

ทบทวนวรรณกรรมของการเรียนรู้ในองค์กร: ปัจจัยก่อนหน้าและปัจจัยผลกระทบ

Literature Review of Organizational Learning: Antecedent and Consequences Factors

ปาปิต ศรีสว่างวงศ์¹ และวสิน เพชรพงษ์พันธ์²

Papapit Srisawangwong¹ and Wasin Phetphongphan²

บทคัดย่อ

การเรียนรู้ในองค์กรเป็นเครื่องมือสำคัญที่จะนำองค์กรไปสู่ความสำเร็จ เนื่องจากในปัจจุบันการแข่งขันทางธุรกิจนั้น จำเป็นต้องพัฒนาและค้นหาเครื่องมือที่สำคัญที่จะนำไปสู่ความเปรียบในการแข่งขันและสร้างผลตอบแทนที่ดีขึ้น ดังนั้นวัตถุประสงค์ของบทความนี้คือ การบูรณาการกระบวนการวิจัยของการเรียนรู้ขององค์กร ซึ่งผู้แต่งใช้การทบทวนวรรณกรรมเป็นพื้นฐานในการสรุปกระบวนการทั้ง 4 ได้แก่ ระดับปัจเจกบุคคล ระดับกลุ่ม ระดับองค์กร และระดับระหว่างองค์กร โดยการเก็บรวบรวมข้อมูลการบูรณาการมาจากงานวิจัยเชิงประจักษ์ จำนวน 37 บทความ และประเมินงานวิจัยเชิงประจักษ์จากคุณลักษณะต่างๆ ขนาดขององค์กร ผู้ให้ข้อมูลที่สำคัญ ตลอดจนวิธีการวิเคราะห์ ผลจากการศึกษาครั้งนี้อธิบายถึงความหมายแต่ละมิติของการเรียนรู้ขององค์กร และแสดงให้เห็นตัวแปรทั้งสี่ระดับที่ก่อให้เกิดการเรียนรู้ขององค์กร รวมไปถึงผลกระทบเกิดขึ้นจากการเรียนรู้ขององค์กร สุดท้ายการศึกษานี้เสนอแนวทางในการศึกษาวิจัยเชิงประจักษ์ในอนาคตของประเด็นการเรียนรู้ขององค์กร

คำสำคัญ : การเรียนรู้ขององค์กร

¹อาจารย์สาขาวิชาการบัญชี คณะวิทยาการจัดการ มหาวิทยาลัยราชภัฏมหาสารคาม E-mail : Papapit2559@gmail.com

²อาจารย์สาขาวิชาบริหารทรัพยากรมนุษย์และการจัดการ คณะวิทยาการจัดการ มหาวิทยาลัยราชภัฏสกลนคร

E-mail : wasin0387@gmail.com

ABSTRACT

Organizational learning is being used as an important tool that can lead to success. Due to business competition is causing the businesses need to develop and search important tools to build competitive advantage and build a better returns and continuously at present. Therefore, the purpose of this paper is to integrate the assessment of researches in organizational learning. The author set up the criteria literature review based on the identification of four learning processes (individual/group/organization/inter-organization). The integrative reviews included the collection articles from empirical research complete database. The assessment of the empirical researches is on the field characteristics, the size of firm, the key informants, as well as the analytical method. The result of this study explains the dimensions of organizational learning, and demonstrates four variables that contribute to the organizational learning including the impact of organizational learning. Finally, the implication from this study is to offer the direction for future empirical research study in the organizational learning.

Keyword : Organizational Learning

Introduction

More than a decade of research in the domain of organizational learning has been more interest which comes with learning in and through the organization (Voronov and Yorks, 2005; Ferdinand, 2004; Rosenthal, 2004; Vince and Saleem, 2004). Due to business competition is causing the businesses need to develop and search important tools to build competitive advantage and build a better returns and continuously (Ussahawanitchakit, 2007). Therefore organizational learning is being used as an important tool that can lead to success (DiBella et al., 1996,). Because of organizational learning facilitates is change that leads to improved performance (Senge, 1990). From past to present competitive environment is changing all the time. The studies involving organizational learning in the past may not be sufficient to establish a competitive advantage (Hurley and Hult, 1998). Therefore, the study on the organizational learning issues should be interested by scholars and practitioners these days.

Regarding to most previous researches, accept the four dimensions of the organizational learning : knowledge acquisition, knowledge distribution, shared interpretation, and organizational memory (Huber, 1991; Hult and Ferrell, 1997; Kandemir and Hult, 2005; Sinkula, 1994; Slater and Narver, 1995; Tippins and Sohi, 2003) However, There are many scholars who use different dimensions of this. The previous empirical researches, it shows the strong relationship between organizational learning and organizational performance (Di Bella et al., 1996)

Thus, in this research, the author will focus on the assessment of the organizational learning in firm. First, the author will describe the scope of the study that this section will frame how the selection of the empirical researches is made. Second, the author will look at the relevant research to integrate them by raising the research question “What do the definition of organizational learning in past to present?” and “What are the antecedents and consequences of organizational learning?” In order to answer the question of this study. Therefore, the purpose of this paper is 1) to study the definition of organizational learning in past to present and 2) To study the relationship between antecedents and consequences of organizational learning.

In summary, this paper aims to deliver three contributions to the literature on organizational learning: first, by designing and validating a comprehensive scale to reflect the theoretical and practical complexity of the concept; second, by discussing some factors that make theoretical sense arising from factorial analysis; and third, by showing the whole process of validation to help future research on developing scales. The implication and the suggestion for future research will be provided in this section. For practitioners, this study may also give rise to the development of an audit tool to enable managers to unveil weak organization

Scope of Integrative Review

This study reviews the major empirical literature and key findings on the antecedents and consequences of organizational learning and further identifies trends in learning to help researchers understand where the discipline stands and what must be done in the future. For a study to be included in the review, five major criteria had to be met: (1) the study must investigate firms engaged in organizational learning, (2) it must examine levels of learning are: individual, group, organization and inter-organization (Nonaka, 1994), (3) It must study organizational learning as an antecedent or a consequence, (4) the types of learning are: exploitation and exploration and (5) it must have an empirical nature, with reports on data analyses and statistical tests. We do not include case studies, or studies that have appeared in non-English language publication outlets. We identified eligible articles in this report using a combination of computerized and manual bibliographic search methods, taking them primarily from some of the most established journals in table 1.

Table 1 : The definition of organizational learning researches

Organizational Learning	Definitions
Cyert and March (1963); Hedberg (1981); Dibella et al. (1996)	Organizational learning is the process by which organizations learn. Learning is any change in the organization's models that maintains or improves performance
Senge (1990)	Organizational learning as a dynamically balanced relationship in which organizations acquire external knowledge and further adjust organization activities.
Cohen and Levinthal (1990)	Organizational learning an important and basic organizational process through which information and knowledge can be processed and the attributes, behaviors, capabilities, and performance of an organization can be changed
Huber (1991)	The development process of new knowledge or insights that have the potential to influence behavior.
Slater and Narver (1995)	The development of new knowledge or insights that have the potential to influence behavior.
Hurley and Hult (1998); Moorman and Miner (1998)	Organizational learning refers to the organization wide activity of creating and using knowledge to enhance competitive advantage. This includes obtaining and sharing information about customer needs, market changes and competitors actions
Lukas et al. (1996)	The process of understanding and gaining new insights is at the core of organizational learning.
Lane and Lubatkin (1998)	Organizational learning is a continuous, dynamic, and interactive process between individuals, groups, and organizations

The literature review in Table 1 answers the first question of this research. Reviewing from the past to the present organizational learning is the process of creating, retaining, and transferring knowledge within an organization. An organization improves over time as it gains experience. From this experience, it is able to create knowledge. This knowledge is broad, covering any topic that could better an organization. An organization learns successfully when it is able to retain this knowledge and transfer it to, or spread it throughout, the various divisions within an organization. Organizational learning can be measured in different ways. Then this research attempts to study the dimension of organizational learning. Table 2 illustrates dimension of organizational learning that this research review of literature. The authors find that the dimension of organizational learning that is often referred to are (1) Knowledge acquisition, (2) Knowledge distribution, (3) Shared interpretation and (4) Organizational memory

Table2 : The dimension of organizational learning researches

Organizational Learning	Dimensions
Huber (1991) and Tippins and Sohi (2003) Crossan et al., (1999), Dean and Snell (1991), Sinkula (1994), Slater and Narver (1995)	Knowledge Acquisition, Knowledge Distribution, Shared Interpretation, and Organizational Memory Information Acquisition, Distribution, Interpretation, and Memory
Huber (1991), Hult and Ferrell (1997), Kandemir and Hult (2005), Sinkula (1994), Slater and Narver (1995) and Tippins and Sohi (2003)	Information Acquisition, Knowledge Dissemination, Shared Interpretation, and Organizational Memory
Damanpour and Evan (1984)	Explicit and Tacit Knowledge , Knowledge Sharing and Knowledge Use
Richard Yu Yuan Hung (2010)	Learning Culture and Learning Strategy
Argote (1999)	Acquisition, Sharing and Storage
Chin-Chun Hsu (2006)	Social Learning, Technological Learning and Market Learning
Bell et al., (2002)	Knowledge, Information, Memory, and Learning

Theoretical base related to the study selected

In the term of theoretical based related to the, organizational learning researches. According to Dodgson, “Learning is a dynamic concept, and its use in theory emphasizes the continually changing nature of organizations” (Dodgson, 1993, p. 376). In this article, many studies selected were not mention much about the theory but six theories in the studies selected. First, the most frequency use is the resource based view of the firm. Given that organizational learning and resource-based theory both seek the objective of creating and sustaining competitive advantage, it seems logical for organizational learning to be identified as a strategic resource within the resource-based view. Resource-based theory (RBT) has emerged as a promising new framework for analyzing the sources and sustainability of competitive advantage (Barney, 1991; Dierickx and Cool, 1989; Peteraf, 1993). According to RBT, competitive advantage - measured as economic rent (Castanias and Helfat, 1991) - derives from strategic resources. Such competitive advantage is sustainable to the extent that the resources on which it is based are valuable, rare, inimitable, and non-substitutable (Barney, 1991).

Second, organizational learning theory according to the nature of the organization. In order to map the landscape of organizational learning, Beeby and Booth (2000: 81) defined it as a “change in behavior and underlying mindsets, and in the redesign of organization practices”. Similarly, Garavan (1997) defined this concept as referring to the development of new knowledge and behavioral change.

Third, contemporary learning theory regarding the value of “acquisition” versus “participation” metaphors for understanding the learning process (Lave and Wenger, 1991). In this context a focus on acquisition refers generally to interests in the process and trajectory through which cognitive skills, and underlying mental processes and representations, develop in individual learners (Anderson et al., 1997).

Fourth, cultural-historical activity theory (Cole and Engeström, 1993) as a framework for analyzing learning and change in community medical clinics. This framework conceptualizes organizational (“expansive”) learning to be shaped by a complex web of relationships between individual and collective social practices, including organizational rules and policies, division of labor, individual and collective goals, and intellectual and material resources (tools) for action. Fifth, socio-cultural learning theory of Vygotsky (1978) have focused on analysis of the ways in which individual learning and development is constructed through a process of internalization and transformation of cultural tools as individuals participate in social practice (Vygotsky, 1978).

Sixth, absorptive capacity theory of Cohen and Levinthal (1990) is a powerful lens through which to understand how a focal firm can generate innovation and build competitiveness by working with external partners or assimilating knowledge spillovers. Because firms do not automatically appropriate the value of open innovation, their absorptive capacity becomes

critical in enabling them to benefit from external sources of knowledge. They thus propose absorptive capacity theory as a new way to understand the learning and innovation carried out by organizations. Subsequent scholars have drawn on a process-oriented perspective and conceptualized absorptive capacity as different externally oriented organizational learning processes (Lewin, Massini and Peeters, 2011).

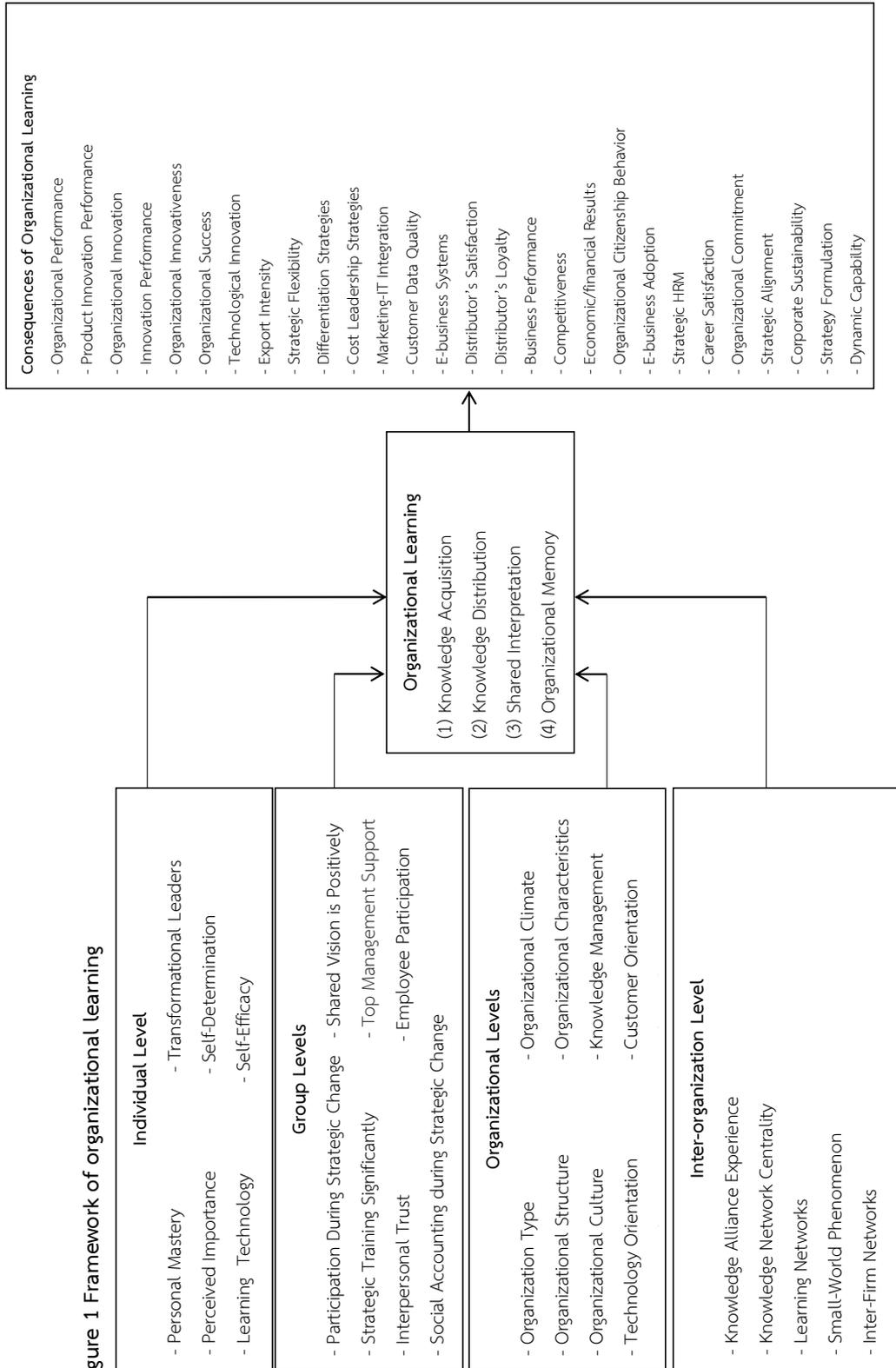
Framework for organizational learning empirical research

Framework of organizational learning research regards the dimension and the definition variables as: (1) knowledge acquisition, (2) knowledge distribution, (3) shared interpretation, and (4) organizational memory. The summarized framework in this review is also based on the most relevant characteristic of this model is the identification of four learning processes. 1) Intuiting : a characteristic of learning at an individual level that implies the recognition of a pattern and/or possibilities stemming from personal experience. 2) Interpreting: serves as a bridge between individual and group levels, and consists of the explanation of an idea through words or actions. 3) Integrating: acts as a meeting point between group and organizational levels, and refers to the development of a shared understanding between individuals and undertaking actions that imply mutual adjustment. 4) Institutionalizing: belongs to the organizational level and refers to the introduction of routines that serve as a guide for individuals within the organization. However, the Nonaka's model shows that the organization cannot create knowledge by itself. The tacit knowledge of individuals is the basis for creating organizational knowledge, but the organization must be capable of mobilizing this knowledge, which emerges and accumulates at an individual level, to other ontological levels. Mobilization takes place through the four modes of knowledge conversion and the ontological levels⁵ (individual/group/organization/inter-organization) generating a spiral of organizational knowledge creation (Nonaka and Takeuchi, 1994).

Additionally, the organizational learning should be based on Resource-based theory, which rests on the premises that resources controlled by firms are heterogeneous and relatively immobile (Peteraf, 1993). The imperfect mobility of resources (including inimitability and non-substitutability) is due to a variety of isolation mechanisms (Rumelt, 1984) which include co-specialization of assets (Teece, 1986), unique historical conditions (Barney, 1991), causal ambiguity (Lippman and Rumelt, 1982), social complexity (Barney, 1991; Dierickx and Cool, 1989), and tacit knowledge and skills (Reed and DeFillippi, 1990). Figure 1 shows the framework of organizational learning.

Antecedents and consequences of organizational learning

Antecedents and consequences factors of organizational learning in each reviewed article. Next, we present a more detailed analysis based on Figure 1.



Antecedent factors refer to all the background forces that influence the organizational learning are classified into four levels : First , individual level the most frequency use is the transformational leaders, the analysis this level, we found the factors that are still being used; personal mastery ,transformational leaders, perceived importance, acceptance and use of e-learning technology, self-determination and self-efficacy . Which it shows that this level is still interest in the study. Second, group levels are participation during strategic change, social accounting during strategic change, strategic training significantly, shared vision is positively, interpersonal trust, top management support, employee participation. Third, organizational levels is the most frequency use; organization type, organizational structure, organizational culture, technology orientation, entrepreneurial orientation customer orientation, relationship commitment, organizational climate, organizational characteristics and knowledge management. Finally, inter-organization level; knowledge alliance experience, knowledge network centrality, learning networks, small-world phenomenon, inter-firm networks, industry structure, strategic alliances.

For consequences of organizational learning the most popular consequent variables are on the organizational innovation and organizational performance. The results show that organizational learning effect on export intensity, strategic flexibility, differentiation strategies, cost leadership strategies, marketing-it integration, customer data quality, e-business systems, distributor's satisfaction, distributor's loyalty, business performance, competitiveness, economic/financial results, organizational citizenship behavior e-business adoption strategic HRM, career satisfaction, organizational commitment, strategic alignment, corporate sustainability, strategy formulation, dynamic capability, individual creativity, service effectiveness, network resources and human capital.

Discussion and implication

By reviewing the 37 studies selected, there are some limitations in this study. First, the search engine focused on only database in source complete that it may provide more articles on organizational learning in other sources. Second, there were only 37 studies selected article that the author found that it may not enough for comparison how the evolution of organizational learning research goes year by year. However, the author found that the research in organizational learning is still important for scholars and practitioners. Next, the author set up the issue that the reviewer may imply for their further researches.

Methodological issues- about 37 empirical selected articles are used survey method for data collection. In term of region of the sample of the study, it was in Spain for 12 studies, US 4 for studies, Israel for 2 studies, Turkey, Germany, Egyptian and Iran each one study. However, in Asia, the study was collected data in Taiwan for 4 studies, Korea for 2 studies, and China for 2 studies Indian, Vietnam and Thailand. All these countries also show that there are many international companies operating in these regions.

Conclusion

In conclusion, although the organizational learning has been more interest will be greatly from past to present but the world is changing all the time. The studies involving organizational learning in the past may not be sufficient. Therefore continue to need to be studied further. However, the empirical review in this study is only a part of the organization that the author focused on only the business. Also, the review of the selected articles is still lack of theories support that a researcher may examine hypotheses by looking at other theories beside the RBV of the firm theory and other five theories. Additionally, the sample used for the organizational learning study, a researcher may consider collecting data from other regions besides European countries, US, Canada, Japan, Korea, and China. This will allow a researcher to strengthen the study in organizational learning since it is worldwide of data collection. Finally, Study on the Inter-organization is still lacking. Therefore, the battle should be a study related to the multinational companies in one exist country. The organization may be compared among the multinational companies or among countries for future researches.

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