

The Role of Cultural Factors in Promoting the Learning of Employees in the Organization: A Case Study

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ABSTRACT

In the present era, the working situations in organizations have fundamentally changed and some scholars believe that they are working in a complex and unpredictable work processes. In this context, the key and valuable sources of success are acquisition, creation and effective use of knowledge. At this time, whatever can facilitate the organizations' process of achieving success includes learning mechanisms and evolution towards the learning organizations. This is usually on the agenda of many organizations. However, current organizational contexts and climate rarely provide enough time and opportunity for learning. The main question of this research is: what cultural factors are required for improving the learning opportunities of employees in an organization. And what is the status of statistical population under investigation with regard to the aforementioned cultural factors? What is the relationship between the aforementioned factors and employees' learning in an organization? Our Statistical population consists of managers and experts in Pegah Distribution Company and the sample has been determined randomly using the Simple random sampling method. Data has been collected through distributing in-person questionnaires, using field-descriptive-survey research method. The results indicate that there is a significant relationship between cultural factors and improving individual learning in an organization. Finally, with regard to the findings, some further suggestions have been made to the organizational and academic community.

KEYWORDS: organizational culture, cultural variables, learning, Pegah Distribution Company.

1- INTRODUCTION

Today, the diverse workforce environment, and use of information technology have made organizations become more aware of competitive environment and pursue competitive advantage that lies in learning and knowledge. Learning has been acknowledged as a key process that contributes to successful innovation, which determines and supports an organization's success (Mohsen allameh, amirosadat and Jafari Najafabadi, 2012, 8972).

The life time of many institutions is less than the half the size of a normal life of a human. The results of a research in Shell in 1983 suggested that one-third of the companies which were among the 500 largest world companies in 1970 have died out. It is estimated that the average life expectancy of the greatest economic corporations has been less than 40 years, whereas among the particular features of industries are their extremely high capital requirements. These characteristics prevent organizations from committing any mistake. According to Peter Senge, the main problem of today's organizations is that, they are not often able to identify the threats and their impacts; and due their Island life and being surrounded within the boundaries of their organizations and thus, not using professional knowledge of other organizations, they fail to create innovative options and solutions to their problems. In other words, organizations have problems in learning. The most successful organizations in case of encountering lack of learning capabilities cannot develop their full potentialities even if they are able to continue to survive.

During the last decade and simultaneous with the wave of massive social, economic, political and cultural changes, organizations have begun extensive efforts to get out of non-dynamic frames (Rezaeimanesh and Noorbakhsh, 2008). This is because of the outstanding features of new organizations' society. It means encountering permanently with continuous changes in certain areas such as threats, tactics, strategies, education, structure, science and technology. Obtaining necessary ability to handle these changes and promoting organizations' capabilities require that a morality of learning be developed in organizations. Thus, learning has developed into a strategic challenge for most organizations seeking transformations (Robella and Sanchez, 2003). Obviously, when there is no development toward a learning organization, there is not much profit to be gained by the organizations and the opportunity to make full use of the potential of their human resources will be dismissed (Yung, 1990).

On this base, many educational systems in recent decades have tried with entry and usage of innovative technologies, improved learning in less time (Rezai Rad and Rezai, 2012, 8375). Among the various business policies, the following items are effective for creation of a suitable infrastructure and context for learning and learning organizations (Hatamikhbari, Yarri, Badri, Shekarbigi and Ashori, 2012, 10545); HRM policies which are concentrated on attracting and retaining talents; a type of corporate culture that embraces new ideas and spreads learning; technical tools which are capable of collecting and disseminating knowledge; strategic approach to knowledge and finally, organizational structure that facilitates communication and intrapersonal interactions.

Considering the critical challenges of knowledge-based economy in most organizations, this article intends to examine the role and features of appropriate organizational culture in promoting the learning of employees in an organization, from among various organizational factors affecting knowledge management. Organizational culture, On the one hand, is itself created by founders and employees activities, and on the other hand, it forms the context of their tasks. If the context is not provided, intended results will not be achieved, even if the best talents are employed in the organization. Accordingly, the main question of this study investigates is: what are the appropriate cultural variables for promoting employees individual learning in an organization? In terms of aspects and research variables, how is the situation of the statistical population? What is the relationship between these cultural factors and employee's learning in the organization?

2- LITERATURE REVIEW

2-1: Concept of Learning

Learning is any relatively permanent change in behavior that occurs as a result of experience. Learning rests on the law of cause and effect. Behavior that leads to a favorable outcome would be repeated; behavior that has an undesired result will not be repeated. Most of what we've learned has been done through shaping. When talking about learning through trial and error, we mean "shaping". In addition to shaping, most of what we learn is the result of observing others and modeling their behavior (Robbins, 1376, 65). Organizational Learning is a concept used to describe certain types of activities proceeding in the organization. Jones mentions different types of learning as in the following:

1. **Systematic learning:** associated with understanding how to develop, fulfill and improve processes and organizational systems.
2. **Cultural learning:** The application of values, beliefs and attitudes as a basis for effective work.
3. **Leadership learning:** focuses on how to lead and manage of individuals, groups, teams and units.
4. **Team learning:** Fostering team learning and maturation.
5. **Reflective learning:** the center for questioning and analyzing assumptions, models and organizational paradigms.
6. **Change- based learning:** focuses on how to create a major organizational change. (Jones, 1998, 2)

2-1-1: Levels of Learning

Regarding different levels of organization (individual, group and organizational), learning can be divided into the individual, group and organizational levels.

Individual learning: declares the changes in skills, insights and beliefs, transformation of individual knowledge, attitudes and values acquired by a person through individual study, technology-based training or observation and other ways of acquiring new knowledge. It is a process through which knowledge can be obtained via transforming and transferring experience.

Team or group learning: According to Senge and other theorists, it is regarded as the second level of learning. In today's complicated organizations, teams and team work play an important role in organizational success. Team learning means that teams as a single identity could be able to think and create and learn something. Senge believes that group learning is a process in which the capacity of the group members is developed and aligned with the organizational requirement. (Senge, 1999, 52).

Organizational learning: is the third level of learning. Organizational learning is gained through sharing insight, knowledge, experience and mental models of the members of the organization. In other words, organizational learning is based on knowledge and experience existing in the memory of the organization and injected on the mechanisms such as policies, strategies and models. Organizational learning is defined as a process in which an organization creates new knowledge within itself and shapes it or reconstructs, modifies and adjusts its existing knowledge to changes in the context (Sobhannejad, 2006, 52). Marquart defines organizational learning as a process through which the organization learns and this learning means any changes in organizational models leading to improvement or maintaining the performance of organization (Khodaparast Sareshkeh, et.al, 2012, 11313). Organizational learning is defined as the process of acquiring, distributing, integrating, and creating information and knowledge among organizational members. Organizational learning can be understood as the process of social construction of shared beliefs and meanings, in which the social context plays an essential role (Chiva and Alegre, 2005). Organizational learning has been considered by academics and practitioners as essential for organizations mainly due to the fastchanging environment (Mohsen allameh, amirosadat and Jafari Najafabadi, 2012, 8972). The current study focuses on employees' individual learning in the organization, thus the researchers intend to study the cultural factors influencing organizational learning.

2-2: Organizational Culture

Earlier studies on the organizational culture dates back to the early 1930s. The Warner and Elton Mayo had observations on cultures of the working group in Western Electric Company (Park et al, 2004, 106). Consequently, sociologists, psychologists and anthropologists investigated peer review of members' perceptions, attitudes and organizational learning. In the early 1980, the two best-selling books *In Search of Excellence and Success and Z theory* revived this practical and research field.

Martins & Terblanche have summarized the functions of organizational culture in two cases of internal coherence and coordination. Internal coherence can be described as the socializing new members in the organization, making sense of identity among staffs, creating the boundaries and commitment to the organization. Coordination functions refer to the development of a kind of a competitive advantage, defining acceptable behaviors and stability of social systems (Martins and Terblanche, 2003, 67). Knowledge-based culture challenges the people in order to share knowledge across the

organization (Davenport and Prusak, 2000). De Long and Fahey identify four ways in which culture affects the behaviors which are necessary for creating, sharing and using knowledge, (De Long and Fahey, 2000, 113).

1. Culture shapes assumptions about the issue of the kind of knowledge worthy of managing.
2. Culture defines the relationship between personal and organizational knowledge, and decides who is expected to control specific knowledge and share it.
3. Culture creates a context for social interaction that determines how knowledge will be shared in certain situations.
4. Culture shapes the processes by which new knowledge is created and distributed in organizations.

To encourage the application and creation of knowledge within the organization, a kind of trust and certainty culture is necessary (Moffett, 2003, 237). Martin (2000) noted that a climate of trust and openness are key components of knowledge and learning culture. As a result, organizational culture is the most important factor in the success of knowledge management, (Gold et al, 2001, Lee and Choi, 2003, Martin, 2000).

2-3: Corporate Culture and organizational learning

In numerous studies, organizational culture has been mentioned as a major factor in the success of knowledge management innovations and learning systems. According to a study published in *Knowledge Management Review* (Park et al, 2004, 107), there were two important challenges on knowledge management initiatives and learning systems such as: adopting the culture of knowledge management and encouraging people to share knowledge (Oliver and Kandadi, 2006, 8). Bookman (1999) noted that creating, transferring and sharing of knowledge are intangible activities that cannot be achieved by force. Thus, only when the culture of trust and openness is felt by members of the organization, organizational learning can be a good cause of merit. Accordingly, the question that is always raised that: which cultural characteristics does positive or negative relationship have with the promotion of learning and knowledge creation? In a study entitled "Characteristics of organizational culture which promote the success of knowledge management", Park et al, (2004) explored some factors of success in knowledge management and learning. One of his research hypotheses was the fact that there is a positive relationship between successful implementation of knowledge management and learning and cultural characteristics (including trust, sharing information freely, and working closely with others or establishing friendships in work situations) for the organization. Park and his colleagues used the 44 features of Harper corporate culture to determine the relationship between characteristics of the organizational culture. They conducted this study in 26 government agencies, consulting, software, financial, and telecommunications, training and producing organizations. Non-parametric correlation analysis showed that some of the cultural characteristics have moderate to high correlation with the success of knowledge management and learning. These features included sharing information freely, working closely with others, team-oriented work, trust, fairness and eagerness to work. The results indicated that there was a positive relationship between the assumed variables and confirmed the hypothesis (Park et al, 2004, 12-109).

To establish knowledge-based organizations in the light of cultural dimensions, we need a set of components which will be dealt with below:

1- **Trust Culture:** management studies began emphasizing individual relationship in the middle years of 1980s and later more attention was drawn to the concept of trust in learning and management with the works of Moorman, Zaltman, and Morgan (Arnott, 2007, 982). According to Peterson and Paul Flat, trust culture is an important element in promoting learning. They believe that if there isn't culture trust in the organization, employees will not share their knowledge with others. Davenport and Prusak state that activities of knowledge management and learning are doomed to failure without attention to the trust element (Ling, 2011, 330). Analysis of the opinions of experts on cultural factors in knowledge-based organizations indicate that element of trust has been overlooked in most texts or taken for granted (Bhatt, 2002, 71). Bhatt argues that the distribution of knowledge requires trust culture in different levels of an organization. Davenport and Prusak believe that trust has a positive impact on the spread of knowledge in the organization. Trust climate must be developed to flourish the knowledge market. Trust helps individuals not to consider the empowerment of others as threats against themselves and as a result, they help promote learning and knowledge of others through distributing it (Davenport and Prusak, 2000).

2 - **The culture of participation and involvement of individuals in decision-making:** participation is related to joint work, joint efforts and joint ownership of results. Employee's involvement deals with the fact that how every employee can contribute effectively to the achievement of organizational goals. Economic pressures for qualitative goods and services in today's economy mean that employees should be involved in their jobs due to the benefits resulted from shared knowledge. O'Brien & Crause (1999) noted that the more creative, team-oriented, interested in sharing ideas the staff are, the more learning will upgrade the organization. Beers et al (1996) found that knowledge workers are involved in evaluating and planning their own jobs (Solis, 1999, 57). Hauptman and Hirji (1999) believe that participation is necessary to overcome negative behaviors resulted from division of labor and specialization and supporting cooperation, creating knowledge and resolving conflicts productively.

3- **Learning Culture:** culture of continuous learning increases an organization's ability to produce new knowledge. With an emphasis on learning, organizations help employees to play a more active role in knowledge creation. Time spent on learning have a positive relationship with the amount of knowledge. Cunningham and Ilz (2002) believe that organizational learning occurs when members continuously review all organizational relations, internal and external processes and behaviors on a continuous basis; besides, they learn from the past successes and failures and use knowledge and skills of all people to pursue the common goals. In addition, Booz-Allen & Hamilton underscore the need to create an environment in which learning and sharing of knowledge are encouraged. They believe that a culture type

which disseminates learning activities will contribute to employees' learning. Through inevitable requirement of organizational culture, this issue is in consistent with directing individuals' behaviors to learning.

4- Knowledge-sharing culture: knowledge-sharing is one of the factors that directly affect the process of employees learning. Knowledge-sharing is done for the transfer and dissemination of knowledge from a person, group or organization to an individual, group or organization. Nonaka (1999) argues that the number of people prepared to freely share their knowledge, regardless of their knowledge and expertise, are not too many. There are two major issues in this regard: how much ready employees are to share their knowledge; how easily they can overcome resistance to change and sharing their knowledge in the organization. According to Mc Dermot and O'Dell (2001) in an organization with a knowledge-sharing culture, people share ideas and insights with others, since they regard it as a natural process rather than being forced to do it; and there is not such a misconception that "knowledge is power, so it should not be missed". Goh (2002) states that most managers assume "knowledge" as a key source for power leverage or guarantee the continuation of their jobs and they are unwilling to share it with others. Public sectors employees also see consider information as an asset and keep it with themselves. Creating a culture that promotes knowledge-sharing rather than hoarding it requires performing more tasks than such works as embedding a suggestion box (Bergeron, 2007, 54). Knowledge-sharing can result in the promotion of others' knowledge and provide the primary motive for expanding that knowledge. This important issue has been indicated in Fischer and Røben's research (Fischer and Røben, 2002).

5- Knowledge-developing leadership: leadership is one of the social phenomena that have been discussed a lot. Leadership is a global activity that is necessary for social performance and organizational effectiveness, (Bass, 1990, 19). According to Antonakis and colleagues (2004), most researchers believe that leadership can be defined as a process of influencing the followers. Burns suggests two models of leadership. More common type is 'Transactional leadership' which deals with daily interactions between leaders and subordinates and a series of contractual relationships and exchange of incentives and rewards among leaders and followers and is applied to reach a common agreement among leaders and subordinates (Schriesheim, et al, 2006, 380). Recent advances in leadership theory has tended to change from charismatic leadership theories that assume the leader is 'an unusual creature' and followers dependant on him to neo-charismatic theories and transformational leadership. Recent approaches focus on developing and empowering followers to reach to an independent performance. Transformational leadership theory with characteristics such as idealized influence, inspirational motivation, intellectual stimulation and individual consideration has appropriate relationships with employees learning (Sosik, 1997, 465). Transformational leadership creates an environment which contributes to create, retain, share, and benefit knowledge which causes learning in an organization. Transformational leaders using charisma motivate intellectual stimulation and individual consideration of employees to create and share knowledge. The knowledge leaders gather a body of intellectual people in the organization and prepare the best context for their activities. This type of leaders contribute to upgrade individuals learning, deeming it their innate duty to guide and develop individuals through various ways such as modeling, encouraging them to question the status quo, being dissatisfied from the current state of doing tasks, trying to find weak points and eliminating them, (Islam et al. 2011; Sosik, 1997; Politis, 2001).

3- METHODOLOGY AND INSTRUMENT OF THE STUDY

In terms of objectives, the current study is descriptive, and in view of use, it is an applied one, regarding time and data, it is a cross-sectional and quantitative study respectively. The data for this investigation has been collected through a questionnaire designed on the basis of the measurements and indices of various experts. Some of the indexes include the following: participation culture by Griffin and Morehead (2001), Kaufman (1992), Choi(2001), trust-orientedness Al-Alawi et al. (2007), Mishra and Morrissey (1990), learning by Skyrme and Amiden(1990), Trussler (1998), Ribiere and Citra (2003), knowledge-sharingby Skyrme and Amiden(1997), Liebowitz(1999), Park et .al. (2004), Knowledge-supporting leadership by Skyrem and Amiden(1997), Khalife and Oliveo, Chung Hung et al. (2003). Using Cronbach α , reliability of the questionnaire was calculated to be $\alpha=82$ and its validity was examined using content-validity. The scale used in this study was ranking scale in which the short statements has been adjusted in five spectrums from very little, little, intermediate, high, very high. During instruction hours to introduce the respondents with the research topic, the respondents were asked to answer the questions very carefully. Population sample of this study has been taken from all the administrative managers and experts in Pegah Distribution Company. From the entire population of 100, 85 participants were selected, using simple random sampling.

To analyze the data, the present study has employed the Kolmogrov-Smirnov test to investigate the normality of the distribution of the variables; and uni-variate Student t-test has been used to enter the variables into the model and Pearson correlation coefficient to explore the relationship between cultural factors and promoting employees' individual learning in an organization

4- The research hypotheses

4-1: Participation culture, trust-orienting, learning, knowledge-sharing, and knowledge developing leadership comprise the cultural factors affecting individual learning of employees in an organization.

4-2: There is a relationship between the aforementioned cultural factors and of success of individual learning of employees.

4-3: Priorities of cultural factors for performing corrective actions are not identical.

5- METHOD OF DATA ANALYSIS

To analyze the data, descriptive statistics procedures were used. Kolmogorov – Smirnov test was utilized to examine the normality of distribution of the data. Uni-variate student t- test was employed to investigate entering the factors into the model; Pearson correlation coefficient was used to examine the relationship between cultural factors and improvement of the individual learning of employees in the organization.

6- RESULTS

6-1: Examining the normality of research factors

In order to test the research component, the normal Kolmogorov – Smirnov test has been used. Test results are presented in the following table:

Table 1: Results of the Kolmogorov - Smirnov the test for analyzing the normality of data

factors	K-S statistic	p.value
Participation culture	0.779	0.0321
Trust culture	0.723	0.123
Learning culture	0.864	0.062
Knowledge sharing culture	0.655	0.072
Knowledge developing leadership	0.769	0.35

As can be seen in the table, since none of the obtained figures of significance are not less than 5% error level, so the null hypothesis is not rejected. Therefore, it can be said that all the components have a normal distribution.

6-2: The first research hypothesis:

Due to the normal distribution of components based on the Kolmogorov-Smirnov test, to examine the entry of independent variables to the model, student t-test has been used. Null hypothesis and its alternative hypothesis for all of the components of the first hypothesis is $\mu \leq 3$ and $\mu > 3$.

Table 2: Results of single sample t-test to check the entry of independent variables

Research factors	frequency	mean	SD	T student	D.F	P.V	Result
Participation culture	85	4.41	.21	61.83	84	0/000	H ₀ is rejected
Trust culture	85	4/29	.36	33.00	84	0/000	H ₀ is rejected
Learning culture	85	4/37	.22	57.35	84	0/000	H ₀ is rejected
Knowledge sharing culture	85	4/25	.35	32.85	84	0/000	H ₀ is rejected
knowledge developing leadership	85	4/32	.31	39.21	84	0/000	H ₀ is rejected

As can be seen in Table 3, the value of significance for all hypotheses is zero which is less than the standard significance level (0.05). So H₀ hypothesis is not confirmed for all hypotheses in 95% certainty level. This means that responses offered to all the assumptions do not have the mean average ($\mu = 3$). Thus, it can be concluded that all the components involve in the promotion of individual learning in an organization.

6-3: Second hypothesis:

In the next step, the relationship between cultural factors and promotion of employee’s individual learning in an organization will be discussed. Research hypotheses for all the variables of the study are: there is a significant relationship between cultural factors and individual learning in the organization. Null hypothesis and its opposite hypothesis are $r = 0$ and $r \neq 0$.

Table 3: Correlation coefficient test to examine the relationship between cultural factors and promotion of employee’s individual learning

Independent variable	Dependent variable	frequency	Correlation coefficient	D.F	P.V
Participation culture	individual learning	85	.598	84	.000
Trust culture	individual learning	85	.828	84	.000
Learning culture	individual learning	85	.721	84	.000
Knowledge sharing culture	individual learning	85	.792	84	.000
knowledge developing leadership	individual learning	85	.891	84	.000

Concerning the correlation coefficients between cultural components and promotion of individual learning in the organization and the figure of significance which is less than 0.05, H₀ hypotheses concerning lack of correlation are rejected. In other words, as much as correlation coefficients, cultural variables explain the variance of changes in

employees' individual learning in the organization; thus, the more cultural variables in an organization, the more promotion in individual learning.

6-4: The third hypothesis of the research:

In the final step, the Friedman test for variance analysis was used to rank the variables of the cultural factors. According to Table 4, the figure for significance related to Friedman analysis of variance was approximately equal to zero which is less than the error level ($\alpha=0.05$). Thus, it can be concluded that the difference between the mean scores of the ranks of the cultural factors is significant. Priority of factors for corrective measures is presented in Table 5.

As can be seen, trust-orienting factor has the highest and knowledge-sharing factor has the lowest rank.

Table 4: Results of Friedman test of analysis of variance for cultural factors.

Significance number	degrees of freedom	test statistic
0/000	4	95.659

Table5: mean and ranking cultural factors.

priority	Mean of factors	Factors
first	3.25	Trust culture
second	3.11	knowledge developing leadership
third	2.82	Learning culture
forth	2.26	Participation culture
fifth	2.11	Knowledge sharing culture

7- Conclusions and suggestions

According to Daft (1998), management is going through one stage organizational paradigm from modern to post modern. Many organizations are moving from traditional-hierarchical management to participatory management. This organizational paradigm shift has also been reflected in new organizational forms such as network organizations, virtual organizations, and horizontal organizations. The transformation and shift in management has occurred on two acceleratory processes. The first trend is the increasing rate of change is resulted from global competition. Organizations must be able to quickly adapt themselves and act in the wider domain. The second trend is the fundamental change in the organizational technologies. Traditional organizations had been designed in such a way that they take advantage of the machine-driven technologies, but the new organizations are knowledge-oriented, i.e. they are designed to apply ideas and information and each employee is specialized in one or more areas of mental activities. Every employee should learn continuously and should be able to identify and solve problems related to their activities. In this new world order, the responsibility of management is to create organizational learning capability. However, today's fast and variable world has restricted the use of any learning mechanism, education, and development of employees by the organizations. The main objective of the present study is to identify cultural factors for promoting employees' individual learning. Hence, the article attempts to recognize the most important cultural factors, exploring their status in population. According to statistical analyses, cultural variables of trust-orientation have a significant relationship with employees' learning. The degree of this relationship is 72%. This result has also been confirmed in a study by Davenport and Prusak. In the current study, knowledge-supporting leadership is a variable in which its relationship with employees' learning has been confirmed by 76%, being in consistent with the studies by Islam, Sosik and Politis. There is also a significant relationship between the culture of learning and employees' learning. Based on the results, the intensity of this relationship is 86%. This finding is in agreement with Booz-Allen & Hamilton's research findings. The relationship of employees' participation in decision-making and upgrading their learning has been approved by 77% intensity. This relationship has also been confirmed in other studies such as those by Solis and Hauptman & Hirji. Also, knowledge-sharing has been identified as an effective factor on staff's learning. The intensity of this relationship is 65%. This finding can be seen in the research results of Mc Dermot, O'Dell and Fisher and Rouben. The trust-orientation variable has the highest and knowledge-sharing has the lowest ranking in effectiveness on the promotion of learning. Based on the research findings, the following suggestions can be useful for organizations in developing a knowledge climate appropriate with knowledge management approach.

In this paper, participation and involvement in decision-making has been identified as one of the cultural factors required in promoting employees' individual learning in the organization. Hence, the following recommendations can be considered. The efforts of management in reducing formal, written rules and procedures on how to perform tasks and organizational activities, not basing the establishment of communication and relationships within the organization on formal procedures and predetermined agreements, providing conditions for handling some situations and doing some informal agreements among individuals, increasing informal interactions and relationships in the organization, increasing delegation of authority to staff on performing their tasks, increasing autonomy and decision-making power on their employees, facilitating communication among various units of the organization, enhancing decision-making at all levels who has access to the best information, forming regular meetings in order to exchange information between officials and employees and increase employee access to required information and documents and finally design an effective mechanism for involving individual in decision making and determine how they can enter this process.

Based on the statistical results, knowledge-sharing has been recognized as one of the cultural factors. Hence, managers should provide the atmosphere for employees to share their experiences and knowledge; in the meantime,

employees should be ensured that their occupational position will not be negatively affected. Among other things, the most important factor is the behavior of the managers of an organization which means their behavior builds a cultural model. When managers strongly believe that “distribution of knowledge is power, not hoarding it” and act accordingly, the way will be paved for more knowledge-sharing. In this regard, the following measures may be helpful:

encouraging employees to exchange their knowledge and experiences with each other, holding group meetings in order to exchange ideas, creating a friendly and reliable atmosphere among staff, providing news bulletins, having group discussion for making decisions in special cases, growing interaction between managers and employees, facilitating the access for information related to their work and increasing the interaction among employees whose work are related.

Promoting the culture of continuous learning is identified as another cultural factor which helps to increase the creation, transfer, and movement of an organization toward a learner one. The following measures are proposed to improve the learning culture: encouraging creative and innovative people, encouraging employees to learn from each other and teach them, using employees’ full capacity, giving importance for learning and knowledge, making database in order to identify university professors, and providing managers and employees with development programs through seminars and systematic conferences, planning a new corporate culture based on learning values and avoiding to move to a culture with mere financial reward characteristics.

Some scientists believe that interpersonal trust is the key element in interpersonal knowledge-sharing. In this regard, the following can be noted: providing conditions for members of the organization to identify each other adequately and acceptably, emphasizing transparency, mutual understanding, openness and acceptance of the interactions among members, creating an atmosphere of mutual cooperation and empathy among members of the organization, commitment to honesty, exchanging views and values in the organization, having a sense of fairness for all employees, equating claim and action, facilitating and encouraging the exchange of information and the use of religious teachings and beliefs for establishing appropriate trust among members.

Based on existing literature, many scholars have emphasized the growing role of organizational leaders in an organization. Regarding the critical role of leadership, the following can be considered for improving the capacity of managers: creating centers for development and strategic studies; raising managers for fostering cognitive, humane and technical skills in order to learn about environmental challenges and increasing learning capabilities, establishing a systematic database for identifying potential and personnel management talents within a company, planning schedules for managers to present seminars, special conferences in their specialty field, setting up appropriate rules and regulations for promotion and career advancement of managers based on knowledge criteria, encouraging transformational leadership model as a factor for consolidating knowledge management activities, managers’ efforts for personal learning as a factor for building organizational culture. It should also be noted that knowledge workers have professional expertise and many experts believe that this type of expertise generates commitment. The tools for controlling these people are different from others, the most important of which is internal control. The organization should emphasize this issue and try accordingly.

8- RESOURCES

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