

# Learning Organization and the Impact on Competence in Organizations

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**Abstract.** *Learning Organization is an organization that creates a supporting atmosphere and provides the widest opportunity for individuals in it to learn individually and in groups, and to apply the results of the study into the processes and activities of the organization. Learning Organization will yield Competence which is the principal characteristics of people who produce work effectiveness and excellence. Competency is the result of combining the activities of personal resources: knowledge, abilities, quality, experience, cognitive capacity, emotional resources, etc., with the environmental resources: technology, databases, books, relationship networks, and others.*

**Keywords.** *Learning Organization; Competence; Effectiveness.*

## I. INTRODUCTION

*Learning Organization, "is one that proactively creates, acquires and transfers knowledge and that changes its behavior on the basis of new knowledge that changes its behavior on the basis of new knowledge and insight" Kreitner<sup>[9]</sup>. Learning Organization concept was first introduced by Senge<sup>[18]</sup> issued a book *The Fifth Discipline. The Art and Practice of The Learning Organization*, there are three things that would be conveyed. Firstly, an organization implementing the *Learning Organization* always supply the organization with new ideas and new information. Sourced from the surrounding environment, employee development and other relevant sources. *Second*, knowledge of new ideas and information that should be transferred to all elements of the organization. *Third*, the behavior of the organization should be changed as a result of new knowledge received.*

*Learning Organizations* is effective leadership, which is not based on the traditional hierarchy, but rather, is a blending of different people from all levels of the system, which leads in a different way (Senge, <sup>[18]</sup>). *Learning organizations* must be aware that we have the inherent power to find solutions of the problems we are faced with, and that we can and will visualize the future and move forward to create it. Learning Organizational, which is the culture inherent that holds an organization together, "culture of learning organizational is based on openness and trust, where employees are supported and appreciated to learn and innovate, and one that promotes experiment, take risks, and appreciate the well-being of all employees (Gephart<sup>[7]</sup>). One of the biggest challenges that must be overcome in any organization is to identify and details of the reasons the way people defend themselves. Until that time, changing can never be anything but a temporary phase (Argyris<sup>[3]</sup>). Everyone should learn that the steps they use to define and solve problems can be a source of additional problems for the organization (Argyris<sup>[4]</sup>).

Learning organization will generate competence for the organization, Boyatzis<sup>[5]</sup> says that competence skills (capability) or ability. This intertwined, but it is a different device from organizing behavior around the basic constructs called "sincerity". Behavior is a manifestation of the seriousness replacement such as accuracy in any situation or time. A

person can demonstrate these behaviors for a variety of reasons or various purposes eventually. Someone can ask questions and hear the other one to make up or show an interest, in that way he can obtain the judgment of others. McClelland<sup>[12]</sup> said that competence can be seen as a set of different types of knowledge: knowing, knowing how to be, knowing how to do. Competence of knowing how to act, the empirical knowledge, knowing how to learn, knowing how to mobilize resources, (Zarifian<sup>[22]</sup>). Then Le Boterf<sup>[10]</sup> says of theoretical knowledge, environmental knowledge, procedural knowledge, *formal know-how*, *empirical know-how*, *know-how cognitive*, emotional knowledge. Knowledge which includes the concept of competency is considered to be knowledge explicit more theoretical knowledge, environmental knowledge, procedural knowledge, formal know-how - or tacit knowledge - empirical knowledge (abilities) cognitive knowledge, knowing how to be (attitudes and behaviours) emotional resources, etc.

## II. UNDERSTANDING OF LEARNING ORGANIZATION

*Learning Organization* as "An organization which facilitates the learning of all its members and continuously transforms itself" (Pedlar et al.<sup>[17]</sup>). Furthermore Ortenblad<sup>[16]</sup> says *Learning Organization* as "Organization where individuals learn as agents for the organization and the knowledge is stored in the memory organization". Mayo & Lank<sup>[15]</sup> says the same thing that the *Learning Organization* as "a *learning organization* harnesses the full brain power, knowledge and experience available to it, in order to evolve continually for the benefit of all its stakeholders". Senge<sup>[18]</sup> says Learning Organization is the individuals in it continuously increases its capacity to produce something to be desired. Organization where new thinking patterns and widely studied. Organizations in which the aspirations of the group were released, and where individuals within the organization to learn how to work together.

From the opinions that have been expressed, that the Learning Organization is an organization that creates a supporting atmosphere and provides the widest opportunity for individuals in it to learn individually and in groups, and to apply the results of his study into the processes and activities of the organization.

Senge<sup>[18]</sup> explains more about Learning Organizations (LO) as follows: ... Organization where people continually expand Reviews their capacity to create the results they truly desire, where new and expansive patterns of thinking are nurtured, where collective aspiration is set free, and where people are continually learning to see the whole together. The basic rationale for such organization is that in situations of rapid change only Reviews those that are flexible, adaptive and productive will excel. For this to happen, it is argued, organization needs to 'discover how to tap people's commitment and capacity to learn at all levels'.

These lessons must be embedded in the way organizations run their activities. Learning in this case means:

1. Part of daily work activities.
2. Applied to the individual, unit and enterprise.
3. Characteristically able to solve the problem at the root cause.
4. Focus on the spread of knowledge throughout the organization structure.
5. Driven by the opportunity to earn a significant change and do better.

Learning Organization based on some of the ideas and principles are integral into the organizational structure. Senge<sup>[18]</sup> says that in running the Learning Organization Discipline, there are five rules (The Fifth Discipline), which should be run there are:

1. Personal Skills (Personal Mastery) is a discipline that encourages an organization to continuously learn how to create the future, which will only be formed if individual members of the organization are willing and able to continue to learn to make himself a master in the field of science. The discipline of personal mastery is formed characterized by the growth of the skills of individual members of the organization contemplation (reflection) themselves; skills to understand the strengths and weaknesses of intellectual competence, emotional or social him; as well as the skills to do a revision of personal vision, and then the skills to build working conditions in accordance with the state organization.
2. Model Mental (Mental Models) is an organization would have difficulty to accurately able to see the different realities that exist, if the members of the organization are not able to formulate assumptions and values that are appropriate for use as a base way of thinking and way of looking at various organizational problems. Skills to discover the principles and shared values, and the growth of the spirit of shared values to foster a shared belief that strengthens the spirit and commitment of togetherness, a discipline that is needed to a mental model of organizational discipline.
3. Shared Vision; that learning organization requires a shared vision, a vision that is agreed upon by all members of the organization. This shared vision will be a compass and simultaneously triggers passion and commitment to stay together, so the motivation for employees to learn and continue to learn to improve their competence. Skills to match the personal vision with the organization's vision, and skills shared vision in order to achieve personal goals contained in a shared vision of the organization, an individual discipline needed to build a shared vision of the discipline. That is, for a sense of commitment and high performance from all employees, it should start from their shared vision.
4. Team Learning; Discipline learning that the team will be effective if the members of the group have mutual interests with each other to be able to act in accordance with a common plan. The ability to act is a prerequisite for creating value-added organization, because without a plan of action followed a mere illusion. The problem is, the ability to act in accordance with a common plan often hampered simply because we are not able to properly communicate and coordinate with other parties. To that end, the spirit of dialogue, team collaboration skills, ability to learn and adapt, as well as efforts to increase participation, is the discipline that is needed to build the discipline of team learning.
5. Systems Thinking; that Discipline systemic thinking, the skills to understand the structure of the relationship between the various internal and external factors affecting the existence of the organization, the skills to think integrative and complete, the skills to think comprehensively, as well as the skills to build an organization that is adaptive, a discipline that is needed to build the discipline of learning systemic.

Marquardt<sup>[14]</sup> says that there is one discipline Organization learning again that dialogue (dialogue). Senge<sup>[18]</sup> adding and perfecting it is:

1. Learning and Learning Teams General (Public and Team Learning)
2. Acting with meaning and possibility (Acting in High Level of ambiguity)
3. Dialogue in general (Dialogue Generatively)
4. Seeing the organization as an inseparable unit (Viewing the Organization as an Integrated Whole)

Berio<sup>[6]</sup> points out the core characteristics of a learning organization are:

1. *Learning in the organization takes place at the individual, group and organizational levels;*

2. *An adaptable culture capable of integrating relationships and encouraging learning by enhancing teamwork, self-management, empowerment, and sharing. Vision that captures the goals, objectives, and a sense of direction for the future. Strategy related to action plans, tactics, and methodologies used to implement the vision, optimizing acquired, transferred, and utilized learning, and structure that maximizes contact, information flow, local responsibility, and collaboration*
3. *Organizational groups conformed by employees, managers, customers, stakeholders and the community itself are empowered and enabled to learn*
4. *Information acquisition, creation, transfer and utilization are part of an ongoing and interactive process instead of a sequential and independent process.*
5. *Technological networks and information tools permits information exchange and learning.*

Further Berrio<sup>[6]</sup> states, to assess learning organizational required five major organizational systems, namely: (1) organization, (2) knowledge, (3) learning, (4) technology, and (5) people. From the five major organizational systems, it is developed the instrument which is called the Learning Organization Profile (LOP), which made LOP questionnaire containing statements relating to organizational learning with respect to public and private organizations. Dimensions LOP is Organizational Transformation, People Empowerment, Knowledge Management, Learning Dynamics, and Technology Application. LOP fifth dimension is developed to see if an organization has become a learning organization or not, and also to measure whether the application of the learning organization in an organization has been running well or not.

### III. DEFINITION OF COMPETENCE

*Competency defined as the underlying characteristics of a person or cause that lead to effective and outstanding performance* (Boyatzis<sup>[5]</sup>). Hoffmann<sup>[8]</sup> states, the term competency does not have a single definition that is widely accepted. Research in this field and also in the practical reality has developed some sense of this term that presents a focus of researchers and practitioners to implement the competence approach in their work. It produces diverse multi concept called *competencies*. The term *competencies* are considered the most rational use of the term competence. Differences in meaning and use of new labels for these terms are developed through the use of increasingly rampant in journals, books and other publication. Strebler et al.<sup>[21]</sup> suggests two different meanings competency. First, Competencies are "Expressed as behaviors that an individual needs to demonstrate" (expressed as the behavior of an individual needs to show). Second, "Expressed as minimum standards of performance".

Competence is something abstract. Competence does not indicate the presence of matter and depends on an individual skill activities. Therefore, competency is not a state, but more than the results of the activities of combining the personal resources: knowledge, abilities, qualities, experiences, cognitive capacities, emotional resources, and others, with environmental resources: technology, databases, books, relationship networks, and others (Lustri et.al.<sup>[11]</sup>).

In environmental resources, one can supplement his personal resources, whenever he lacked all the knowledge needed to carry out the action skill .. "Combinative knowledge is the core of all competencies" (Lustri, et.al.<sup>[11]</sup>). emphasis on is the 4 device from elements of competence which it considers the four elements cannot be separated from the personality of an individual (individual's personality), namely:

1. *Knowledge; The knowledge set includes theoretical knowledge (Necessary to understand a phenomenon, an object, a situation, an organization or a process), environmental knowledge (related to the context, comprises knowledge regarding systems, processes, materials and products, strategies, organizational structure and culture, etc.) and procedural knowledge (describes how an action must be conducted, involves procedures, methods, adequate operational modes; involves a set of actions performed in an established order).*
2. *Know-how comprises formalised know-how (knowing how to use procedural knowledge), empirical know-how (includes learning from practical experiences and involves the senses - sight, discernment, reflexes, intuition, sensitivity, etc.) and cognitive know-how (concerning the intellectual operations Necessary for the formulation, analysis and resolution of problems, conception and conduction of projects, decision-making, creation, invention, generalizations, analogical reasoning, etc.).*
3. *Aptitudes or qualities are related to knowing-how-to-be, and have been conventionally Referred to as behavioral competencies, such as the abilities for relationships, flexibility, pro-activity, etc. Increasingly have been required in organizational Contexts*
4. *Emotional and physiological resources are related to knowing how to control the emotional reactions that may pose as obstacles and risks or advantage and help in problem resolution.*

Lustri et.al.<sup>[11]</sup> stated that the competence furnished and is found in one common point where organizational competencies (organizational competence) only formed through people and competencies. The need to rapidly respond to the intricacies of the existing environmental change requires leaders believe profusely in the individual capacity to adapt, initiative and creativity. In order to face any environmental challenges, organizations need professionals who can reach outside of what has been determined, who made a choice, take the initiative and make decisions than individuals who are limited on the performance of the business before work description (Le Boterf<sup>[10]</sup>).

Organizations need people who know how to act and react in a situation, one can continually learn and relearn. Constant learning capacity is a condition of maintaining the viability of organizational (organizational survival, Senge<sup>[19]</sup>). According to McClelland<sup>[12]</sup>: Competence can be viewed as a set of different types of knowledge (knowledge): knowing (knowing), knowing how it would (knowing how to be), to know how to do (knowing how to do).

Zarifian<sup>[22]</sup> said that competence is knowing how to act, the empirical knowledge, knowing how to learn, determines how to mobilize resources are. Le Boterf<sup>[10]</sup> said that the competence of theoretical knowledge, environmental knowledge, procedural knowledge, formal know-how, empirical know-how, know-how cognitive, emotional knowledge. Knowledge which includes the concept of competency is considered to be knowledge explicit more theoretical knowledge, environmental knowledge, procedural knowledge, formal know-how - or tacit knowledge - empirical knowledge (abilities) cognitive knowledge, knowing how to be (attitudes and behaviors) emotional resources, etc.

Boyatzis<sup>[5]</sup> says competencies are a behavioral approach to emotional, social, and cognitive intelligence, more Boyatzis<sup>[5]</sup> describes three types of competencies are:

1. Cognitive competencies are systems thinking and pattern recognition. It implies that an ability to think or analyze information and situations that leads to or causes effective or superior performance.
2. Competence Emotional Intelligence is self-consciousness (self-awareness) and self-management competence, such as emotional self-awareness and emotional self-control. It



implies that an ability to *recognize, understand, and use emotional information about oneself that leads to or causes effective or superior performance*. Mastery of emotions employee becomes important especially in relation to how employees adapt and work effectively in a variety of situations, then how employees understand the vision and mission as well as to understand the link between the responsibilities of the job with the company's goals. All of this requires emotional mastery that is in the employee, which experts said as emotional intelligence competencies.

3. Competence Social Intelligence is a social consciousness (social awareness) and relationship management competence (relationship management competencies) such as, empathy and teamwork. The competence of social intelligence is the ability to recognize, understand and use emotional information about others that leads to or causes effective or superior performance. Mallinckrodt & Wei<sup>[13]</sup> also said social competence as the expertise needed to attract and maintain relationships with others.

#### IV. FRAMEWORK

In substance, the framework is a logical framework (logical construct) that includes ways of thinking systematically arranged as a theoretical answer to the phenomenon that is emerging as the gap between fact and ideal conditions expected. This answer comes from theories or results of previous studies conducted by experts earlier. The existence of a reference to the theory or not with the results of previous studies necessarily ignore the functional fabric of the scientific facts related but still intended to maintain synergy of these facts with theory and previous research. The theoretical exposure and previous research is a dialectical process that manifests their antithesis as impact against the existing research, and then synthesized to determine whether there is other research that may address the issue or the antithesis as the right answer.

Based on the premise that in order to win the competition, organizations must become a learning organization (Zehir&Tanriverdi<sup>[23]</sup>; Aggestam<sup>[1]</sup>; Armstrong and Patrick<sup>[2]</sup>; Lustri, et al,<sup>[11]</sup>; and Shukla and Sethi<sup>[20]</sup>), this research tries to lift variable learning organization as variables that can affect the competence variables. Zehir&Tanriverdi<sup>[23]</sup>, said that the learning organization is an organization that does change mental models in order to produce learning skills through a healthy mind, the ability to create a shared vision, the ability to read a model comprehensive, understand interdependence, and has other knowledge and capacity to share in understanding the technological and economic innovation. From the research studies that have been done can be concluded that learning organization affecting competence, it is based research of Zehir&Tanriverdi<sup>[23]</sup>; Zdunczyk& Blenkinsopp<sup>[24]</sup>; and Aggestam<sup>[1]</sup>).

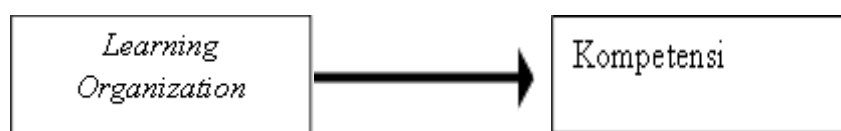


Figure 1. Figure Of Framework

#### V. Conclusion

Learning Organization become necessary to develop and improve sustainable performance and cyclical in the institution of education providers. This can be achieved if the education provider (*madrasah*) and discipline consistent with the five principles, namely LO, disciplined mastery learning, shared vision, mental models, team learning, and systemic

thinking. Successful learning organization will have an impact on the competence of the Organization which is a behavioral approach to emotional intelligence, social intelligence and cognitive intelligence.

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