

Effect of organizational learning on human resource development (case study: Payam Noor University in Fars province)

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Abstract: Human resources in organizations today as it was considered the most valuable asset and efforts to improve human resources development and management of the key priorities of the organization, as well as an important means to achieve the above objective (human resource development), learning staff at the organization. This paper contains the results of a research work is to investigate the impact of organizational learning on human resource development Payamenoor in Fars province to survey the results obtained, indicates that all components of organizational learning - a shared vision (with a coefficient of determination 0.201), organizational culture (with a coefficient of determination 0.260), work and team learning (with a coefficient of determination 0.202), knowledge sharing (with a coefficient of determination 0.304), systems thinking (the coefficient of determination 0.261), participative leadership (with a coefficient of determination 0.320) and competence development of employees (with a coefficient of determination 0.478), the development of human resources in Fars province Payamenoor effective.

Key words: Organizational learning; Learning organizational development; Development of human resources

1. Introduction

Undoubtedly, human resources at all ages and ages, the most important factor in achieving development is and has always been considered as the engine of development. In the present age of the human extraordinary advances in science and technology achieved, despite the role of technology in economic and industrial development, not only has not diminished the importance of human resources, but also the subject of "human resources" used as a creator and receiver technology is increasingly necessary. The challenge in today's competitive world and human resources are the most valuable factor of production and the most important asset of any organization and the main source of generating competitive advantage and creating basic features of each organization. Human resource development is one of the techniques used to increase employee productivity and efficient use of the capacity of the individual and the group is in line with organizational objectives in fact, you can use this very important process, durability and success of organizations in today's world of mystery ensured. The higher education system is facing a major influence on the societies and industry, is not exempt from this rule and for the survival and continuity of activities and achievement, given the challenges facing communities and relevant organizations need to prepare for permanent indispensable for the development of its human

resources in various ways and even can be said that the importance and necessity of the human resource capacity of universities is higher than other organizations and if not coordinated with environmental changes and human resources cannot upgrade the quality of human resources is efficient and effective for organizations and societies.

2. Theoretical study

2.1. Organizational learning

Although the subject of the 1938 book learning and teaching experience goes, John Dewey, but it seems that for the first time by learning words and March Sayrt in their initial study on the behavioral aspects of decision making in the organization in 1963, has been used. Despite a long history of organizational learning, it did not attract much attention until the late 1970s. It was then that some theorists (Arjrys, 1977; Arjrys and Sean, 1978; Jlynk, 1979) focused its activities on organizational learning. Although research activities in 1980 also continued on the subject, but only one of the issues rose in the 1990 issue of organizational learning in different fields of management and newer issues put into existence. In any case, learning formed the basis for business success and learning organizations for success should be greater.

2.1.1. Concept of organizational learning

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Because of the complex and multidimensional concept of organizational learning has been studied from the perspective of science, a definition that is widely accepted by everyone is the problem. Here we refer to the concept of organizational learning from the perspective of our experts.

- From conception through production Astata organizational learning, knowledge and shared mental models based on past knowledge and experience) of memory (can be created. (13)

- Groin the organizational learning process is complex and multidimensional grows over time and in the process of knowledge acquisition and improvement of there. In other words, organizational learning is defined as "the process of improving actions through better knowledge and understanding." (13)

- Fiol and Layl the organizational learning process to improve the knowledge and understanding of their actions. (13)

- Arjrys organizational learning process of discovery and correction of errors committed. (13)

2.1.2. Benefits of organizational learning

Organizational learning is a necessary and fundamental source of competitive advantage in the field of strategic management. Is a dynamic organization that deals with environmental changes, not only efficient enough to process the data, but they must also know how to produce. Williams (1992) found that all industries are facing dramatic changes, these changes or by customers and competitors to the falls, or is created by suppliers of technology. These changes will create jobs constant pressure to improve their products and services in order to retain customers. Therefore, learning faster than competitors continued acceptance makes it possible competitive advantage. (14) In today's dynamic world economy, which is more successful enterprise, organizational learning process to take seriously, organizational learning process is important because it is easy to achieve the highest level of organizational effectiveness. Drucker (1993) suggests that not only knowledge source and starts earning preference but exclusive and unique source of advantage for the organization. (14)

2.2. Human resource development:

Human resource development is derived from the Latin expression Human Resource Development. Development Latin term for several words such as; development, progress, development, creation, improvement and progress, development, expansion and translated in terms of human resource management has been used to develop most.

Walton human resource development as an "organizational activities that take place within a certain period and are designed make behavioral changes in employees' defined. (15) Nadler as pioneering theories of human resource development in 1960, the development of human resources in

organized learning experiences by the employer for a certain period in order to improve performance and personal growth offered defined. (4)

Gilley and Egeland, 20 years later, as the process of human development; 1 Development with a focus on improving the performance of your current job, 2 Career Development with a focus on improving the performance of future mission work And (3) provide organizational development, resulting in more efficient use of human potential and human performance improvement which efficiency is defined. (1)

Work focused on improving the performance of your current job and future mission's organization and providing organizational development efforts in order to fulfill the objectives of the organization.

2.2.1. Improvement of human resources

Development of human resources in higher education the attention of many domestic and foreign scholars and experts that several research has been done in this direction, they each have pointed to some aspects of human resource development. In addition to the aspects mentioned above, PoorKarimi (22010), other factors such as, professional ethics, creativity and risk-taking, innovation, self-direction, time management, organizational citizenship, job commitment, empowerment and professional identity as an aspect human resource development is another individual. PoorKarimi (22010), such as the system of reward and encourage members, support and development programs, focusing on a theme of a sequential program, providing easy access to technology, meetings and participation, creativity in performances, Joe and organizational culture, organizational structure, leadership, motivation, team building and networking among members of the constituent elements of this area knows.

3. Research model

This model is a conceptual model based on the theoretical relationship between the numbers about the importance of research has been identified. The problem with this theory is by examining the records of the territory as a logical flow. The theoretical framework of this research combines theories of organizational learning and Naveh Abraham and PoorKarimi in the development of human resources with which to study the literature of organizational learning, shared vision, organizational culture, work and group learning, knowledge sharing, thinking systematic, participatory leadership and develop staff competencies, as well as the development of human resources, including professional development, personal development and organizational development.

4. Literature

The impact of organizational learning research has been done on the development of human resources. But here's the research that fit into our research, are briefly mentioned.

Mychna (2009) in a study to identify and define the dimensions of organizational learning and their impact on the performance of small and medium enterprises in Poland did, the results obtained in the study, 11 dimensions of organizational learning include dialogue and empowerment, collaboration, team learning and attitudes of leaders were identified and defined.

Herrera (2007) in a study conducted in the US industrial companies came to the conclusion that can be designed so that individual tasks to control the functions and operating results improved in a way that increases the understanding of learning outcomes and competencies.

Furthermore, these results indicate that continuous learning is the most effective organizational performance has been evaluated.

Saban Lanasa, Vlakmn and Pace (2001) in a study titled "Organizational learning: the essential components to create new products, to study the functional relationship between organizational learning processes have created a new product. They conclude that firms introduce new products before they can be managed, to analyze the current state of organizational learning and organizational learning styles to improve if necessary.

5. The research hypotheses

5.1. The main hypothesis meters

Organizational learning contributes to the development of human resources Payamenoor Fars province.

5-2 Alternative hypotheses

1. The shared vision of the development of human resources affect Payamenoor Fars province.
2. Organizational culture effect on human resource development Payamenoor affected Fars province.
3. Work effect on the development of human resources and team learning Payamenoor Fars province.
4. Sharing knowledge affected on human resource development Payamenoor Fars province.
5. Systems thinking have influenced the development of human resources Payamenoor Fars province.
6. Participative leadership effect on human resource development Payamenoor affected Fars province.
7. Develop the competencies of staff affected on human resource development Payamenoor Fars province.

6. Methods

The purpose of this study was to evaluate the impact of organizational learning is the development of human resources, this study applied. Applied Research context and cognitive research that uses information provided by basic research meet human needs is used. In this study, a survey was conducted. The aim of this study was to investigate the distribution characteristics of this type of society and further research is management. The survey population parameters are investigated. The researchers selected a representative sample of the population to assess the variables studied.

6.1 Research tools

The main tool is the assessment questionnaire. The questionnaire was designed to measure aspects of organizational learning and development of human resources is evaluated. Both questionnaires are five options, including the scores ranged from one to five options have been designed. Whatever the range of low values to high values move indicates that respondents' view is better. To analyze the data, we have used various methods of descriptive and inferential statistics. To examine organizational learning perspective Nifeh (2001) to measure human resource development of the questionnaires were used.

7. Findings

7.1. Descriptive findings

The research data on the demographic variables of gender, age, marital status, level of education and occupational history were examined to summarize data from a sample of the study are as follows:

7.1.1. Sex

The study sample consisted of 260 patients, 169 were males and 91 were females.

7.1.2. Age

The study sample consisted of 260 respondents, 76 people aged between 21 and 30 years, 143 respondents aged 31 to 40 years, 41 respondents aged between 41 and 50 years old and respondents with zero people older than 50 years.

7.1.3. Education variable

In this study, a total of 260 respondents, 22 degree, associate degree, bachelor's degree, 127 respondents, 79 respondents with a graduate degree and a doctoral degree are 32 respondents.

7.1.4. Marital status

In this study, a total of 260 respondents, 20 singles and 240 of them are married.

7.2. Analytical Results

In this section, using the Kolmogorov-Smirnov test, normal or non-normal distribution of the

variables by simple linear regression, primary and secondary research hypotheses examined and finally to prioritize the variables used in the research of Friedman ranking.

Table 1: Kolmogorov-Smirnov test, (normal set of variables)

Variable name	Number	The test statistic	Significance level
Shared vision	260	2.503	0.164
Organizational Culture	260	1.77	0.088
Work and Learning Team	260	1.814	0.085
Knowledge Sharing	260	1.879	0.093
Systems thinking	260	2.038	0.142
Participative leadership	260	2.435	0.156
Competence of staff	260	2.792	0.168
Organizational Learning	260	1.748	0.085
Human resource development	260	1.624	0.078

Table 2: Shows the evaluation results of the analysis assumptions

Research hypotheses	Significant level	Highly correlated	The coefficient of determination	Conclusion
Hypothesis 1 - organizational learning contributes to the development of human resources Payamenoor Fars province.	0	0.816	0.667	Accept
Hypothesis 2 - a shared vision on the development of human resources affect Payamenoor Fars province.	0	0.448	0.201	Accept
H3 - organizational culture on human resource development Payamenoor affected Fars province.	0	0.51	0.26	Accept
H4 - learn team work and the development of human resources affect Payamenoor Fars province.	0	0.449	0.202	Accept
Hypothesis 5 - Sharing knowledge on human resource development Payamenoor affected Fars province.	0	0.551	0.304	Accept
H6 - Systems thinking has influenced the development of human resources Payamenoor Fars province.	0.635	0.511	0.261	Accept
Hypothesis 7 - participative leadership on human resource development Payamenoor affected Fars province.	0	0.566	0.32	Accept
Hypothesis 8 - develop staff competencies in human resource development Payamenoor affected Fars province.	0	0.697	0.478	Accept

Table 3: Ranking variables

Variables	Average rating	Prioritize
Competence of staff	4.76	First priority
Shared vision	4.27	Second priority
Knowledge Sharing	4.15	Third priority
Systems thinking	4.13	Fourth Preference
Organizational Culture	3.72	Fifth priority
Work and Learning Team	3.66	Sixth priority
Participative leadership	3.3	Seven priority

8. Conclusion

The results of this research with scientists and experts opinion on the effectiveness of organizational learning and the development of its human resources, agrees that it is expressed as follows.

8.1. The main hypothesis

As we have seen, organizational learning on the development of human resources affect the intensity correlation between 0.816 and 0.667 is the

determining factor. This results Bagherzade (2004) and Khanlyzadeh and others (22010), correspond.

8.2. Sub hypothesis

First hypothesis: the results of this study indicate that shared vision has influenced the development of human resources and the correlation between 0.448 and 0.201 is the determining factor. It concludes with comments and Krason Vera (2004) and Ray Astta (1998) is consistent. - Second hypothesis: the results of this study show that the impact of organizational culture on human resource

development and the correlation between 510/0 and 0.260 is the determining factor. It concludes with comments Tonkeh Nejad and Davari (2009) is consistent

The third hypothesis: the results of this study suggest that the development of human resources and team learning on impact and intensity correlation 0.449 and the coefficient of determination are 0.202. It concludes with comments Pavloski (2001) and Zarei Matin (2012) is consistent

Hypothesis Fourth results of this study show that the sharing of knowledge on the impact of human resource development and the correlation between 0.551 and 0.304 is the coefficient of determination.

It concludes with comments Hyvbr (1991), Slitro Nero (1994), Nonaka and Takayvchy (1995), Pavloski (2001) on the distribution of knowledge and information sharing, in other words i corresponds.

Hypothesis Fifth: The results of this study show that systematic thinking on human resource development impact and the correlation between 0.511 and 0.261 is the determining factor. It concludes with comments Peter Senge (1990), Ray Astta (1998) is consistent.

Hypothesis Sixth results of this study show that collaborative leadership on human resource development and strongly influence the correlation between 0.566 and 0.320 is the coefficient of determination. It concludes with comments Boroumand (2010) is consistent

The seventh hypothesis: the results of this study indicate that employees' competence development and the improvement of human resources affect the determination of the coefficient of correlation between 0.691 and 0.478. It concludes with comments Hanstyn (2000) and Khanlyzadh and others (2010) is consistent.

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