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THE TRANSITION FROM CLASSICAL ORGANIZATIONS TO LEARNING ORGANIZATION IN ACCOMMODATION BUSINESSES: THE CASE OF IN THE SERVICE SECTOR

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Abstract

In this study, learning organization which is a new approach that built up for according the changes and managing them will be analyzed. Businesses tends to become a learning organization where there is a continuous change in an environment in order to catch the changes. Because now knowledge is the most important source of wealth in the information society and only the basis of individual learning is not enough. In our study, research has been done on the need for transformation of classical organizations and learning organizations. For this purpose, research has done in service sector. Empirical research was implemented within the framework of the learning organization model and service sector capacity's to adapt to this model were evaluated.

Keywords: Learning, Organization, Learning Organization

1. INTRODUCTION

Learning consists of supplemented applications for lifetime. Learning is provided through permanent changes in individual's behaviors. The individual gains the information, skills and values required to adopt the environment and to maintain her/his existence. Learning organizations which have appeared as a necessity of the informatics age need knowledge, skills, abilities and values to maintain their existences and to provide adoption to the environment just like an individual.

Learning organizations are just one of organization types which has appeared as a necessity of the society. The most important data in knowledge community is information. All organizations today has accepted that the most important input for themselves is knowledge. By this fact, organizations become structures that produce, use and transfer the knowledge. Learning organizations are those which may adopt changing conditions, take lessons from others' mistakes and learn continuously which is the most important thing while increasing their competition strength. Continuous learning is a learning method which includes all employees in the organizations, not just on individual level. Learning organization structures have the ability to have a common vision which may take a systemic approach to the events and may be shared by all employees.

Consequently, learning organizations are discussed in the present study and it was tried to sample by a business enterprise in the service sector. Learning, learning models and learning steps are discussed primarily in the study. Second, a learning organization is defined and its sizes, reasons for appearance, characteristics and learning organization disciplines which have been examined by Peter Senge first. In the last section, an application through a questionnaire research including learning organization disciplines is provided. The application is performed in a service enterprise in Konya. Closeness of the service enterprise to the learning organization model is aimed with the application.

2. LEARNING AND LEARNING ORGANIZATIONS

Each individual has to learn through lifetime and organizations should learn to succeed as well (Vemic,2007:212). Learning is an expression of a continuous change in behavior as a result of knowledge and experience. A behavior is accepted as learning when it occurs again or by life and creates a change in behavior and should be permanent (Bedük, 2012:175).

Learning may be defined as permanent changes in behaviors as a result of consolidated applications or experiences. Learning also consists of a complex process which requires knowledge, understanding and values to maintain our existence and to adopt with the environment (Mureithi and Kipchumba,2011:2). According to Piaget, learning is “a cognitive activity which occurs depending on qualification of the experience gained by maturation of the individual” (Çam,2002:26). Learning may be analyzed in three steps as on personal level, group level and organization level. Learning on personal level means to reach accumulated or new knowledge about the environment around the individual by using cognitive processes, to perceive and understand these, to interpret, to gain experiences and to regulate her/his behaviors according to the outcomes. Learning on group level which is the second step defines to share things learned by individuals who have learned on individual level among the group, to interpret these together and to achieve a group approach. The point that should be cared here is that individuals perform communication process. Learning on organization level is conversion of common approaches and values achieved on group level in the group into common databases which may be accessed by everybody and a valid system, method, procedure and predicted behavior models (Koçel,2005:435). Organizational learning is a process which coordinates systemic changes allowing to establish a structure and culture by internal mechanisms of individuals and groups and to use institutional memory. According to Chris Argyris, organizational learning is a process which detects and corrects mistakes and this may have a single or double cycle. Single cycled adoptable learning focuses on problems in organizational activities. Organizations prefer this type of learning while they determine their purposes and standards for the future. Then, organizations take required corrective preventions by performing analysis and observations of those completed. Double cycled learning consists of redefinition process of purposes and standards which have been determined at the beginning. The purpose of this activity is to facilitate the adoption to this new condition (Leon,2011:3). Learning on four stages. These are (Çam,2002:37; Gökalp,2005:3):

- ✓ *Unconscious deficiency*: The individual does not know what she/he does not know at this stage.
- ✓ *Conscious deficiency*: It is the stage that we are aware that we do not know. The individual experiences stress and disappointment at this stage.

- ✓ *Conscious sufficiency*: It is the stage where which tools will be used for which circumstances are known.
- ✓ *Unconscious sufficiency*: The individual who learns by habits, continuous trying reaches to this stage. The most important hazard is to consider that the best way is mine by effect of habits or the person gets bored. .
- ✓ *Conscious of unconscious sufficiency*: The individual who achieved the personal reality may face with obstacles about the work. It is expected that the individual at this stage enjoys every moment of life.

Different approaches are presented by organizations to adopt the change in today's business world. The key element to adopt the change is to have knowledge. This may be achieved by learning only (Şimşek et al.,2008:131). The only way to create this to create people who learn lifetime and learning organizations (Elma and Demir,2000:44). Learning for enterprises is a process where cognitive models reflecting opinions about markets and competitors of the enterprise by management team (Pamuk,1997:208).

A learning organization is an organization which has the ability to create, gain and transfer the knowledge and changes its behavior and approach according to the new knowledge (Garvin:3). The organizations have lessons from their faults at learning organization; they gain ability to adapt changing conditions and dynamic structure renewing themselves (Özden, 2005:121-122).

Composing learning organization is a long term, laboring period including fundamental changes. It should compose and apply a learning case that covers all personnel of organization and all members of included society and of which individuals can be defined as having critical and creative thought, can establish communication through ideas and views and can cooperate with other people in this period (Coşkun,2000:116). In another mean; organizations use their information in three fields. Those fields are producing the information, making decision and understanding. Knowledgeable organizations have been occurred using the information in three ways and each of them, exploring, researching, determining the objectives that require a long period and to apply new information at selection of alternatives (Choo,2001:197). Most of successful organizations define themselves as learning organization or determine their objectives as one of their strategic objectives (Vemic,2007:212). Because learning organizations are organization types that have on creativity, acknowledging and data transfer and causing those new information and concepts to behavior changes (Bateman and Snell,1999:324). Senge defined the learning organizations as not only the structures having adaptation capacity but also productive, skillful to create alternative features in 1990 (Yang and et al.,2004:32).

Learning organization is place where management is performed subject to learning as a vital component at composing learning values of organization, objectives and performing its daily activities. The structural factors that will prevent learning are being removed and structures that will develop learning are being composed in those organizations (Moilanen,2005:71). The learning organization members always learn as individuals and groups to provide rivalry advantageous against to internal and external changes (Sudharatna and Li,2004:164).

A learning culture at the organizations can be encouraging to develop the individuals and recycling of organization by spirit of interrogation the organization, experiences, toleration of imbalance, asking question spirit fed with toleration, clearance of imbalance, experiments

(Coopey,2010:195). Also learning organizations have many dimensions. Those can be expressed as follows (Marquardt, 1996:3):

- ✓ Learning is realized by entire of the organization.
- ✓ The organization members realized the importance of learning the organization dimension.
- ✓ Learning is continuous; it is integrated into strategic periods at making and management of works.
- ✓ It focuses to creativity and learning.
- ✓ The personnel can always have information and there are data resources.
- ✓ It has an organization culture having courage, rewarding, individual and group learning.
- ✓ It adopts changes and develops opportunities through reviewing the amazing faults.
- ✓ It has ability as continuously adapting, renewing itself and make animation upon environmental changes.

At the same time learning organizations have ability in five subjects. Those are systematic problem solving, application new approaches, learning from own faults, benefiting from the best applications and experiences of others, providing effective and fast distribution of information. Behavior types having every ability, instruments are accompanying to thought structure of the person. Most of the companies apply those activities in significant level. But most of them cannot succeed continuity. It has examples rarely; The companies that create own systems and periods at their daily works can make learning more manageable (Garvin:2; Yang et al.,2004:32).

Learning organizations provide a model that channelizes creativity potentials to works of everybody (Overview,1994:4). According to Guns (1998) the learning types are defined as following classification (Guns,1998).

- ✓ Job Learning focuses how to increase the performance and performance at special duties.
- ✓ Systematic learning focuses to understand basic system and periods at organization and how they will be developed and progressed.
- ✓ Cultural learning focuses to take the values, attitudes and beliefs into the productivity center of works.
- ✓ Leadership Learning focuses how to make leadership and management at individuals, groups, teams and wide units.
- ✓ Learning in team emphasizes how to increase fast the functional effectiveness, learning, growing and maturation of teams.
- ✓ Strategic learning focuses basic strategies of organizations, how to develop, make forward them.
- ✓ Entrepreneurship learning is interested in how to manage basis and teams of entrepreneurship in micro basis.
- ✓ Reflective learning is interested in how to make analysis and questions regarding to organizational assumptions, models and paradigms.
- ✓ Changeable learning focuses on important organizational changes.

2.1. Learning Organization Disciplines

The first research on disciplines at learning organizations is “The Fifth Discipline” work of Peter Senge. Senge mentions on five basic disciplines for learning organizations in this work. Those are as follows (Senge, 1996:12-21; Lyle,2012:221):

System Thought: System thought is the fifth discipline that combines other four disciplines with each others, makes them in to consistent integrity, makes strength the other each disciplines, shows that the integrate is the more one that its components. It provides possibility to the people to consider all events structure more clearly and net and how those can change in the most effectively.

Personal Mastery: Personal Mastery (Dominancy) is a discipline that gains always clearance to individual consideration borders, provides consideration possibility as deepening, focusing the energies, developing the patience, presenting the reality objectively. At the same time, personal mastery signs a high level individual ability that will provide contribution to desired results.

Mental Models: This discipline affects rooted assumptions, generalizations, our world understanding as even pictures and symbols that had place in our mental well. Mostly, affection of mental model on behaviors is not aware. Working with mental models at the organizations begins with turning the people the mirror into inside; it assists to set forth internal pictures against to external environment.

Composing Shared Viewing Power: It includes ability to extract shared pictures for future in entirety of organization. The real connecting and assignment is provided solely with those pictures.

Learning in Team: learning in team is important for the organizations otherwise, organizations cannot learn as far as team can’t learn. Not individuals but teams compose the basic learning unit at the modern organizations.

The most significant reason that discriminate the learning organizations from traditional organizations is having determined basic disciplines other than controlling structures of learning organizations. Those features make vital important the learning organization. It is difficult to rank five disciplines randomly in those organizations. Because it is more difficult to integrate each new instrument with each others that to apply them one by one. The fifth discipline, system thought successes this case.

3. APPLICATION

The objective of the research is to set forth a concrete example of concepts of classical organization model and learning organization model and to assess learning organization model in this frame. From this point of view, the research was realized at an enterprise that is active in service sector in Konya. In this period, coherence capacity of service enterprise was assessed through applied empirical study in the frame of learning organization model. Questionnaire method has been used as research method at the performed research. The questionnaires were

applied to 112 personnel in different title and position at the enterprises. It has been determined that number of sent questionnaire to the enterprise was 112 and number of return questionnaire was 100. The questionnaires which were prepared to obtain information on what scale learning organization concept and disciplines (personal dominancy, mental models, shared vision, learning in team and system thought) were known and applied had two sections and 44 questions. In the first section, there are 3 questions to determine demographic information of replying people the questionnaire and also to determine their positions at the enterprise. In the second section of the questionnaire that was prepared by Vatanserver Toylan ve Aydın Göktepe (2010:65-66), there are (6 questions) to determine continuously learning, (6 questions) to determine dialogue and learning, (6 questions) to determine learning in team, (6 questions) to determine sharing systems, (5 questions) to determine common vision and authorization, (6 questions) to determine connection among the systems, (6 questions) to determine supportive leader. As different from Vatanserver Toylan and Aydın Göktepe 2010, the participants of the questionnaire were requested to sign those proposing sentences in what scale through Likert type scale with 5 options through signing “I strictly don’t agree” (1), “I don’t agree” (2), “I’m indecisive” (3), “I agree” (4), “I strictly agree” (5). Each scale is near to the top value at the enterprise so this case shows that such applications are present. The analysis of replies was performed through SPSS 16.0 program.

3.1. Findings

The meanings of options in the questionnaire are as follows: 1. I strictly don’t agree, 2. I don’t agree, 3. I’m indecisive, 4. I agree, 5. I strictly agree.

Table 1. Demographic Features

<i>Age</i>	Number
20-35	72
36-40	28
41 and over	-
<i>Education Situation</i>	
High school and equivalence	42
University	55
Postgraduate and doctorate	3
<i>Employment Period</i>	
1-4 years	78
5-8 years	22
9 years and more	-

According to Table 1, most of the participants to the questionnaire are included in 20-35 age group and they are graduated from university. Regarding to the employment period at the enterprise most of the participants are included in 1-4 years group. High education level of the personnel may provide positive contribution to compose learning organization.

Table 2. Learning Factors about Learning Organization

Continuously Learning	1	2	3	4	5
The personnel discuss clearly their faults to learn lesson from performed things.	3,6	14,3	4,4	39,0	41,4
The personnel may define comfortably the abilities that they will need for their future duties.	14,3	12,6	-	30,9	42,2
The personnel help to each other to learn.	3,6	19,6	7,2	19,6	50,0
The personnel have every kind of material and non material support to support their learning.	4,7	10,3	1,6	47,5	35,9
Enough time is allocated to the personnel for learning.	8,5	15,5	-	35,2	40,8
The personnel consider the problems while they meet during their duties as learning opportunities.	-	16,1	1,8	44,6	37,5
Employees are rewarded for learning	2,5	12,3	7,0	38,9	11,1
Dialogue and Learning					
The personnel give honest and clear feedback to each others.	36,4	54,5	1,3	6,4	1,4
The personnel listen to view of their counter party before they begin to speak.	7	9,4	-	40,8	42,8
The personnel may ask clearly the question “why”.	3,6	5,4	8,9	26,8	55,3
When the person expresses his/her view, he/she also asks other’s view.	5,6	7,0	11,4	35,2	40,8
The personnel are respectful against to each others.	1,6	4,7	1,6	60,6	31,5
The personnel spend time to compose mutual safety environment.	4,2	26,8	55,6	13,4	-
Learning as Team					
Departments have freedom to adopt their aims through their needs.	30,9	12,6	-	14,3	42,2
All members of departments focus how their members and group will work.	11,3	15,2	2,2	28,2	43,1
Departments focus to obtained information or how the group will work.	10,9	10,4	8,4	36,2	34,1
Departments review their views according to obtained information or group discussions.	0,8	-	1,0	41,1	57,1
Departments are awarded for their successes obtained by the department.	16,5	15,7	-	11,6	56,2
Departments are sure that the organization considers their suggestions.	7,2	12,5	-	60,7	19,6

Sharing Systems					
The suggestions systems or various meetings of the organization provide bidirectional communication environment.	5,6	2,2	3,0	36,7	52,5
The organization gives easily and fast information that the people need.	10,0	6,5	-	39,3	44,2
The organization keeps updated database about the skills of the personnel.	25,3	18,3	12,7	25,4	18,3
The organization will determine the difference between the current and expected performance and builds measuring systems.	16,5	28,2	7,9	26,8	20,6
The organization provides its all personnel to learn lessons obtained from problems.	14,3	5,9	-	30,9	48,9
The organization assesses the resources and time spent for learning.	9,9	3,6	-	21,4	65,1
Common Vision and Authorization					
My organization approves its personnel to get initiative.	5,6	8,5	11,2	59,2	15,5
My organization presents various options while giving duties to its personnel.	15,7	30,9	1,9	24,3	27,2
My organization encourages personnel to realize vision of the organization.	40,2	30,9	5,6	23,9	-
My organization provides its personnel to have control on their need resources while performing their duties.	12,5	16,1	2,7	39,9	28,8
My organization supports personnel who had acceptable risk.	19,8	17,9	-	32,1	30,2
Contact among the systems					
My organization helps to its personnel to establish balance between their jobs and families.	28,2	23,9	12,7	26,8	8,4
My organization encourages its personnel to think with wide perspective.	12,5	7,1	-	41,1	39,3
My organization encourages bringing ideas of all juniors of all personnel into decision points.	60,7	28,6	-	7,1	3,6
My organization considers morale of personnel at taken decisions.	25,4	16,9	-	40,8	16,9
My organization cooperates together with different organizations to meet common needs.	57,5	32,9	1,8	4,2	3,6
My organization encourages personnel while solving problem and to get reply and support from the organization.	6,7	21,4	-	43,3	28,6

Supportive Leadership					
Leaders generally support coming requests for learning opportunities and education.	8,5	9,9	5,5	35,2	40,9
Leaders share daily information about objectives of the organization, concern future plans and aims.	13,4	8	18,3	32,1	28,2
Leaders gives possibility its all personnel to set fort their contributions to reach vision of the organization.	16,4	19,5	-	36,6	27,5
Leaders effort to grow their juniors.	3,6	7,1	4,8	48,9	35,6
Leaders look for opportunities for continuously learning.	3,8	-	1,8	42,3	52,1
Leaders provide activities of organization are coherent to adopted values.	10,7	14,3	4,2	35,9	34,9

Table 2 gives place results of the research about continuously learning, dialogue and learning, learning in team, sharing systems, common vision and authorization, connection among the systems, supportive leadership. Percentage analysis has been used to reach replies of those questions. In this regard, when we see Table 2, we will find frequency rates of learning factors about every field. When the results are considered, weighted averages about hypothesizes are expressed positively. On the basis of those rates, it was determined that learning organization disciplines and applications were given place widely. So the organization with applications has been passed from classical organization structure to learning organization structure.

4. RESULT

In this study, learning organizations were analyzed and their difference from classical organizations was tried to be set forth. The system approach that is called as learning organization disciplines is defined with personal mastery, common vision, learning in team and mental models and it is exemplified with an application. According to obtained results from the research, it is desired to set forth that to be learning organization can be succeeded and which principals should be obtained basically. To provide this, the organizations should be able to apply primarily system approach and also other organization disciplines. This depends on organizations' applying the system approach including other four disciplines in right way. This case can be realized with providing senior management's support and participation of personnel. However, sometimes there may be no managers who may provide this support to their personnel and who can take responsibility with suitable capacity at the organizations. At the same time the personnel should be responsible not only from their current positions' extracts but also extracts of other positions. Also one of the requirements of being learning organization is to be able to benefit from owns faults and others' experiences. The personnel of learning organizations should be in this conscious. Despite of those listed cases, if the organizations consider learning as a period and a value they have qualification of learning organization. Briefly, learning organizations should be referred as they have many features; they are not limited with producing information ability, modern organization structures.

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