

## A LEARNING ORGANIZATION IN THE LIGHT OF SELECTED RESEARCH RESULTS

### ORGANIZACJA UCZĄCA SIĘ W ŚWIETLE WYBRANYCH WYNIKÓW BADAŃ

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**Abstract.** The aim of the study is to present the concept of „a learning organization” and its meaning and role in modern society. The study consists of four parts. The first part presents the concept of a learning organization. The second part takes into consideration the literature and the problem that exists according to the authors’ beliefs. In the third part, the research and comments are presented. Based on the analysis of the selected results of international and Polish research, the main factors influencing the functioning and development of the organization are presented, the learning process in such organizations is analyzed, and the main advantages and possibilities of the learning organization are highlighted. The results obtained in these studies were verified using quantitative methods. At the end of the article, the conclusions and recommendations are presented.

**Keywords:** learning organization, knowledge, training, success, human resource management

**Streszczenie.** Celem pracy jest przedstawienie koncepcji „organizacji uczącej się” oraz jej znaczenie i rola w nowoczesnym społeczeństwie. Praca składa się z czterech części. W pierwszej części przedstawiona została koncepcja organizacji uczącej się. W drugiej części przedstawiono dyskusję literaturową oraz istniejącego, zdaniem autorów, problemu. W trzeciej części zaprezentowane zostały wyniki badań. Zaprezentowano główne czynniki wpływające na funkcjonowanie i rozwój organizacji uczącej się, przeanalizowano proces uczenia się w takich organizacjach oraz zaprezentowano główne zalety i możliwości organizacji uczącej się. Uzyskane badania zaprezentowano za pomocą metody ilościowej. Na zakończenie przedstawiono wnioski i rekomendacje.

**Słowa kluczowe:** organizacja ucząca się, wiedza, nauka, sukces, zarządzanie zasobami ludzkimi

#### Introduction

A learning organization is a place where new, developmental thinking patterns are cultivated, where collective aspirations are realized, where people ceaselessly learn how to develop together, where people persistently expand their ability to achieve the results they desire, where people constantly discover that they create a reality and find ways in which they can develop it. For this reason, improving and perfecting the education system in Poland in the context

of a knowledge-based economy should be carried out using modern management concepts aimed at creating, transferring and applying knowledge resources. One of such strategic concepts is the concept of a learning organization. The main principles of the learning organization's concept are derived from such areas as: organization strategy, resource approach, organizational culture, organizational structures, team work and delegation of duties.

By means of continuous training, they will contribute to constant changes, improvement of the quality and effectiveness of work. Such mechanisms pay special attention to learning organizations and help to answer the questions: how to do it, how to assess it and how to implement it? The term "learning organization" was introduced by Peter Senge in the book "The Fifth Discipline", which refers to an organization capable of learning and adapting to changing conditions of functioning.

According to P. Senge, the condition to create a learning organization is the development of 5 competences, which include: systemic thinking, personal mastery, a shared vision of the future, mental models and team learning. Although P. Senge has given special importance to systemic thinking as a factor integrating other disciplines, only the simultaneous development of all five competences contributes to the creation of a learning organization. To support this position, the author pays particular attention to the necessity of introducing certain processes in the organization and the necessity of changing the mental models and values needed to achieve the desired goals by the organization. The essence of a learning organization is a constantly ongoing, never-ending learning process. As G. Morgan points out, the learning organization is only a metaphor – a model that can be applied in management, the foundation of which is based on the workplace considered as an open socio-technical system that exchanges knowledge with the environment and as a living organism that could not function without a daily learning process (Morgan, 2005, p. 41). According to K. Zimniewicz, this concept is based on a certain amount of knowledge that individual colleagues have. This knowledge is constantly being enriched and developed so that it can then be "made available" to the company. This means that such an organization or enterprise will never reach the "final state" because they have a learning process, and thus a certain continuity (Zimniewicz, 2009, p. 84). Also, the learning organization can be seen as an ideal model that shows the desired direction of development of contemporary organizations (Wróbel, 2010, p. 342). As the above definitions show, the term of the learning organization is a multidimensional concept. However, it leads to a number of assumptions that are characteristic of a knowledge-based organization.

## Material and methods

In order to check the condition and functionality of learning organizations in Poland, the selected research results are analysed. Analysing the results of the research, it follows that the learning organizations in Poland do not fully meet all the criteria presented by the authors Peter Senge, K. Zimniewicz, G. Morgan and others (Morgan, 2005, p. 41).

In order for knowledge management in the education system in Poland to take the form of systemic solutions, a lot of attention should be paid to building awareness in the teachers' environment. Building awareness always starts with establishing a common understanding of the key issues defining the system.

The authors emphasize the role of the school in creating a learning society. Because the school has to adapt to new requirements, become an indispensable instrument in the personal development and the social integration of each individual. It demands a lot from the school, because the school can give a lot. Creating a vision of the future for education, it is impossible to ignore the fact that the European society is aging more and more rapidly, this problem also concerns Poland in particular. Because the demand for acquiring knowledge is always growing due to the development of science and technology. This fact only concerns education at the lowest level. The demand for acquiring qualified knowledge, and not only among young people, will grow. Schools, creating a vision of the future, should take these facts into account. In creating a school vision, one should also take into account the characteristics of a given community which the school's activity is connected with. All internal and external participants should be involved in the creation of the vision. The best way to accomplish this is to show the school's participants the mutual benefits of cooperation (Fura, 2007, p. 224).

Among studies on knowledge management in Poland, there are few on selected aspects of knowledge management, for example, on professional groups, industries or selected knowledge management processes, on the use of knowledge in the decision-making process. A prerequisite for popularizing the discipline of knowledge management in the teachers' environment in Poland is the creation of a common platform for understanding basic concepts. The next section presents the selected studies. Based on those studies, the analysis of the state of the learning organizations and the state of their functioning was conducted using quantitative methods.

## Results and discussion

An example of one research on the learning organization is that conducted in the city of Bydgoszcz. On the basis of the five disciplines of P. Senge, a questionnaire layout and an interview questionnaire were constructed as the form of research tools. The subject of the presented research results is the educational activity of contemporary workplaces, establishing the essential criterion for the implementation of the concept of the learning organization. The research included the participation of a research group of 50 workplaces conducting their core business in the city of Bydgoszcz, in which there are business entities of most industries, any size, form of ownership and type of capital (Tomaszewska-Lipiec, 2016).

The results of this study showed the following: educational activity is ranked high only by 6% of the organizations, but at the same time 58% of them carry it out systematically to maintain competitiveness and the quality of their activities. 62% of the enterprises have no strategy for educational activity, as well as educational plans and programmes (44%). Most respondents did not explain the reasons for this situation. Only a few pointed to the following reasons: "every training is an individual decision of the manager", "we expect an initiative from the employee", "we do not introduce such plans and programmes because there is no financial guarantee for their implementation due to constant changes in the company". On the other hand, 8% of the organizations do not conduct this activity at all.

The collected data allows to come to the conclusion that 30% of the organizations do not monitor the educational needs of employees, nor do they have a system for measuring the effectiveness of activities undertaken in the examined scope. Some of the surveyed companies use methods to identify training needs and to assess the suitability of the completed forms of education such as: interview, questionnaire, periodic and annual employee evaluation, observation of the quality of work performed, and examinations. All forms of activities related to vocational education and training are also directly related to the needs of the organizations, not the employees working there. Only marginal attention was paid to such forms that would contribute to the personal development of employees, while at the same time increase their identification with the employer. This means that entrepreneurs invest in education directly for the purposes of the organization and require from employees to have defined qualifications at the time

of employment. It is worth emphasizing the fact that when the surveyed organizations pointed to the systematic implementation of educational activities, it concerned mainly obligatory introduction without which the employees could not do their job. Therefore, the main factors determining the necessity or the need to implement education in organizations are mainly: current organizational needs related to the development of industry knowledge, progressive technological changes, changes in commercial law, the need to obtain allowances, financial opportunities, attractiveness of the offer and effectiveness of education, experience and reputation of the company and the availability of education in the workplace. An important issue in the conducted research was also the identification of factors determining the participation of individual employees in education. The respondents made choices according to the value on the scale, where 5 was a very significant factor, 4 – a significant factor, 3 – a medium factor, 2 – an irrelevant factor, 1 – a very irrelevant factor. It was determined that the main needs in this respect were mainly the needs of the position, with the average choice of 4.7, as well as the type of work performed and the scope of duties, with the average choice of 4.3. The participants of education in terms of their belonging to the employee group turned out to be mainly: employees who required supplementing their qualifications, newly hired employees and those expected to be promoted. Moreover, in terms of status, they were: management and administrative employees. The methods of developing the basic activity of the companies include mainly: using past experience resulting from experiments and research processes (27%), using the experience of other organizations (23%), employing experts (22%), systematic problem solving (22%), creating new knowledge (6%). However, what is optimistic is that during the education process of employees, organizations increasingly use: previous employee experience (27%), development of new ideas (22%), practices of the best companies in the industry (17%), encouraging to ask questions (17%), permanent operating procedures (17%). It can only be said that they are indeed on the right way to the implementation of the studied concept because they implement certain elements and features in their daily activities (Tomaszewska-Lipiec, 2016, pp. 122-132).

Another research is the one conducted by the Polish Humanitarian Action. As part of this study, attempts were made to identify elements characterizing the learning organization in the concept of P. Senge and in the activities of the Polish Humanitarian Action. The study used a purposeful selection

of the interlocutor, as a result of empirical research and the use of a qualitative analysis method, which consisted of coding the collected material, it was managed to identify the disciplines of the learning organization appearing in the studied organization: personal mastery, shared vision and team learning. Coding means searching and labelling variable indicators in the text and giving them their meanings. There are two stages of coding: physical coding and theoretical coding. Physical coding begins with open coding based on multilateral text analysis in order to find the largest possible number of analytical categories. Theoretical coding is the formulation of hypothetical explanations regarding the relationship between selected categories. The interview text was coded applying an approach of focused coding that consisted of the following stages: open coding, selective coding and theoretical coding. 30 analytical categories and 30 theoretical codes were distinguished. After the completion of the open coding, the second stage of the theoretical coding, selective coding, was carried out. At this stage, the analytical categories being the subject of data representation were distinguished from the point of view of the research problems. These were the following categories:

- creation of PHA - kat1 (wp1, k1, d1);
- formulating the mission of the organization - kat2 (wp2, k2, kon2);
- specific (permanent) organization's goals - kat3 (wp3, kon3);
- image of the organization's past - kat4 (kon4);
- directions of change - towards new activities - kat5 (d5, kon5);
- directions of change - towards professionalization - kat6 (wp6, d6, kon6);
- good sides of professionalization - kat7 (d7, kon7);
- bad sides of professionalization - kat8 (d8, kon8);
- needed specialists in the organization - kat12 (kon12);
- desire for a multidirectional expansion of activities - kat14 (kon14);
- progressing the organization's development - kat15 (d15);
- limited ability to learn from mistakes - kat16 (wp16, k16, kon16);
- strong commitment of people to work - kat17 (k17, wi17, d17, kon17);
- striving to realize the vision - kat18 (wp18, wi18, d18, kon18);
- organizing training compatible with the position - kat19 (wp19, k19, d19, kon19);
- internal training - kat20 (wp20, k20, d20);
- trust in employees and superiors - kat22 (kon22);
- success of the entire organization determined by the successes of each of the organization's members - kat23 (k23, kon23);
- ability to admit incompetence - kat24 (wp24, k24, kon24);
- exchange of knowledge with the environment - kat25 (k25, kon25);
- creating task teams - kat26 (d26, kon26);
- difficulty in the unreflective acceptance of the world - kat27 (wp27, d27);
- attempts to protest on the issues imposed - kat28 (wp28, wi28, d28, kon28);
- questioning the usual patterns of thinking - kat29 (wi29, kon29);
- joy of achieved goals - kat30 (kon30) (Matusiak, 2013).

Conducted selective coding led to the recognition of 25 analytical categories. The decision on the choice of these categories was related to the research issues. After the data coding was completed, the analysis stage, data representation, was started. This is an analytical procedure aimed at compiling codes to build a well-established theory. The data that was obtained during the study enabled estimation of coexistence. The result of this study shows: kat5 and kat6 categories have been combined with the consequences of kon4 due to their similarity, kon5 and the activities of d5 concern the same issue – taking activities beyond the Polish borders; kon14 and the causal conditions of wp6 have been combined with each other due to the same nature of the help they refer to; d7, kat14 and kat15 have been combined due to the subject they concern, i.e. activities in a wider scope; d6 and kon12 describe the same sequence occurring in the process of professionalization; wp20 completes kon19; kat25 refers to the process of the ability to admit incompetence ; wp28 and wp27 as well as d28 and d27 have the same content. The activity led to the design of a network of causal connections among the examined categories. These connections enabled the preparation of theoretical notes that will create the text of a theory strictly concerning signs of the studied phenomenon in a non-governmental organization - the Polish Humanitarian Action (Matusiak, 2013). All hypothetical explanations created were later verified. The verification was carried out based

on the literature on the subject and the previously collected and interpreted data on the non-governmental organization and the learning organization.

Among global research, conversion research concerns the assessment of organizational culture in the learning organization. The objectives of the given study are as follows:

- to specify in which of the two companies in the field of services (public or private), the extent of organizational learning capability is greater, and which of the two shows a greater range of functions as a learning organization;

- to establish connections between organizational culture and an organizational ability to learn in each of the two companies. For this study, the following hypotheses were drawn up:

Hypothesis 1. Private organizations have a greater extent of the dimensions of organizational learning capability compared to public organizations.

Hypothesis 2. Private organizations have a greater extent of the specific dimensions of a learning organization compared to public organizations.

Hypothesis 3. The employees of a private organization perceive differently the specific type of organizational culture compared to the employees of the public organization.

Hypothesis 4. The type of organizational culture has a different impact on factors that facilitate organizational learning.

For the study, a convenience sample of 64 employees from two organizations (one public and one private) was taken to collect data. There was no precise percentage distribution for one or the other organization. All participants were informed about the purpose of the study and about the confidentiality of the answers provided (Palos, 2018).

The first organization: the public organization (N1 = 31) is an operator in the field of public water and plumbing services. Its main responsibilities are people's comfort and health, protection of water resources and environmental safety. The participants in the study were volunteers, managers of various levels and administrative bodies. The average job tenure is 10.76 years (SD=9.75), and average age of the respondents is 37.28 (SD = 10.40). The second organization: the private organization (N2 = 33) is the division of a multinational company operating as a provider of telecommunications solutions for public institutions, utilities providers and telecommunications companies. There is a complex operation of re-

search-development, design, assembly, maintenance and consultancy. The participants were middle-management and administrative employees. The average job tenure is 7.24 years (SD = 7.66), and average age of the respondents is 32.51 (SD = 8.67). It was difficult to choose organizations that would be very similar, especially when comparing private and public companies. However, the difference between the approach towards work in the two organizations and the willingness to acquire knowledge of each individual employee has a big impact on the results. Identification of the dimensions of the learning organization was carried out by means of The Dimension of the Learning Organization Questionnaire, which was used in research studies concerning learning organizations, organizational learning or learning organization culture. The sample included 55 six-step Likert scale questions (where 1 – completely disapprove and 6 – completely approve), targeted at seven dimensions of the learning organization: inquiry and dialogue, system connection, continuous learning, team learning, provide a leadership embedded system, empowerment. The results of the study are as follows: In regard to organizational learning: based on the analysis of the achieved results, statistically significant differences between particular types of organizations in terms of an impact on the limitations of organizational decision-making capability are noticed. In regard to a learning organization: According to the dimensions characterizing a learning organization, significant differences between particular types of companies in terms of all of these dimensions are noticed. In regard to organizational culture: the results show that the employees of private organizations recognize culture as a clan culture, which is similar to the market type of culture (Palos, 2018).

Based on regression analysis, the existence of a hierarchy culture in a company restrains all five factors that contribute to organizational learning. This type of organization is an intermediary only for the relationship between the hierarchy culture and the experimenting dimension: in public organizations, there is no relationship between these two variables, and within private organizations, the relationship is inversely proportional. The existence of an adhocracy culture in a company stimulates all factors which contribute to organizational learning. This type of organization is an intermediary only for the relationship between the experimenting dimension and the adhocracy culture: the relationship is relatively stronger in a private organization in comparison to a public organization. The existence of a clan culture in a company stimulates only three of the factors that contribute to

organizational learning: participation in decision-making, dialogue promotion and risk assumption. This type of organization is not an intermediary for any of the relationships. The existence of a market-type culture in a company does not have an impact on any of the factors that contribute to learning. This type of organization is an intermediary only for the dialogue dimension and the market-type culture: the relationship is negative in private companies and positive in public ones. The aim of the research was to identify in which of the two companies operating in the field of services, the dimensions of continuous learning ability are represented in a better way and to identify which company possesses the characteristics of a learning organization to a broader extent. For this purpose, the factors were highlighted that contribute to organizational learning and the dimensions that characterize such an organization as a learning organization in literature. The research results highlight statistically significant differences regarding the possibility of learning in the private organization compared to public. It is a type of organization that is more likely to seek innovative solutions to the problems it faces, take risks, promote dialogue and engage employees in the decision-making process. Eventually, the answers to the hypotheses and questions were obtained, and the obtained results show that the studies were carried out correctly. Therefore, the results confirm the first two hypotheses (H1 and H2), highlighting that an organizational learning capability is represented better in the private capital organization, there is also a stronger presence of dimensions peculiar to a learning organization. In confirmation of the third hypothesis (H3), the results show that a hierarchy culture is the prevailing type of culture within the public company, while within the private company, there is a clan-type culture first, followed by a market-type culture. The fourth hypothesis (H4) specifies that the factors that contribute to organizational learning are differently impacted by the type of organizational culture. Therefore, it seems that the hierarchy type of culture inhibits all factors facilitating and supporting organizational learning; the adhocracy type of culture encourages all these factors; the clan type of culture encourages risk assumption, dialogue and participating in decision-making; and the market type of culture is not connected to any of the factors supporting organizational learning.

P.M. Senge suggests that the learning organization will be a modern trend in business management in the near future. The model of the learning organization has been studied for many years, but the output is not sufficient and is based on an analysis of

the cases of companies being pioneers in the field of innovative functioning. The results of the research show that they focus on three main areas: perception of education as the ability to change and survive in the environment; perception of employees as partners co-creating workplaces, on the constant development of which also the development of the organization depends; creation of a material and social environment facilitating education and mutual exchange of knowledge.

The results show that only 6.0% of the surveyed companies gave this activity a very high rank, 62.0% do not have an educational strategy, and 54.6% of employees do not participate in education. The implementation of educational activities is mainly related to specific knowledge resulting from the current needs of individual positions and the skills required for implementation of mostly specific narrow professional tasks. In addition, the stages of the education process are not implemented to the same extent - 74.0% of companies devote the most attention to the analysis of the educational needs of employees, while 42.0% show a lack of evaluation activities. The companies also place the greatest emphasis on traditional methods of education. In most cases, they use lectures (average grade 3.7) and presentations (average grade 3.4), in rare cases, they use practical classes and exercises, discussions, situational method, brainstorming or simulation method. However, according to the employees' indications, firstly they learn by gaining experience as part of practical activities, observation and learning from mistakes (average grade 3.76), and secondly by participating in forms of activities expanding knowledge and skills, sharing knowledge with each other and self-education (average grade 3.26). The most significant one is the process of generating knowledge from the experience gained in the process of solving problems at the level of the entire company, which was actually considered to be carried out to the smallest extent (average grade 2.68). This is due to the fact that individual employees as well as employee groups are not included in situations where they could question the procedures, rules and assumptions existing within the companies.

As part of the second of the areas, the issue that repeatedly surfaced during the research was the need of the employees: to link educational activity with promotion / bonus (84.1% of responses), to participate in managing social and technological processes taking place in the companies (68.0%), to have education financed by employers (67.5%), to provide a didactic offer for all employees, not just a

few selected staff members (31.0%), to motivate and appreciate educational activity by the management and managerial staff (13.0%). Some respondents declared that educational activity is their own initiative and it does not result from the actions of employers. The education is carried out in the form of assessment of employees without considering their aspirations and individual preferences, and the implemented educational programmes only meet expectations to a sufficient extent. Therefore, they assessed the educational activity of their companies mainly as "average" (23.3%), as well as the level of satisfaction with participation in it (31.7%). During the research, it was established that the companies invest with increasing intensity in the material base related to the training activity (42.0% of the companies) and organize the so-called internal education run by business owners, management staff, as well as specially trained, or the most experienced employees (40.0%).

The issue, raised a lot during the research, concerned the lack of connection between the educational activity of employees and the strengthening of the position in the company and getting promotion or a pay rise (84.1%). The educational activity is directed mainly to individual employees (average grade 3.60). The entire employee teams are only in second place (average grade 3.24). To the least extent, it concerns the most significant level from the perspective of the learning organization, the level of the whole company, when everyone learns from each other, and the results of this learning are applied in everyday organizational practice (average grade 2.28). Furthermore, the employees poorly assess the role of managerial staff and even employees of the personnel department in creating an environment beneficial to educational processes (79.0%). The implementation of activities in the sphere of the perception of education as the ability of changing and survival of the organization in the environment as well as the perception of employees as partners co-creating its success may contribute to increasing the involvement of these entities. Each of the above areas is important from the point of view of creating the ability of companies to learn and each is reflected in the assumptions of the learning organization model. These areas determine only the main spheres of activities that should be undertaken by companies intending to implement the indicated concept. Therefore, they do not exhaust the problem. In addition, based on the obtained research material, one can only talk about "specialized education for the company", in which the spectrum of the professional development of employees is not taken into account. There are no career paths and

education is rarely associated with promotion. Few companies invest in soft skills trainings that would foster the personal development of employees, while at the same time increasing identification with the employer (20.0%). In most companies in this area of education, even management personnel are not involved. The way this educational activity is carried out does not enable development in the sense of P.M. Senge, i.e. as a personal championship, but is limited to obtaining and maintaining professional qualifications. According to the rules of the fifth discipline, the organization's involvement and learning abilities cannot outweigh the involvement and learning abilities of its members. Therefore, one of the necessary actions aimed at transforming companies into learning organizations is undoubtedly the need to increase the frequency of implementing and financing forms of education conducive to the broadly understood development of employees. Companies should undertake initiatives aimed at creating career opportunities, introducing the career management process, including creating career paths and work-balance programmes – non-business life for people employed in various positions starting from specialists to managerial ones.

Analysis of the problem of learning organizations based on both theoretical studies and various research is complex. It can be determined that a learning organization is an organization in which members constantly improve their ability to create what they want to create. Learning organizations build their competitive advantage over others through the use of intellectual resources and a permanent learning process. Attention should be paid to huge benefits that the realization of the main principals of a learning organization brings to the organizations. Tomadex is an example of an organization that introduced the model of a learning organization. In 1997, Tomasz Szulc saw a niche in the sphere of advertising targeted at sports fans, both of Polish and foreign clubs. At first, being only an intermediary selling advertising articles in this industry, he repeatedly faced problems with the supply. Often, he could not meet the expectations of his clients due to the low production capabilities of his suppliers.

Therefore, since 2004, after merging the company with Adam Czajka and transforming it into a civil partnership, the company has mainly dealt with the production of advertising gadgets targeted at sports clubs and their fans. At the beginning, Tomadex was a micro-enterprise, employing 5-7 employees and operating on the Polish market (Walecka, 2013, pp. 459-468).

For many years, the company has been the market leader in its industry and wants to maintain this position as long as possible. Therefore, it constantly observes its surroundings and draws conclusions, both from the actions of suppliers, recipients and from direct competition. The company's management team is constantly trying to transfer knowledge from the environment to the organization and to use it in the decision-making process. This process often involves an action learning approach based on progress in science and development and interbranch learning (Malerba, 2008, p. 195). Moreover, after careful market research, the company decided to quite quickly introduce some product innovations, which allowed it to broaden the spectrum of its operations. Not only did it offer a wider range of services, but also allowed to introduce a competitive pricing policy. In this way, it regained and took over the clients of the competitors and expanded the existing markets. This innovation process would have failed if the organization had vaguely defined specific goals, known to all its members, encouraging them to constantly learn and strive for the individual perfection and team learning. It gives the opportunity to generate added value through real cooperation and the possibility of holistic thinking. Currently, Tomadex is the largest producer of fan accessories in the European Union. It works with licensed entities authorized to distribute the Europa League and Champions League souvenirs (TOMADEx, 2018).

## Conclusions

In conclusion, it can be said that this led to a systematic approach in the organization, which is based on observing mutual relations and connections and on identifying the operating principles of various subsystems. The attitude of Tomadex's employees, who realize that they are not only a small part of the system, but a reflection that affects everything that is happening, is very important. They realize that the success of the organization also depends on them, particularly on their creativity. Their identification with the organization finally allows them to achieve the intended effect. They attach quite a lot of importance to continuous development. This is a very good example which shows that in order to develop and normally function, organizations should pay a lot of attention to the culture of the organization, which is open to experimenting, introducing new technologies and new experiences. This attitude is very much accepted by the managerial staff, which not only encourages em-

ployees to learn, but also tries to create friendly conditions. Due to this way of managing the organization, it allows employees to participate in many decisions. The results of the study presented in this paper show that most organizations have problems with the learning process. The learning process has a low performance in the organization. Moreover, some organizations pay little attention to the training of their employees, some of them do not have a strategy and plans for the training process, and some organizations do not have a system showing the effectiveness of the organization. There is also a problem with lecturers that conduct training, as the analysis of studies shows a low indicator of attracting highly qualified experts from outside. This may be due to the difficulty of finding a good expert in this field, due to a lack of funds to attract experts from outside, since it usually requires large funds and organizations cannot always afford it, as well as due to the difficulties of finding time for such an event.

The next problem concerns the ineffective training programmes. The results of the research show that more attention is paid to lectures and presentations than to practical exercises, such as discussion, performance task, the method of simulation, the method of situational analysis, the method of brainstorming, etc. The analysis of the studies also shows that management does not always take into account the opinions of its employees, which can negatively affect both the process of performing the work and the organizational climate and reputation of the organization, since the learning process is an important integral part of the successful functioning of the organization. As the employees are the most important resource of any organization, paying attention to development and improvement of the professional skills of its employees through the training process makes it possible to avoid negative consequences and risks related to HR management. In order to avoid the above threats, attention should be paid to such elements as: the definition of the goal and the main directions of learning; approaches to learning, both formal and informal in all its diversity; identification and development of competencies needed for employees; disciplines and processes that support learning; special technologies and tools; and corporate culture as a tool to influence effective teaching.

As we live in a world of new technologies, new innovations and technologies are emerging every day. Applying them in day-to-day activities positively affects the quality and level of the work performed. Furthermore, it helps to strengthen the position in the market.

However, the introduction of new technologies requires new knowledge, that is why organizations should constantly develop and perfect. They should advance the professionalism of their employees, perceive their employees as partners and create favourable conditions for their development. Properly developed strategy for a learning organization will be able to bring significant success in the functioning of the organization and to build an effective system of personnel training. The main advantages include:

1. Faster adaptation of employees to new changes and achievement of the necessary level of efficiency.
2. Growth of labour productivity.
3. Identification and preservation of the knowledge of employees, including those who are leaving the company for various reasons, the systematization of this knowledge and its effective use.
4. Easier implementation of organizational changes, lower resistance to changes.
5. Training of employees with minimum interruption from the main duties or even without interruption from duties; employees are provided with the necessary knowledge directly at the workplace.
6. Strengthening the loyalty of employees and consumers, the increase of involvement.

The learning organization is a good solution to the problem regarding the development of a cohesive team and the creation of a favourable environment. Therefore, the learning organization is an organization that creates, acquires, transfers and preserves knowledge; an organization that is able to quickly and efficiently change the forms of its behaviour, to reflect new knowledge and insights, to quickly and flexibly react to changes in the external environment; and is an integral part of the successful operation of the company.

However, in order to realize all these alluring opportunities in practice, learning indeed should become a system. It is necessary to clearly present and adequately assess organization's learning needs, clearly formulate both educational and business-related goals in order to build a learning system based

on company-specific aspects and to introduce relevant elements into it.

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