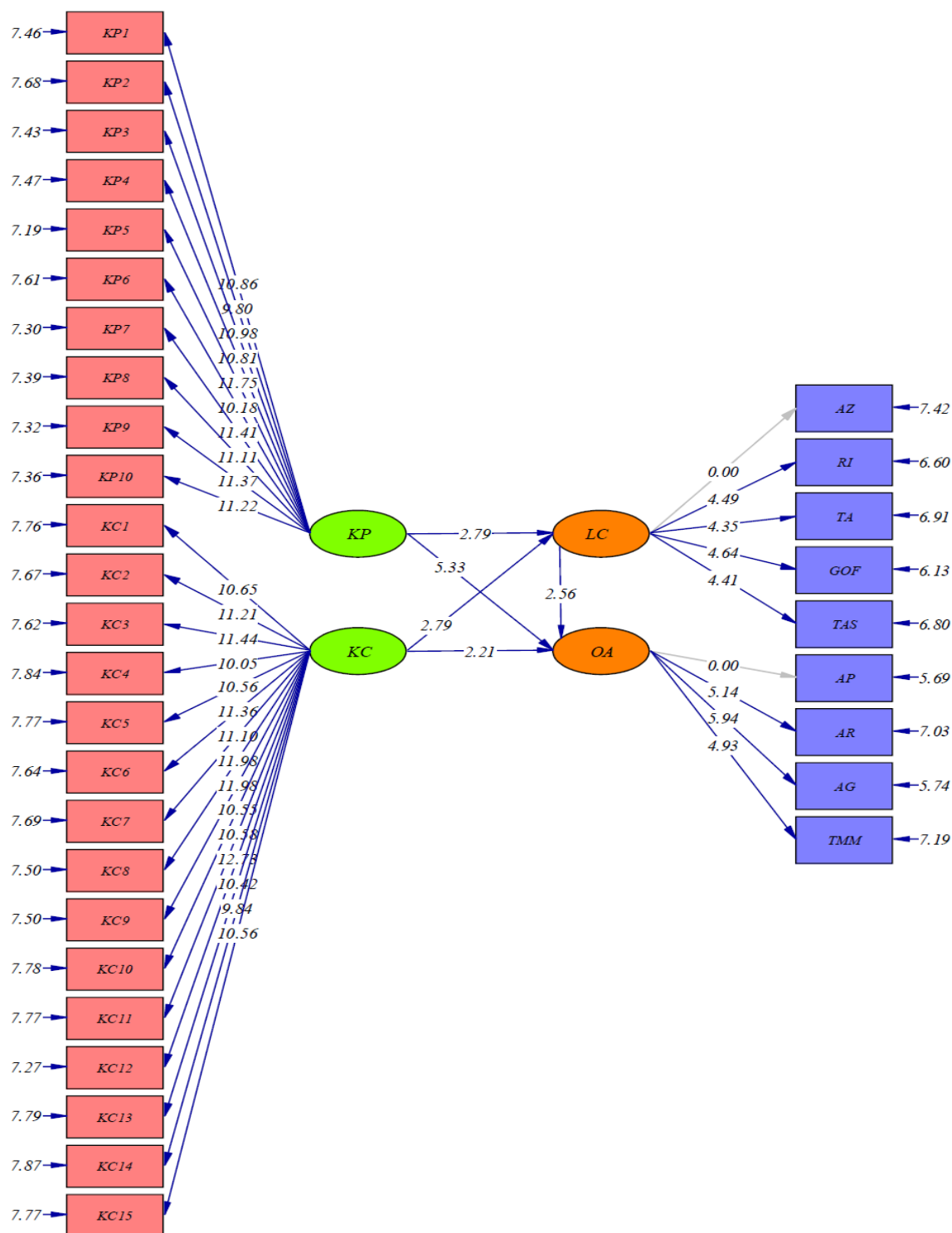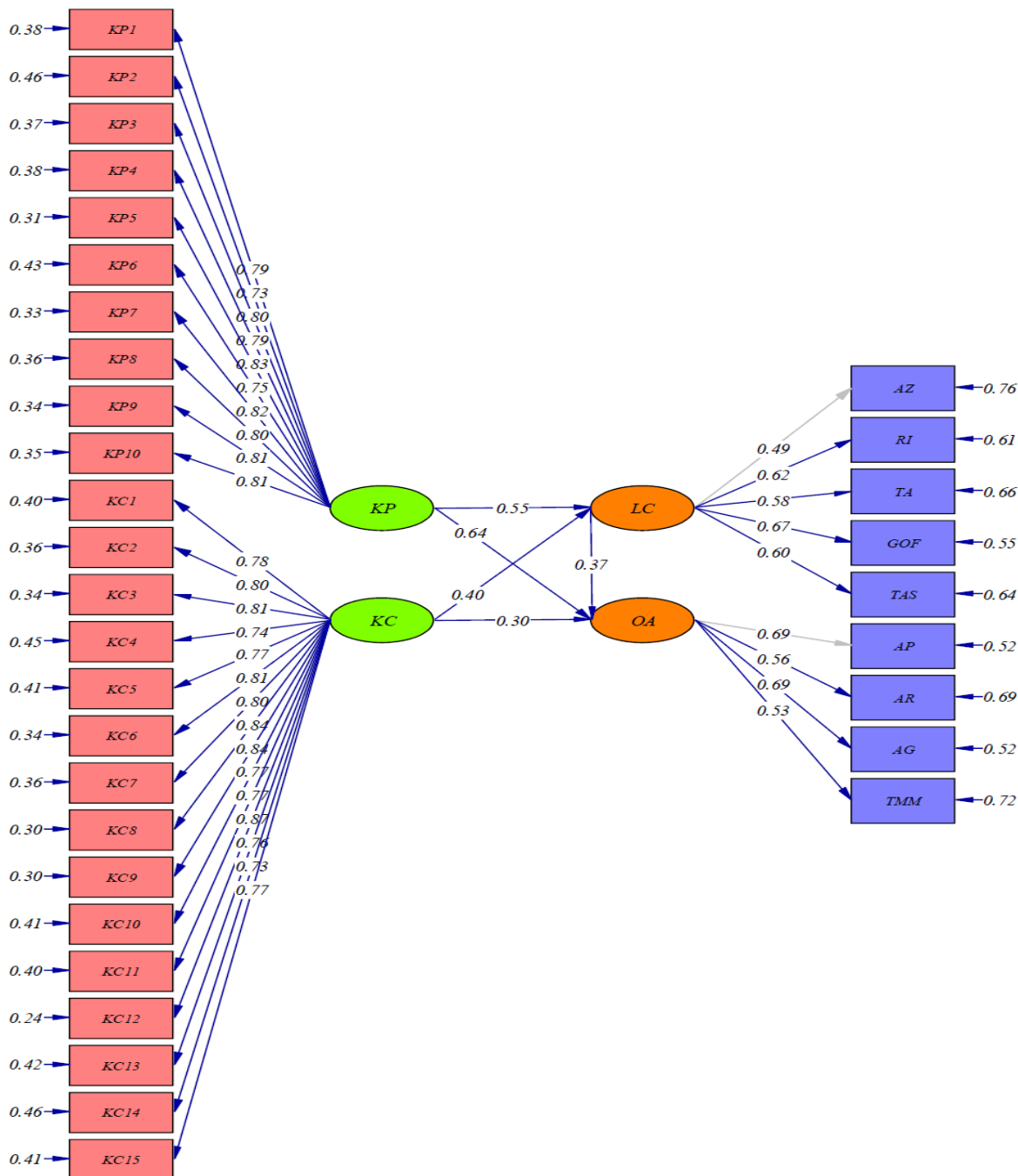
Chi-Square=719.19, df=521, P-value=0.00000, RMSEA=0.053

Figure 2: Numbers indicating significance of research structural models

Therefore, in this section, the overall structure of the conceptual model will be tested. Figure 2 shows the structural model numbers. As shown in the diagram, all estimated parameters in the structural model are

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significant. These parameters are all positive signs and they show relationship between latent variables which are aligned with each other and with their obvious variables. The hypothetical relationship is pre-defined.

Chi-Square=719.19, df=521, P-value=0.00000, RMSEA=0.053
Figure 3: standard estimates of structural model coefficients

According to Figure 2, a significant number of personal variables of knowledge personalization and learning capacity is equal to (2 /79), the path between two variables of coding knowledge and learning

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capacity (2/79), the path between the two private variables of knowledge and organizational agility (5/33), the path between two variables coding knowledge and organizational agility (2/21) and the path between the two variables, learning capacity and organizational agility (2/56), can be greater than the value of (1/96). Thus, the relationships between the variables of coding knowledge, personal knowledge, learning capacity and organizational agility with confidence were confirmed to be (99%). Multiple correlation coefficient between variables coding knowledge, self - knowledge and learning capacity are equal to (75/0) and show that variable coding knowledge and personal knowledge are (75%).

Multiple-correlation coefficient between variables of coding knowledge, personalization of knowledge and organizational agility is (74/0) and show that variables of coding knowledge and personal knowledge (74%) of the variation (variance) explained organizational agility. The multiple correlation coefficient coding knowledge and personalization of knowledge variable, learning capacity and organizational agility amount to (81/0). The variables of coding knowledge, self-knowledge and learning capacity on the whole (81%) explain organizational agility.

According to Figure 3, the path coefficient between two variables of personalization of knowledge and learning capacity equal to (55/0), and this means that a unit change in the personal knowledge causes (55/0) change in the variables of knowledge coding and learning capacity. The path coefficient between two variables of encoding knowledge and learning capacity is (40/0) and this means that a unit change in the coding causes (40/0) which causes change in the variable of learning capacity.

The path coefficient between two variables equals learning capacity and organizational agility (37/0) that will show that per unit change in a learning capacity, organizational agility (37/0) unit will change. Variables of personalization of knowledge, coding knowledge influence organizational agility directly and indirectly through influencing the variable of learning capacity.

The direct effect of personalization of knowledge on organizational agility amounts to (64/0) which is shown in Figure (3). To estimate the indirect effect, the coefficient of path between the variables of knowledge and learning capacity and organizational learning capacity and agility should be multiplied. Therefore, the indirect effect of individual variables on the knowledge of the organizational agility is $(20/0 = 37/0 \times 55/0)$.

Therefore, the whole effect of the personalization of knowledge variable equals to the sum of knowledge on organizational agility variable that is equal to the whole amount of direct and indirect effects (84/0). The direct effect of coding knowledge on agility is 0.30 shown in Figure (3). To estimate the indirect effect, the path coefficient between the variables of knowledge coding and learning capacity should be coded. Also, the path coefficient between knowledge and learning capacity and path coefficient between variables of organizational learning capacity and agility should be multiplied.

The indirect effect of encoding variables on organizational agility is $(15/0 = 37/0 \times 40/0)$. Therefore, the ensemble coding of variables on organizational agility variable is equal to (45/0). To better understand, the test results of the structural model are illustrated in Figure 4.

Figure 4: Test results of the research structural model

(β) Path coefficient			Number	Path	
Total effect	indirect effect⁾	Direct effect	Sig.	to	From
0.55	--	0.55	2.79	Learning capacity	Personalization of knowledge
0.40	--	0.40	2.79	Learning capacity	Codification
0.37	--	0.37	2.56	Organizational agility	Learning capacity
0.84	0.20	0.64	5.33	Organizational agility	Personalization of knowledge
0.45	0.15	0.30	2.21	Organizational agility	Codification

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CONCLUSION

This study aimed to identify the relationship between knowledge management and organizational agility in Bank Tejarat in Sanandaj. Our findings suggest that there is a significant relationship between the variables of knowledge management and organizational agility in Bank Tejarat in Sanandaj ,

According to the findings, in this section, the results of hypothesis testing, namely using regression analysis to examine the relationship between knowledge management and organizational agility is provided and then after evaluation of all the results, interpretations and specific reasons for scientific explanations for these findings are given. With regard to data normality, parametric test is used to examine the relationship between variables using the Pearson correlation coefficient.

The main hypothesis was confirmed with the correlation coefficient (0.437) and reliability (99%)

The secondary hypotheses were confirmed with correlation coefficients (0.421), (0.340), (0.441), (0.340), (0.410) and (99%)

Knowledge management and learning capacity enhances organizational agility .

Appropriate knowledge management in organizations creates learning capacity .

The organizational agility results in gaining a competitive advantage in the competitive arena

The present results are also in line with the studies by Zyngier & Owen (2012), Gunsel et al (2001), Capatina et al (2009), Thomas et al (2011)

According to the results, it is recommended that managers and organizations analysis the current situation and forecast future skills and knowledge needed by knowledge-oriented approach and attempt to recruit staff with specialized knowledge and agility.

•Raising the morale of the transfer and application of knowledge in an organization by managers as role models

•Making decisions with the help of employee's involvement

•Developing R & D capabilities, check out the organization's external environment and the use of technology to strengthen the knowledge base

•Using modern technology and utilizing appropriate resources and tools to create the optimal conditions of learning

•Creating open communication within work groups and providing differentiated services through readiness for innovation, creativity and partnership opportunities

•Encouraging more employees to communicate with each other and participate in decision-making

•Meeting the needs of a particular purpose by benefiting from a higher level of knowledge to achieve agility in services

•Most managers attempt to facilitate communication within the organization, communication between departments, information flow, market changes, and knowledge of best practices of rendering services

•Reviewing information and reports and error of assessment decisions and organizational goals to achieve superior organization compared to competitors by offering better services and promoting the organization's goals

•Periodic monitoring of corporate objectives with respect to reporting and record data

•Enjoying the facilities of knowledge and learning through experience and training classes

•Creating an atmosphere of trust between employees and Ethics

RECOMMENDATIONS FOR FUTURE RESEARCH

•Using the models offered by other experts

•Designing a similar framework for measuring organizational variables, including innovation and organizational learning

•Evaluating the fitness model in other provinces and other government agencies and private sectors

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LIMITATIONS OF THE STUDY

-The sample in this study was merely branches of Bank Tejarat of Sanandaj, thus generalizing the results to other organizations is limited

-Due to time constraints, only the self-administered questionnaire was used to collect data. Other methods such as interviews and observations were not used

-There is the possibility of error affecting the respondents, including the leniency error. In those cases, respondents give higher scales. Tendency towards middle scales is also or a halo effect which means that a particular case is generalized to all cases. In this study, these types of errors are beyond the control of the investigator and its impact on the results of the study has not been analyzed.

-This study is limited to branches of Bank Tejarat of Sanandaj, therefore, a broader investigation in which a cluster of all banks in the province or the country can be selected as the target population. Although variables, independently or with the variables studied were

-Although the variables of the study were independently studied or with other variables, there was not enough literature on the relationship between knowledge management and organizational agility and lack of similar research line. The scarcity of literature, both in domestic and foreign sources, the theoretical explanation of the study was limited and the comparison of the present results with the results of similar studies was restricted.

RECOMMENDATIONS:

-Given that the managers and employees of Bank Tejarat of Sanandaj think that knowledge management is at a moderate level, it is recommended that managers should pay more attention to the weaknesses of the organization

-In different time periods, some measures should be taken for research and knowledge management, organizational agility and continuity of action

-There should be more financial support to develop knowledge management in organizations, programs and structures to improve enterprise agility, right decisions and increase competitiveness

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