

A NEW OVERVIEW OF THE ORGANIZATIONAL LEARNING CULTURE

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ABSTRACT

The present is an age of dramatic change in organizations. It is an age in which the intellectual structure is deeply committed to deepening information and focusing on the engagement of knowledgeable and dedicated human resources rather than functional manpower. To use a tool called the culture of learning to confront uncertainty, maintain a position and create innovation to expand its competitive arena requires that the organization make organizational learning and organizational commitment a strategic need. Organizational learning culture is actually a process that combines the integration of different components of culture and knowledge to create values. Using organizational learning as a key driver of organizational commitment will have a significant impact on organizational performance. This article reviews the concepts of organizational learning and the context of organizational learning and its effects on organizations.

Keywords: *Organizational Commitment, Organizational Learning Culture, Learning Organization, Learning Organization*

INTRODUCTION

Today, other large complex organizations that were created decades ago are no longer viable and have been ruled out just like dinosaurs who were unable to adapt to the environment and were sentenced to death. Large organizations with traditional structures lack the ability and flexibility to adapt to environmental change, especially with respect to globalization issues, and have to survive, either restructure or equip themselves with the tools to cope with global change. One of the most important of these tools is the creation of a learning organization and the institutionalization of organizational learning. Therefore, organizations are more successful that learn faster, faster and better than competitors. It is for this reason that the concept of learning and organizational learning has come up in recent years and has been growing. Organizations become, instead of their traditional practices and behaviors, which at best include training, the organizations that are always learning, that is, they strive to learn has a competitive advantage. Various variables in work environments can affect the learning of individuals, groups, and organizations; for example, the shared culture of learning is one of the underlying factors affecting the likelihood of learning occurring in organizations and the same culture that creates three questioning morals. Confidentiality and trust in the workplace are important.

1. Organizational learning culture

1.1 The meaning and concept of organizational learning culture

The concept of organizational learning culture is defined as a set of norms and values about the activities performed in an organization. These norms and values must provide systematic support for deep attitudes aimed at achieving high levels of organizational learning. Elements of organizational learning culture include information acquisition, information interpretation, and behavioral and cognitive change. On the other hand, the innovation capability structure consists of innovative culture and innovation, and the innovation itself consists of two parts: executive and technical innovation. Organizations need to pay particular attention to how information is acquired and emphasized on information interpretation, to enhance organizational learning culture and to look closely at the processes that are taking place to

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maximize learning impacts on innovation capability and to try processes related to each variable. Accurately and thoroughly during the process (Rezaei Dolatabadi et al., 2012).

Organizations can create cultures that focus primarily on "learning in particular, so that they can eventually" create a learning organization. Many authors have used the term learning culture to explore the role of culture in the learning organization. Recently, researchers have focused on the idea of organizational learning culture, which refers to certain important factors that create the right conditions for organizational learning. Organizations based on learning are trying to do activities In their view, learning is the best way to improve long-term performance. Argyris believes that each person has the mental capacity and energy to be the best motivator for learning, so the challenge is not to run motivational programs in the organization. Rather, it is sufficient to identify the capacities and abilities of employees' learning mental energies and to better articulate such learning motivations (Hazrat et al., 2013).

1.2 The process of organizational learning culture

Organizational Learning Process from Huber's (1991) perspective are:

A) Knowledge acquisition:

Learning occurs when the organization gains the necessary knowledge. Knowledge or facts are gained through environmental control, the use of information systems for storing information, information retrieval, research, training, and so on.

B) Distribution of information:

It refers to a process by which an organization shares information with its units and members and thus promotes it.

C) Interpretation of information:

For information to be shared, it must be analyzed and interpreted. Interpretation of information is a process by which distributed information finds common sense.

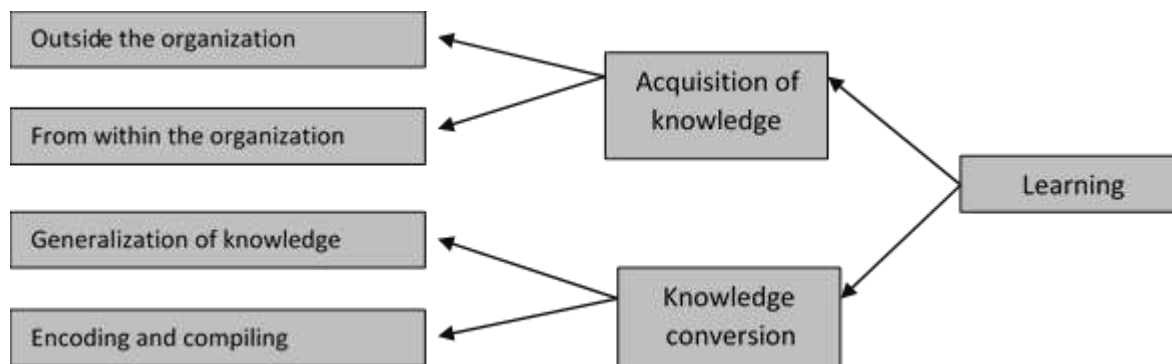
D) organizational memory:

Organizational memory refers to a repository where knowledge is stored for future use. Organizational memory refers to a repository where knowledge is stored for future use. Organizational memory plays a very important role in organizational learning (Rahnavard, 1999).

1.3 Four sub-processes of organizational learning

For Figuero (2002), learning in organizations has four sub-processes of external knowledge acquisition, internal knowledge acquisition, knowledge generalization, and knowledge coding and editing; Figure 1 illustrates these sub-processes: (Ghorbanizadeh, 2008).

Chart 1) The four sub-processes of organizational learning (Ghorbanizadeh, 2008)



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The following table summarizes the views expressed by scientists on the steps involved in the organizational learning process:

Table 1)Scientists' view of the organizational learning process

Stage 4	Stage 3	Stage 2	Stage 1	Name
.....	Practical use of information	Interpretation and interpretation of information	Data collection	Daft & Weick (1984)
Convert theoretical knowledge to practical knowledge	Add new knowledge to current knowledge system	Knowledge exchange and dissemination	Identify information and build knowledge	(1991) Huber
.....	Common Interpretation	Information distribution	Learn information	Slater & Narver (1994)
.....	knowledge transfer	Applying knowledge	Acquisition of knowledge	Nonaka & (1995) Takeochi
Institutionalize	Cohesion	Interpretation	To be informed	Crossan et al (1991)
Applying knowledge	Correction and consolidation of knowledge	Knowledge distribution and exchange	Identify or create new information	Pavlovsky (2001)

(2008Ghorbanizadeh,)

1.4 Organizational Learning Levels

Chris Argyris & Schon (quoted in Marsick, 2013) identified three levels of individual, team, and organizational learning as follows:

2.4.1 Individual Learning:

Individuals are the constituent unit of teams and organizations, Peter Senge (1990) emphasizes: "Organizations learn through individuals. Of course, learning does not guarantee organizational learning, but without it organizational learning cannot be achieved."

Argyris and Sean have stated that "individual learning is necessary but not sufficient for organizational learning."

According to John Redding, "Individual learning is essential for the continuous evolution of the organization, the development and development of core capabilities, and the preparation of everyone for the uncertain future."

And lastly: each person's commitment to learning as well as their ability to learn is critical to the organization. Individual learning methods include:

- Books and other documentation;
- Taking others;
- Courses, classes and seminars;
- interpreting the learning experience from it;
- Learning 2
- With surface management;
- Learning from colleagues;
- Learning by computer;
- Other methods.

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2.4.2 Team learning:

In today's complex organizations, teams become more important. Team learning means that teams are able to think, create and learn as a single identity, with many thinkers including Sang and Pauluszky pointing to the importance of team learning, especially as a bridge to organizational learning.

Pawlowski called team learning an organizational learning entry, emphasizing that team learning is a bridge to turning learning into organizational knowledge in a way that is shared by everyone.

Peter Senge also sees collective learning as a process whereby the capacity of the members is developed and combined in such a way that the results will be what everyone has really wanted.

This kind of learning is based on one basic principle, and it is a shared vision, but at the same time personal capabilities are an essential element because capable teams are made up of capable people.

Shared vision leads to integration, which is the core of this type of learning.

Teams learn to learn more from their experiences, come up with new approaches and quickly disseminate their knowledge across the organization.

2.4.3 Organizational Learning:

How can one ensure that individual and team learning is done to the benefit of everyone and the whole organization? Despite all the enablers and supportive culture and individual and team learning, the organization as a whole has not been learned. The ability to acquire the insights, knowledge, experience, and mental models of organizational members.

Organizational learning is achieved by sharing the insights, knowledge, experience and mental models of the members of the organization.

Organizational learning is based on the knowledge and experience that exists in the memory of the organization and relies on mechanisms such as policies, strategies and models to store knowledge.

Organizational learning considers sharing knowledge, beliefs and assumptions among team members.

3. Learning styles

Given the status of organizational learning in employee promotion and helping it survive in a competitive and changing world, many efforts have been made to identify its types. There are different views on this:

In one perspective, organizational learning is divided into three categories:

A. Organizational learning is considered a concept equivalent to organizational adaptation. Based on this view, organizations have accumulated experience and are changing their structure and goals in line with these achievements. This view is purely functional and sees the goal of maintaining the organization as optimally as possible.

B. Organizational learning as sharing a set of assumptions among members. In this approach, theoretical discussions are formed on the basis of shared ideas among the members of the organization and its practical aspect is not much discussed.

C) Viewing organizational learning as a database and information. In this view, the organization is regarded as the center of knowledge accumulation, and especially applies to the usual processes used to reduce or solve problems. The purpose is to understand how to solve the problem and prevent conflicts of practice.

Peter Senge believes that organizations have three different types of learning:

- Learning to Survive:
- Adaptive learning:
- Generalized learning (productive)

4. Organizational learning

The dimensions of organizational learning in *Diane Osterhause Neefe* view are:

4.1 Common Vision:

A common vision for individuals and organizations is like the stars of the sky to find a path. In **Peter Senge's** model, having a shared vision for building and paying for a learning organization is crucial.

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Because this perspective is the focal point and source of energy and mobility necessary for shared learning. A vision is when people have a shared vision of a desirable future and a mutual commitment to achieving it, to come together and create a common identity. In this case there must be a real desire.

4.2 Organizational Learning Culture:

When a group, organization, and community is created, the foundations of their culture are also shaped and evolved over time. Therefore, culture is always present everywhere. Group, organization, and society evolve over time. Therefore, culture is always present everywhere. The group, the organization, and the community have always had problems over time, and have thought, acted and acted differently on these problems. Accordingly, individuals, groups, and nations are confronted with common problems that require co-operation and collaboration.

As nations have different cultures, organizations have distinct ways of believing, thinking and acting that are identified by symbols, heroes, rhetoric, ideology and values.

4.3 Group work and learning:

Group recruitment emphasizes the importance of aligning forces and staff with the organization in order to avoid wasting energy. Collective learning is a process in which the capacity of the group members is developed and aligned so that the results are what everyone really wanted. This learning is based on one principle, which is the principle of shared ideal, while the other pillar is personal competence, because capable groups are made up of capable individuals, but shared ideal and individual talent alone is not enough in the world. It is filled with groups of talented people who have shared a common desire and ambition for a long time and then have been lost to learning failure. Great musicians have a great talent, but what really matters is how well they know how to play a piece of music together

4.4 Knowledge Sharing:

Knowledge transfer and distribution encompasses the organizational and technological transfer of data, information and knowledge. The capacity of an organization to transfer knowledge represents the ability to transfer and share the power that is essential to the success of a company.

Knowledge retrieval may be controlled or automatic. Controlled retrieval uses individual and group records and memories, automatic retrieval is initiated by various events or situations. Wake (1993) suggests that information retrieved from organizational memory may be less similar to original sources. This is due to the evolving nature of recovery and storage processes, the natural integration of human memory, the impact of perceptual filters and the lack of support justifications. Therefore, these considerations are important for the development of enterprise memory and design processes that are carried out to ensure the accuracy and timeliness of knowledge retrieval.

4.5 System thinking:

Systemic thinking means using a systematic approach to analyzing the affairs of an organization and paying attention to the influence of organizational factors on one another with holistic thinking, business activities, and other human endeavors in general. They are constrained by the interplay of interconnected activities, activities that usually take years to fully affect each other. Since we are part of the collection itself, we find it difficult to understand the pattern of change. Systemic thinking is a conceptual framework. A body of knowledge and tools that has been developed over the last fifty years to make the overview clearer and to help us change it effectively.

4.6 Collaborative Leadership:

The consequence of collaborative leadership is having a sense of employee engagement. The result is an effort that employees feel is needed and beneficial. They find that managers also help with the work. So it is easy for them to accept and pass on roles in the organization. The response of employees to such a situation is to accept responsibility. Employees, for example, produce high-quality goods not because management orders them or the inspector may find deficiencies in their work, but they feel a duty and commitment within themselves to provide good work.

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4.7 Developing Employee Competencies:

Competency in the human resources literature is a set of measurable and observable knowledge, skills, and behaviors that contribute to the success of a job or post.

It is not an easy task to manage knowledgeable staff and learning organizations today. Traditional knowledge workers cannot be managed by traditional principles. It is necessary to learn and apply the principles and principles of management to the educated and competent. Gaining competitive advantage is in the organization's HR and HR management. Knowledge-based organization can be created and developed through knowledge production. Mature employees are capable of converting knowledge into products, goods and services and producing for the profit organization. In order to properly manage human resources, it is necessary to improve and develop the level of knowledge, information, skills and capabilities of the staff. Human resource development does not come with a lot of training, but human resource development needs to be planned and systematically implemented.

The lifecycle of competence is a set of four major stages that aim to promote the continuous development of individual and organizational competencies. These four major steps are: competency mapping, competency recognition, competency development, and competency monitoring.

SUMMARY AND CONCLUSION

This article reviews the concepts of organizational learning and organizational learning culture. In today's fast-paced world, the lack of an organizational learning culture will eliminate them in the fast-paced global competition. The idea of a learning culture One of the newest ideas for managing organizations in today's highly complex and changing environment is to answer the question of how organizations, including organizations, can perform more effectively under such conditions. Organizations are learning organizations with a learning culture, so the new paradigm of learning is central. That is, organizations that are more successful learn faster, faster, and better than competitors. All managers want their organization to be more effective, so to create such a creative environment, it must constantly focus on raising awareness and sharing capabilities. . An organization's ability to learn fast learning provides competitive excellence to its members so they can reap the lifelong learning benefits. Any organization in any part of its development and learning tasks can take a step toward learning and move on. , Ability is power, can be learner It is important for the organization to understand that education is a prerequisite for learning.

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