Identify Knowledge management And Organizational learning Indicators and its relation With Creativity

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Abstract

The present study seeks to Identify Knowledge management And Organizational learning Indicators and its relation With Creativity the Educational departments. this research is a descriptive ,survey and Correlation .After studying, the related literature ,indicators affecting Knowledge management And Organizational learning in Educational departments were extracted; then standard questionnaires were used to collect the required data the statistical society of present study were all managers ,experts ,and employees of Educational departments. Six indicators of knowledge management, organizational learning in departments of education were identified these indices are: 1- knowledge creation 2- Knowledge sharing 3- Refining knowledge 4- common vision 5- systematic thinking 6- Group Learning That these indicators had a significant relationship with creativity.

Keywords: Organizational learning, Creativity, learning, Education, Knowledge management

1. Introduction

After being raised re- engineering concepts and a total quality management, a new concept called knowledge management and consequently Knowledge management systems Were created ( Bonfield,2009). Knowledge management concept is not new but dates back to antiquity will be working. Wiig (1997) and Prousak (2001)claim that knowledge management principles and origins 300 years before Christ returns, Although specialized form under this title has not been (Wiig &Prousak,2009). Nonaka in their writings as causing the organization of knowledge, practical approach to knowledge organization are present.(Askaff,1989) Management knowledge acquisition, distribution, analysis and storage of knowledge in the organization deals (Huber,1991).

Jones(2004), a knowledge management integrated systematic approach to identify, manage And share all the information the organization has assets, including databases, documents, Policies and procedures are.( Jung et al,2003). smith(2001) knowledge management, a work environment to create a new knowledge and experience can easily be left to participate and also information and knowledge is active in the real people and in the real time so that they can be effective and it will be dismissed ( Souitaris,2002).

Peter Draker believes the " secret of success of organizations in the 21 century, the correct implementation of knowledge management Is ".So the third millennium organizations implementing knowledge management is necessary and organizations should be planning for the implementation of the act. Successful organizations
increasingly dependent on this issue is how effectively the organization can be different levels of knowledge among employees collect, store and to retrieve (Mumford & Licuanan, 2004).

Knowledge management with creativity and innovation in management skills and organizational learning has a lot in common. The information that comes through learning can help organizations to get ahead of your competitors and always be one step ahead of them. Organizations must understand that the information age is in the organizational learning and competitive advantage, thus the need to become a learning organization where organizational learning is to move. In studies to date on organizational learning is done, suggests that shape learning in the organization is visible and the map for its managers and employees are drawn (Atak & Erturgut, 2010).

Organizational learning first by March and Simon (1958) was presented (Falconer, 2006). In other words, research on organizational learning that began about 30 years and had grown increasingly has (susana et al, 2005) Organizational learning a particular form of learning in organizations by developing people is the key organizations that can be associated with the organization following the change. (Carla, 2006) Meler (1996) on learning performance assessment and says: organizational learning knowledge acquisition by individuals and groups who are interested in it in their jobs and others to take up tasks that are affected is important for organizations to properly do. (cunder & shria, 2006) Learning in organizations is mainly a social activity. (Carla, 2006) Organizational learning is a dynamic process that enables organizations to quickly change Be adapted. This process includes the production of new knowledge, skills and behaviors are. Organizational learning The main way to create jobs and improve the efficiency of knowledge organization (Zhang et al, 2009).

Jones (2000) defined organizational learning is: a process which makes the managers and staff through better understanding of environmental organizations use to gain knowledge dissemination in organizations. (Skerlavaj et al, 2010)

Neefe (2001) organizational learning indicators in seven index considers: 1- common vision 2- Organizational learning culture 3- Group Learning 4- Knowledge sharing 5- systematic thinking 6- Participatory leadership 7- Development of staff competence. (nefe, 2001)

Lutanz professor of organizational behavior, create a mix of creative solutions by individuals or groups in a new method considers. (Luthans, 1998). Lusir define, as a kind of creative thinking and creative output is emphasized, so that the creative way of thinking is that new ideas are produced. (Lussier, 1997)

Balasubramayan research in 2005 by the "organizational learning associated with creativity as an organization" was conducted. The results of this study wrote that the dimensions of organizational learning, organizational innovation and organizational climate predictors of each other are. Results showed that these results will help to manage and learn the importance of creativity in the workplace and understanding space to facilitate learning through learning and innovation among employees to expand.

Aim of this study is Identify Knowledge management And Organizational learning Indicators and testing following hypothesis:

1) there is a significant relationship between Knowledge creation and Creativity in Educational departments.
2) there is a significant relationship between Knowledge sharing and Creativity in Educational departments.
3) there is a significant relationship between Knowledge refining and Creativity in Educational departments.
4) there is a significant relationship between common vision and Creativity in Educational departments.
5) there is a significant relationship between systematic thinking and Creativity in Educational departments.
6) there is a significant relationship between Group Learning and Creativity in Educational departments.

2. Methodology

According to the purpose, this study is in the category of applied research and according to the data collection procedure is in the category of descriptive research and correlation.
2.1. Population and sample

The population of this study includes all the managers (president, vice-president, employees with university degrees) and teachers of educational departments Golestan Province (N=1800). The sample of this study consists of 317 managers and teachers according to the table kejcie and morgan who have been chosen through random stratified Sampling.

2.2. Data collection instruments

For collecting data, questionnaires that included standardized questionnaire KM Lawson (2003) and organizational learning questionnaire neefe(2001) and Creativity Questionnaire randeep(1979) were used. In order to determine the validity of the questionnaire, Cronbach's alpha was used, The Cronbach's alpha for KM, organizational learning and Creativity factor 0.92, 0.87, and 0.79 respectively.

3. Findings

Through questionnaires and knowledge management organizational learning indicators 6 in the Education Office in Golestan province were identified and related to this component, or knowledge management and organizational learning with creativity was investigated. Components in the departments of education are: 1- knowledge creation 2- Knowledge sharing 3- Refining knowledge 4- common vision 5- systematic thinking 6- Group Learning.

Pearson Correlation coefficients of the variables of the study are illustrated in the following table.

<table>
<thead>
<tr>
<th>Creativity</th>
<th>Pearson correlation</th>
<th>sig.(tailed)</th>
<th>N</th>
</tr>
</thead>
<tbody>
<tr>
<td>knowledge creation</td>
<td>0.496*</td>
<td>0.000</td>
<td>317</td>
</tr>
<tr>
<td>Knowledge sharing</td>
<td>0.565*</td>
<td>0.000</td>
<td>317</td>
</tr>
<tr>
<td>knowledge refining</td>
<td>0.494*</td>
<td>0.000</td>
<td>317</td>
</tr>
<tr>
<td>common vision</td>
<td>0.397*</td>
<td>0.000</td>
<td>317</td>
</tr>
<tr>
<td>systematic thinking</td>
<td>0.641*</td>
<td>0.000</td>
<td>317</td>
</tr>
<tr>
<td>Group Learning</td>
<td>0.594*</td>
<td>0.000</td>
<td>317</td>
</tr>
</tbody>
</table>

* P < 0.05
** P < 0.01

According to data in the table on the obtained correlation between indicators of knowledge management, organizational learning and creativity with the significant level of sig = 0.000 and significance since the amount is smaller than 0.05, we conclude that these variables apart are not together and have a meaningful relationship or in other words all hypotheses are confirmed. Recommended education departments Golestan their investment towards the establishment of wider knowledge management and organizational learning guide. Appropriate knowledge infrastructure such as libraries, databases and knowledge networks and human computer interaction, research centers and organizational structure for knowledge-based organizations to design and implement them in order to bring creativity among teachers and administrators to increase Do.
4. Discussion

The findings indicated between indicators knowledge management, organizational learning creatively significant relationship exists. Deployment of knowledge management in the organization led to its structure is flexible. Dissemination and application of knowledge structure that promotes its members to be creative because creativity requires knowledge and creativity on the other hand knowledge management is the goal. Albers & Brewer are knowledge management and creativity are interdependent. Considering the research results in a significant relationship between organizational learning and creativity with research findings Balasubramanyan (2005) as associated with the organizational learning with organizational innovation had done applies. Also means organizing knowledge and creativity in relation to the research findings Alghoryeshy also states that most data storage to help to establish knowledge management. Considering the findings of a significant relationship based on knowledge, creativity and refinement, the findings also tells Alburzy refining permanent organization for information on updating the basic necessities in the process of knowledge.

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