

The Relationship between the Aspects of Learning Organization on Empowering the Employees in Amin Police University

Hamid Hasanzadeh Kordahmad¹, Seyyed Mehdi Khadem², Mansour Rouze'ei³, Ali Yavari⁴

¹M.A. in Strategic Management, Saveh branch, Islamic Azad University, Saveh, Iran; ²Ph.D. Scholar in Management, Tehran University & Faculty member of Amin Police University; ³Faculty member of Amin Police University; ⁴Faculty member of Amin Police University

Abstract

The development of intangible assets (knowledge) has a basic role in the success of organizations in face of changes and evolutions. Today, proper management of human resources is so important that to train human resources, the procurement of conditions that empower the learning organization has become a basic necessity. The goal of the present paper is to analyze the relationship between aspects of a learning organization on the empowerment of the employees of Amin Police University. The statistical subject group consisted of all the employees of Amin Police University, including employees of deputy offices, centers and staff offices of the university, which added up to 450 employees. Using the Cochran formula, 207 people were selected in classification sampling method as the sample. The present study is a description of the type of coordination and it is a practical study. The data collection tool is a standard questionnaire that includes the two parts of demographic questions and the main part that included 45 questions (30 questions of learning organization and 15 questions of empowerment) that were used based on Senge's model and also Spritzer's psychological empowerment. Their justifiability was confirmed by professors and experts of management and their stability was also confirmed using the Cronbach's Alpha test with 89 percent. To analyze the data, regression analysis was utilized. Results showed that in the studied subject group, there is a significant relationship between the factors of the aspects of a learning organization and the empowerment of the employees at Amin Police University. Therefore, it is suggested that such a study be done in the other universities and its results be compared with this research.

Keywords: Employees empowerment, learning organization, team learning, individual competencies, systematic thinking

Introduction

The structure of any organization's wealth consists of the knowledge, skills and motives of its employees. Today, such a wealth is important because in the next decade or century, the main source of supremacy is rooted in innovation, creativity, commitment and capability of the employees and the executives of organizations must lead their organization in today's tumultuous and unstable business environment in a way that they can stand against their competitors and continue to flourish (Eskandari, 2011).

Human resources are regarded as the most important, most expensive and most valuable assets of an organization and their knowledge and capability is considered as the main point of difference between organizations. Peter Draker believes that in the world's current economy, knowledge (as the result of the learning process) is not similar to other production resources like work, capital and land, but a much more important resource for the present age and therefore, the concept of empowerment has gained the attention of authorities in different organizations during the recent years. It is used as the organizational plan that provides more opportunities for the employees

to be freer to work, improve their skills, increase their knowledge and further enrich their potentials (Faraj, 2011).

Today, empowerment is regarded as the strategy for increasing efficiency and providing the organization's survival in terms of flexibility. Therefore, the center of the new paradigm is learning and learning is the heart of profitable activity and the new way of working. Therefore, organizations that learn sooner, quicker and better than their competitors and have increasing growth are the successful organizations (Shoshanna Zobov, 2008).

Development of intangible assets (knowledge) has a basic role in the success of organizations in face of changes and evolutions. Today, proper management of human resources is so important that other management subjects are placed in later stages. To train human resources, the creation of conditions that grow the learning organization has turned into a basic necessity. Therefore, organizations that all of their employees try to increase their capabilities are the successful organizations. The executive's duty is to provide the proper conditions for this educational process.

The subject of establishing learning organizations is the outcome of half a century of organizational evolutions in the field of organization and management. On the other hand, current organizations are obliged to try and be a learning organization to increase their efficiency and effectiveness. Serious attention to the subject of learning organizations and their aspects is of great importance.

A learning organization is a special approach toward investment that is followed by the constant increase of the organization's competencies for further profitability in different forms. Among these organizations, universities as teaching and knowledge-oriented organizations are no exceptions. Like other organizations, to survive and continue their job, need to learn from their internal and external environments. Therefore, training and learning should guide the organization toward science, specialization and increasing competency, efficiency and capability in doing their duties and create the needed behavioral and skill changes in the employees (Yazdani, 2012).

The most important and most vital assets of each organization are its human resources. The quality and competency of human resources are the most important factors of the organization's survival. Capable human resources create a capable organization. Empowering people is to encourage them for more participation in decisions that affect their activity. Therefore, an environment should be provided in which good ideas are created and turned into actions.

In the current world, employees' expectations are moving from need for learning repetitive skills toward gaining awareness regarding the management of unique and irregular cases, from relying on the mind and the facts registered in it toward dynamism and creativity, from risk aversion toward taking risks and from focusing on processes and strategies toward creating participation with people (Mark Wart, 2009).

Today, institutions of higher education, like all the other organizations are facing new challenges and need basic changes to survive and adapt to their environment. One of the methods to confront the environmental pressures in universities is the utilization of the characteristics of learning organizations.

Alongside the fact that the learning organization indicates development and increase in organizational competence, the implied learning process also takes place, which is often unconscious in organizations and its goal is to empower executives and employees of organizations to confront the tumultuous commercial environment and competitive supremacy and the organization's dynamism. The learning organization is the one that manages all the thinking, knowledge and experience capabilities of the organization to create changes and constantly improve for development (Ale-Hosseini, 2010).

Therefore, with regard to the view of the Police Force of the Islamic Republic of Iran regarding creating cultures and identifying the weak points and different aspects of empowerment in their forces, it is necessary to utilize the aspects and characteristics of a learning organization in the police force, especially in Amin Police University as the scientific and training center of the employees of this force, to manage the evolutions and synchronize the organization with the increasing environmental changes to ultimately take steps toward turning into learning organization as an empowerment approach for individual and organizational growth of the employees. Therefore, with regard to the bad history of the above mentioned plan, this research project, as a new plan with the goal of pioneering toward empowering the education system of the police force, was chosen and the goal of the research can be stated as determining the relationship of aspects of a learning organization on empowering the employees of Amin Police University.

Theoretical bases of the research

Subject terminology

Several definitions have been presented for the learning organization. The most important ones are the following.

Senge (1990) considers the learning organization as the one that constantly develops its capacity to create the future. For such an organization, survival is not enough. The so-called survival learning or adaptive learning is merged with generative learning and causes a type of learning that increases the creativity capacity.

Senge (1990) presents five basic order for the creation of a learning organization that are analyzed here as the aspects of learning. All of these five basic orders must be considered as a connected and chained whole. Team learning is prerequisite to systematic thinking. Learning on individual-team and organizational levels takes place when subjective models are recognized, joint models are formed and when individual, team and organizational views are connected, learning gains speed. According to this theory, a learning organization is consisted of the following five basic elements, orders or principles:

Individual competence (individual dominance)

One of the important principles in the learning organization is the ability to increase the employees' capabilities and competence; first, capability and competence in the area of doing the duties of their jobs and on a higher level, the intellectual competence and general capability of man for running the affairs of their professional and social lives. In fact, it must be noted that in the field of individual dominance and creating changes in it, the constant process of dominance is what is meant, so that people can match themselves with their environment's changes and respond to them. On the other hand, organizations are considered learning organizations only through people who are learning and without them organizational learning loses its meaning.

Mental patterns

The mental model is the person's method of looking at the world and the framework for the mind's cognitive process. It reflects the internal images of people from the real world that are constantly being clarified and improved. In the learning organization, the point that the mental patterns are the ones that form people's decisions is given special attention (Senge, 1990). Mental patterns work as the intermediate factor between individual skills and team learning.

Common perspective

Each person in the organization, with regard to his or her individual history, experience and knowledge understands and explains realities and gives unique definitions that indicate that person's mental pattern. Mental models are exchanged, argued, analyzed and, if needed, change in people's interactions with each other and free conversations between them and ultimately, the common

perspective is formed. Therefore, this common perspective is the outcome of a collective learning that takes place in the organization's strategic level and is considered as the condition for learning on an operative level (Molman and Brujuis, 2011).

Team learning

Senge believes that the need for team learning has never been this high. The main reason for this is that almost all important decisions are made in teams. It must be noted that people are constantly learning. In spite of this, organizational learning is not reached. But if the team learns, it in turn causes the creation of strength and competence in the organization. Team learning order includes the creation of skills in trainings, conversations and debates between members of the team or group (Najaf Beygi, 2010).

Systematic thinking

Systematic thinking is a general paradigm or pattern that is founded on the preference of the whole to the parts. During the times, human beings have conquered the world utilizing the analytic method for understanding the physical world. This method includes dividing the issue into incorporating, studying each part separately and then concluding on the whole. In Senge's view, this linear and mechanical way of thinking is ineffective for confronting modern issues, because today, most important issues are so connected to each other that no linear cause and effect can resolve them. To understand the source and solutions for modern issues, non-linear and live way of thinking are needed, which are often called systematic thinking. It is a way of thinking in which the preference of the whole over the parts is affirmed.

History of researches

In her dissertation entitled "Analyzing characteristics of the learning organization in the Medical University of Zanjan", Shahla Moradi (2014) discussed the state of that university based on the five factors of Peter Senge's model and the results indicated that in the Medical University of Zanjan, the desirable characteristics of the learning organization in the aspects of individual competence, mental models, common perspective, group learning and systematic thinking are missing and in all the characteristics of a learning organization, the Mean of executives is more than the employees.

Esmaei Khdaei Matin (2012), in his dissertation entitled "Characteristics of a learning organization in Azad Medical University of Mashhad", analyzed the characteristics of the learning organization based on Senge's model and the results show that the Azad Medical University of Mashhad is at an Mean level in terms of the features of a learning organization. Therefore, the status of the Azad Medical University of Mashhad is at a desirable level as a learning organization.

Rasoul Imandoust (2012), in his dissertation entitled "Investigating the state of the General Inspection Organization of Iran in terms of synchronization with the characteristics of the learning organization", using standard questionnaires based on the factors of Peter Senge's model, studied systematic thinking, team learning, common perspective and individual dominance (individual competencies) and the results of the research, with regard to the t Test of the single group in the significance level of 0.01, showed that the state of the factors of the learning organization in the General Inspection Organization of Iran are in a high level.

Heily (2010), in his dissertation entitled "Relationship between aspects of a learning organization and employees' efficiency", studied the relationship between the aspects of a learning organization and the efficiency of university libraries. The results of this research showed that the aspects of the learning organization have a direct relationship with the employees' efficiency.

McHarco (2009), analyzed the relationship between the characteristics of non-profit service organizations and the aspects of a learning organization and the financial, scientific and missionary

turnovers of these organizations. Results show that all the aspects of the learning organization have positive relationships with the scientific turnovers. Among these aspects, the learning creation and sharing system has a stronger relationship with scientific turnovers. McHarco believes that non-profit organizations can turn into learning organizations. The result of this is better presentation of services to their customers and the society.

Hernandez (2008) studied the aspects of the learning organization on the process of the implicit transportation of knowledge, scientific turnover and financial efficiency in production organizations of the private sector in Columbia. Results of this research indicate that there is a positive significant relationship between the seven aspects of the learning organization and the process of the implicit transportation of knowledge.

Kumar et al (2008) analyzed the aspects of a learning organization, organizational characteristics and efficiency in private institutions of higher education in Malaysia using the questionnaire for the aspects of the learning organization from the view of the executives. Results of this research indicate that there is a positive significant relationship between the aspects of the learning organization and the cognitive scientific efficiency in these institutions.

Conceptual model of the research

The conceptual model of the research based on Senge's model with regard to the terminology of the subject is as follows:

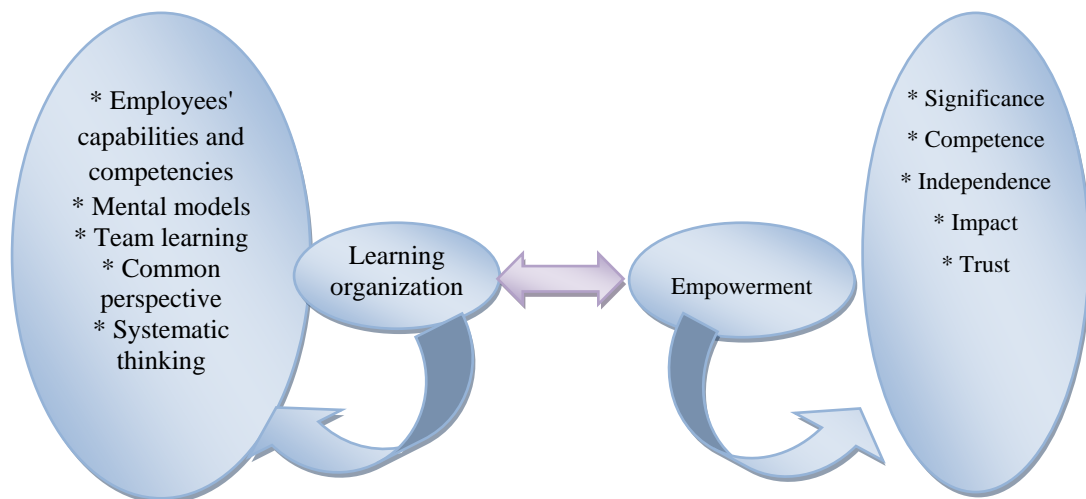


Figure 1: Conceptual model of the study

Research hypotheses

Main hypothesis

- There is a relation between the aspects of the learning organization with the empowerment of employees of Amin Police University.

Subsidiary hypotheses

- There is a relation between individual competencies and the empowerment of employees of Amin Police University.
- There is a relation between mental patterns and models with the empowerment of employees of Amin Police University.
- There is a relation between team learning and the empowerment of employees of Amin Police University.

- There is a relation between common ideals and the empowerment of employees of Amin Police University.
- There is a relation between systematic thinking and the empowerment of employees of Amin Police University.

Research methodology

The present study is of the correlation type and is regarded as a practical study because this research was done on a real, objective and dynamic subject and its results can be used in other organizations. Preparations for the questionnaire in this paper were done based on theoretical studies. The data collection tool for this study was the questionnaire. It included 45 questions (30 questions of the learning organization and 15 questions of empowerment) and they were used based on Senge's model and also Spritzer's psychological empowerment in Likert's five choices scale. It was provided in a way that there was no possibility for recognizing the replier. To collect information from the statistical sample and to test the devised hypotheses of this paper, two standard questionnaires that were devised for evaluating the aspects of the learning organization (table 1) and the employees' psychological empowerment (table 2) were used, each of which included 5 aspects in Likert's five-choice scale. The relation between each of the questions with the hypotheses is as follows:

Table 1: Main factors and related questions

Questions for each factor	Factors of the learning organization
1 to 7	Individual competencies
8 to 14	Mental models
15 to 18	Common ideal
19 to 24	Group learning
25 to 30	Systematic thinking

Table 2: Main factors and related questions

Questions for each factor	Factors of employees' empowerment
31 to 33	Sense of competency
34 to 36	Sense of independence
37 to 39	Sense of effectiveness
40 to 42	Sense of significance
43 to 45	Sense of trust

The statistical group consisted of all the employees of Amin Police University including employees of deputy offices, centers and staff offices of the university and also the staff of the six active faculties, which added up to 450 people from which 207 were selected using the classification sampling method. Questionnaires were sent to professors, executives and employees of Amin Police University and 201 replies were received. In this paper, to evaluate the opinions of the subjects regarding the relationship between the aspects of the learning organization on empowering the employees of Amin Police University that was presented in the form of the hypotheses of the research, questionnaires were given to the subjects.

Since the Cronbach Alpha is usually a very suitable criterion for evaluating the trustworthiness of the scaling and internal correlation tools between the elements, and with regard to the fact that the questions did not have true and false answers, the Cronbach Alpha factor was used to determine the stability of the questionnaire. But, because of evaluating the stability of the questions of the questionnaire in the above mentioned researches (88.89 percent), the amount of this

factor was again determined in the pre-test of this research with 17 questionnaires (consisting of 30 questions of the learning organization and 15 questions of empowerment) between the people in the statistical subject group and using the SPSS software and Cronbach's Alpha test, according to table 3, this amount was calculated as 89 percent.

Table 3: Reliability test of the scaling tools of the study's coefficients of the questionnaire

Cronbach's alpha	No
0.89	45

To analyze the information and test the hypotheses, the regression method was utilized. First, raw information of the filled questionnaires was extracted and then, it was classified in the Excel software. The classified information was transported to the SPSS software based on the questions of the questionnaire and the above mentioned tests were done to reach output and statistical results. Here, statistical tests of this paper are curtly explained.

Research findings

Main hypothesis

There is a relation between the aspects of the learning organization and the empowerment of employees of Amin Police University.

Table 4: Characteristics of the regression model of the learning organization on employees' empowerment

Model	R	R2	Adjusted R2
1	0.67	0.38	0.30

Table 5: Regression variance analysis of the learning organization on employees' empowerment

Significance level	F factor	Mean squares	Independence level	Total squares	Model
0.000	13.32**	23.292	1	23.292	Regression
		4.4	200	12.540	Residual
			201	35.832	Total

** : Significance at .001

Table 6: Coefficients of the regression equation of learning organizations on employees' empowerment

Significance level	T factor	Standardized coefficient	Non-standardized coefficient		Model
		Beta	Standard error	Coefficient	
0.000	4.415		1.049	4.813	α
0.000	6.218	0.541	0.042	0.21	β

The amount of the F factor is reached by dividing the Mean squares of the regression to the residual Mean squares. In table 5, the amount of the F factor equals 13.32, which indicates the significance of regression in the assurance level of 99 percent. The amount of the p-value that was reached indicates this fact. Therefore, the assumption of $H_0: \beta = 0$ is rejected and it is deduced that with regard to the regression coefficient and the sign for its inclination, the impact of learning organizations on employees' empowerment is significant. It can be concluded that changes in both (aspects of learning organizations on employees' empowerment) have been in the same direction and if the aspects of learning organizations were to be improved, it can cause improvement in the employees' empowerment. The regression equation of learning organizations and employees' empowerment is as follows:

$$Y = 4.813 + 0.21 x$$

First subsidiary hypothesis

There is a relation between individual competencies and the empowerment of employees of Amin Police University.

Table 7: Characteristics of the regression model of individual competencies on employees' empowerment

Model	R	R2	Adjusted R2
1	0.7	0.49	0.43

Table 8: Regression variance analysis of individual competencies on employees' empowerment

Significance level	F factor	Mean squares	Independence level	Total squares	Model
0.000	31.082**	136.15	1	136.225	Regression
		5.96	200	632.16	Residual
			201	768.385	Total

** : Significance at .001

Table 9: Coefficients of regression equation of individual competencies on employees' empowerment

Significance level	T factor	Standardized coefficient	Non-standardized coefficient		Model
		Beta	Standard error	Coefficient	
0.002	3.2		1.79	4.92	α
0.000	4.52	0.390	0.059	0.308	β

The amount of the F factor in table 8 equals 31.082, which indicates the significance of regression in the assurance level of 99 percent and the resulted p-value is another indicator of this fact. Therefore, the assumption of $\alpha : \beta = H_0$ is rejected and it is deduced that with regard to the regression coefficient and the sign for its inclination, the impact of learning organizations on employees' empowerment is significant. It can be concluded that changes in both (aspects of learning organizations on employees' empowerment) have been in the same direction and if the aspects of learning organizations were to be improved, it can cause improvement in the employees' empowerment. The regression equation of learning organizations and employees' empowerment is as follows:

$$Y = 4.92 + 0.308 x$$

Second subsidiary hypothesis

There is a relation between mental patterns and models with the empowerment of employees of Amin Police University.

Table 14: Characteristics of the regression team learning on employees' empowerment

Model	R	R2	Adjusted R2
1	0.74	0.52	0.51

Table 15: Regression variance analysis of team learning on employees' empowerment

Significance level	F factor	Mean squares	Independence level	Total squares	Model
0.000	48.76**	238.93	1	236.92	Regression
		4.15	200	522.78	Residual
			201	759.7	Total

** : Significance at .001

Table 16: Coefficients of regression equation of team learning on employees' empowerment

Significance level	T factor	Standardized coefficient	Non-standardized coefficient		Model
		Beta	Standard error	Coefficient	
0.000	4.620		1.075	5.65	α
0.000	7.25	0.559	0.038	0.31	β

The amount of the F factor in table 15 equals 48.76, which indicates the significance of regression in the assurance level of 99 percent and the resulted p-value is another indicator of this fact. Therefore, the assumption of $\alpha : \beta = H_0$ is rejected and it is deduced that with regard to the regression coefficient and the sign for its inclination, the impact of team learning on employees' empowerment is significant. It can be concluded that changes in both (aspects of team learning on employees' empowerment) have been in the same direction and if the team learning were to be improved, it can cause improvement in the employees' empowerment. The regression equation of team learning on employees' empowerment is as follows:

$$Y = 5.65 + 0.31 x$$

Fourth subsidiary hypothesis

There is a relation between common ideals and the empowerment of employees of Amin Police University.

Table 17: Characteristics of the regression common ideals on employees' empowerment

Model	R	R2	Adjusted R2
1	0.62	0.38	0.30

Table 18: Regression variance analysis of common ideals on employees' empowerment

Significance level	F factor	Mean squares	Independence level	Total squares	Model
0.000	13.32**	292.23	1	292.23	Regression
		4.4	200	540.12	Residual
			201	832.35	Total

** : Significance at .001

Table 19: Coefficients of regression equation of common ideals on employees' empowerment

Significance level	T factor	Standardized coefficient	Non-standardized coefficient		Model
		Beta	Standard error	Coefficient	
0.000	4.415		1.049	4.813	α
0.000	6.218	0.541	0.042	0.21	β

The amount of the F factor in table 18 equals 13.32, which indicates the significance of regression in the assurance level of 99 percent and the resulted p-value is another indicator of this fact. Therefore, the assumption of $\alpha : \beta = H_0$ is rejected and it is deduced that with regard to the regression coefficient and the sign for its inclination, the impact of common ideals on employees' empowerment is significant. It can be concluded that changes in both (aspects of common ideals on employees' empowerment) have been in the same direction and if the common ideals were to be improved, it can cause improvement in the employees' empowerment. The regression equation of common ideals on employees' empowerment is as follows:

$$Y = 4.813 + 0.21 x$$

Fifth subsidiary hypothesis

There is a relation between systematic thinking and the empowerment of employees of Amin Police University.

Table 20: Characteristics of the regression systematic thinking on employees' empowerment

Model	R	R2	Adjusted R2
1	0.68	0.46	0.41

Table 21: Regression variance analysis of systematic thinking on employees' empowerment

Significance level	F factor	Mean squares	Independence level	Total squares	Model
0.000	31.02**	216.04	1	221.17	Regression
		5.1	200	418.16	Residual
			201	639.33	Total

** : Significance at .001

Table 22: Coefficients of regression equation of systematic thinking on employees' empowerment

Significance level	T factor	Standardized coefficient	Non-standardized coefficient		Model
		Beta	Standard error	Coefficient	
0.000	3.88		1.26	4.95	α
0.000	6.87	0.49	0.032	0.24	β

The amount of the F factor in table 21 equals 31.02, which indicates the significance of regression in the assurance level of 99 percent and the resulted p-value is another indicator of this fact. Therefore, the assumption of $\alpha : \beta = H_0$ is rejected and it is deducted that with regard to the regression coefficient and the sign for its inclination, the impact of systematic thinking on employees' empowerment is significant. It can be concluded that changes in both (aspects of systematic thinking on employees' empowerment) have been in the same direction and if the systematic thinking were to be improved, it can cause improvement in the employees' empowerment. The regression equation of systematic thinking on employees' empowerment is as follows:

$$Y = 4.95 + 0.24 x$$

Conclusion

First hypothesis: There is a relation between individual competencies and the empowerment of employees of Amin Police University.

With regard to the significance level that was reached and the testing factor (ANOVA), hypothesis H1 is confirmed at a level of 95%. In other words, there is a significant difference between individual competencies and employees' empowerment. Furthermore, with attention to the fact that the resulted factors are positive, it indicates that there is a direct relation between individual competencies and employees' empowerment, meaning that the high states of individual competencies indicates the high level of employees' empowerment in the organization.

Second hypothesis: There is a relation between mental patterns and models and the empowerment of employees of Amin Police University.

With regard to the testing factor (ANOVA) and the significance level that was reached, the amount of H1 is smaller than 0.05 and therefore, the hypothesis is confirmed. In other words, there is a significant difference between mental patterns and models with the employees' empowerment.

Third hypothesis: There is a relation between team learning and the empowerment of employees of Amin Police University.

With regard to the significance level that was reached as smaller than 0.05, the H1 of the testing factor (ANOVA) of the hypothesis has gained the needed 95 percent support and is therefore,

confirmed. In other words, there is a significant difference between team learning and employees' empowerment.

Fourth hypothesis: There is relation between common ideals and the empowerment of employees of Amin Police University.

With regard to the testing factor (ANOVA) and the significance level that was smaller than 0.05 in the amount, therefore, the hypothesis has reached the needed support at 95% and is confirmed. Furthermore, with attention to the fact that the resulted factors are positive, it indicates that there is a direct relation between common ideals and employees' empowerment, meaning that high common ideals can be indicators of high employees' empowerment in the organization.

Fifth hypothesis: There is a relation between systematic thinking and the empowerment of employees of Amin Police University.

The resulted significance level, with regard to the testing factor (ANOVA) is smaller than 0.05 and therefore, the hypothesis receives the needed support at a level of 95% and is confirmed. Furthermore, with regard to the fact that the resulted factors are positive, it indicates that there is a direct relation between systematic thinking and employees' empowerment, meaning that high systematic thinking can be an indicator of employees' empowerment in the organization.

Recommendations of the study

Although there are no identical methods for turning into a learning organization and each organization must expand learning that matches the organization's human resources, skills, technology, objectives and culture the best, but there are guide lines and strategies that help organizations in this path. Turning into a learning organization based on this paper's model (Senge's model) needs recognition and utilization of all the five subsidiary systems of the above mentioned model (order, learning, knowledge, people, organization).

Therefore, strategies to synchronize the Police University with the characteristics of the learning organization of Senge's model for increasing the employees' empowerment in the form of the five factors are suggested in the following way:

Individual competency factor

With regard to the results from testing the first hypothesis, which indicated the existence of a significant relation between individual competencies and employees' empowerment, to keep the organization's environment active and dynamic, it is suggested that the executives provide the grounds for creativity and innovation by focusing on the following items and cause improvement in the employees' empowerment and increase their capabilities.

- Focus on individual learning in the following ways: holding verbal and distant training courses, workshops based on direct function for occupations, scientific requirements of each of the positions in the organization and the needs of the business, employees' participation in seminars, utilization of audiovisual facilities, foreign reference sources, utilization of systematic on-the-job training method and work circulation.

- Creating the culture of e-mailing and electronic transportation of information and mechanizing working processes, creating on-line data bank for utilization in all fields of duty, enabling the employees to have access to local networks and information lifelines, holding learning facilities based on audiovisual technologies such as learning and conference rooms with electronic multi-media tools, distance learning and on-line training programs

- Utilization of rapid learning techniques to enhance learning skills

- Enhancing preventing learning through teaching about expected futures to avoid negative results and consequences and utilize future opportunities

- Expansion and enhancement of human resources, enabling capable learners with freedom at work and the needed support, creating balance between individual and organizational needs and creating opportunities of professional growth and development for people at the organization, utilization of the rewarding system for the learners with monetary rewards, organizational promotions, respect and recognition of learners and encouraging the non-learners to learn

- Changing traditional development and education activities: Changing the teaching pattern to learning pattern in the sense of changing the one-sided transportation of specific knowledge or skill from the expert to teacher to the learner into gaining important information and presenting solutions for issues that are not yet completely understood, by which sense, learning organizations do not regard learning as never-ending, but the employees enjoy commitment to learning and sufficient understanding from their objectives.

Mental patterns and model factor

With regard to the results from testing the second hypothesis, which indicated a significant relation between mental patterns and models on employees' empowerment, that with the incorporation of the critique and suggestions system and holding face to face sessions, challenging the subjects and tasks of the organization, taking part in people's mental models through conversation and circulation of information among departments of the organization together with increasing the competencies and capabilities of the employees and take steps toward improving the individual and organizational behaviors using mental patterns and models and therefore, it is suggested that:

- The amount of learning be applied in evaluating the efficiency
- Creating learning opportunities in working programs
- Creating new roles for the leadership
 - Devising new policies, strategies and principles
 - Confronting existing norms without defensive positions
 - Looking for creative answers, posing new questions, conceptualizing the complicated processes and issues and simplifying them
 - Empowering, encouraging and increasing the morale of employees for learning and simultaneously appointing suitable and sufficient time for this matter
 - Fitting the technologies, structures, modern environments and organization's sources with the system that grows and improves in a very changing environment
 - Help redefine the organization, reform the networks and teams, taking new methods of choosing, training and rewarding the employees.

Team learning factor

With regard to results from testing the third hypothesis, which indicated a significant relation between team learning and employees' empowerment, by incorporating an education system based on group research and study, applying standard and quality trainings and evaluating learning based on studies and findings is reached and by appointing budget to the research and development department, together with increasing the employees' participations in processes and affairs, provide the grounds for team learning and also the appearance of innovations. Therefore, the following items are suggested:

- Change of approach in executives from the traditional views to the approaches of evolving leaders, from the controlling position to empowerment and from centralization to submission of the will and attention to the subject of the employees' collaboration in solving the issues
 - Utilization of project and network structures and self-running working teams and eliminating the bureaucracies and duty boundaries

- Enhancing practical learning through creating sufficient time and space for presenting and discussing affairs by people, expanding the common perspective, creating mutual support in working groups and regarding each other as learning sources
 - Enhancing learning skills in working groups like:
 - Utilization of skilled teachers that enjoy technical and expert-level skills for presenting the subjects in a practical manner
 - Creating group responsibilities for learning
 - Creating the possibility for reaching meta-discourse and common culture in which team acts as a unified working group
 - Encouraging brain storming to benefit from people's ideas
 - Creating the possibility to follow complicated issues through collective insight, creating the possibility of innovative and unified measures
 - Utilization of group-tool technology to help manage group processes and learning in fields such as project planning, team development and session management
 - Motivation and rewarding working groups
 - Maximizing the employees' participation in learning and knowledge exchange
 - Enhancing learning from the chain of business to enrich ideas through difference in perspectives
 - Maximizing learning from other organizations and national and foreign universities through collaboration contracts
 - Supporting learning events in cooperation with other organizations and scientific institutions

Common ideal factor

With regard to the results of testing the fourth hypothesis, which indicated a significant relation between common ideals and employees' empowerment, by using a collaborative management system and expanding the culture of learning and its values, the grounds for realization of common ideals of people and the organization can be provided and with the use of electronic services, their advantages can be used for development and also the elimination of surplus official bureaucracies and provide the grounds for individual and organizational updating. Therefore, the following items are suggested:

- Trying to understand the importance of learning in all of the organization: Learning must be as a part of the perspective and guide for strategic thinking and programming, therefore, to realize this, it is necessary to ask all persons of interest, executives and employees at all levels to participate in developing the perspective
 - Announcing the determined perspectives by high executives and the determined needed financial and human resources to the employees (informing through bulletins, posters, newspapers, videos and symbols to rise the spirits of the members of the organization)
 - Changing organizational culture
 - Improving the quality of the working life
 - Creating common responsibility for learning, in the sense that the employees be responsible for the learning of themselves and others so that the working culture coordinates with organizational learning
 - Establishing working trust and independence
 - Financial commitment of the organization to training and developing human resources to enhance the employees' learning quality
 - Encouraging innovation, experimentalism and risk taking

- Propagating collective creativity, diversity and operative diversity to create more flexibility in responding to challenges
- Creating the culture for constant improvement and elimination of limitations and unnecessary processes
 - Learning from failures as much as successes
 - Enhancing organizational learning through creating common perspectives, mental knowledge and patterns of the members of the organization and also clear policies, strategies and models for saving knowledge

Systematic thinking factor

With regard to results from testing the fifth hypothesis, which indicates a significant relation between systematic thinking and employees' empowerment, by incorporating the collaborative system and holding management teams and thinking rooms in the organization, the grounds for the utilization of people's knowledge in different fields can be provided and with the establishment of the evaluation system of the efficiency in relation with the organization's efficiency and improving the culture of reformation and constant enhancement, the grounds for the establishment of systematic thinking can be provided. Therefore, the following items are suggested:

- Encouraging and incorporating systematic thinking, focus on effective fields and attention to internal relations
- Enhancing synchronized learning through evaluating results of the organization's efficiency and receiving feedbacks
- Taking effective measures in order to gain and collect information
 - Collecting internal information through the activities of other departments of the organization and sharing working information
 - Gaining information outside of the organization through taking the patterns of other organizations in order to utilize outcomes such as determining and improving strategies, constant improvement of working processes, methods of solving issues, training and enrichment of ideas, comparing and evaluating the efficiency in the market, presence in conferences, employing consultants, studying journals, news and electronic information
 - Taking effective measures in order to store information
 - Coding the data based on the needs of organizational learning and operations, determining completely evident standards for identifying modern knowledge and developing programs of locating and effective storing of information
 - Taking effective measures in order to transport and publish information all over the organization
 - Establishing a network of strong individual relations, forming teams of distributing and publishing knowledge, system of ordered interactive sessions for exchanging information regarding coefficients, utilization of intranets, storing data, groupware, networks, bulletins and video conferences
 - Utilization of methods of producing knowledge like practical learning, systematic resolution of the issue, testing (experience), learning from previous experiences

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