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Investigation the relationship between knowledge management and training in organization (A case study: Export companies of Tehran)

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K E Y W O R D S: knowledge management, training in organization, Export companies of Tehran

ABSTRACT : The aim of the study is Investigation the relationship between knowledge management and training in organization. This study was a descriptive survey and the survey instrument was a researcher-made questionnaire. Statistical society was all of experts in export companies of Tehran. Sample size (140 persons) determination is based on the Krejcie and Morgan table and cluster random sampling method was used. After data collection, data analysis was performed using SPSS. Results showed that there are significant relationship between knowledge management and training in organization. Also findings revealed that there are significant relationship between knowledge management and better learning and reduce time of learning for employee.

Introduction

Knowledge is often defined as a "justified personal belief." There are many taxonomies that specify various kinds of knowledge. The most fundamental distinction is between "tacit" and "explicit" knowledge. Tacit knowledge inhabits the minds of people and is (depending on one's interpretation of Polanyi's (1966) definition) either impossible, or difficult, to articulate. Most knowledge is initially tacit in nature; it is laboriously developed over a long period of time through trial and error, and it is underutilized because "the organization does not know what it knows" (O'Dell and Grayson, 1998 , p. 154). Some knowledge is embedded in business processes, activities, and relationships that have been created over time through the implementation of a continuing series of improvements.

Explicit knowledge exists in the form of words, sentences, documents, organized data, computer programs and in other explicit forms. If one accepts the useful "difficult-to-articulate" concept of tacit knowledge, a fundamental problem of KM is to explicate tacit knowledge and then to make it available for use by others.

One can also distinguish among "know what," "know how" and "know why" levels of knowledge. "Know what," knowledge specifies what action to take when one is presented with a set of stimuli. For instance, a salesperson who has been trained to know which product is best suited for various situations has a "know-what" level of knowledge. The next higher level of knowledge is "know-how" – i.e., knowing how to decide on an appropriate response to a stimulus. Such knowledge is required when the simple programmable relationships between stimuli and responses, which are the essence of "know-what" knowledge, are inadequate. This might be the case, for instance, when there is considerable "noise" in symptomatic information so that the direct link between symptoms and a medical diagnosis is uncertain.

"Know how"-type knowledge permits a professional to determine which treatment or action is best, even in the presence of significant noise. Social processes include communities of practice – self-organizing groups of people who share a common interest – and expert networks – networks that are established to allow thosewith less expertise to contact those with greater expertise. Such social processes are necessary because while knowledge initially exists in the mind of an individual, for KM to be successful, knowledge must usually be transmitted through social groups, teams and networks. Therefore, KM processes are quite people-intensive, and less technology-intensive than most people might believe, although a modern knowledge-enabled enterprise must support KM with appropriate information and communications technology (King, 2008) .

Due to the importance of the topic, the purpose of the study is Investigation the relationship between knowledge management and training in organization.

Methodology

The present study is a descriptive one. Theoretical bases of the study were collected by reputable sites, books and related articles. The information and data for hypothesis testing were gathered by a researcher-made questionnaire. Statistical society was all of experts in export companies of Tehran. Sample size (140 persons) determination is based on the Krejcie and Morgan table and cluster random sampling method was used. In this study, Validity and reliability of the

questionnaire was approved. Validity of the questionnaire was accepted by expert opinion of university and reliability of that was calculated by Cronbach's alpha and the value of that was 0.81.

Before completing the questionnaire by the participants, basic description of the study and its objectives as well as additional details about the questions presented to them. Enough time to complete the questionnaire was provided to participants. Write the name and characteristics of participants for the questionnaire was not compulsory, so they can fully express their opinions. After gathering information from the questionnaires, the data were analyzed and results are discussed with the findings of previous studies. All of data were analyzed by SPSS software.

Results

Table 1 shows descriptive statistics of participants. As showed by the table, males with 62.9% participants are the highest sex of participants. Master participants with 50% make the most and participants with job experience Higher than 20 years are highest in the group of job experience.

Table 1: Descriptive statistics of participants

Statistics						
Sex	Female			Male		
	52		37.1%	88	62.9%	
Education	Bachelor		Master		Doctorate	
	30	21.4%	70	50%	40	28.6%
Job Experience	Less than 10 years		Between 11-20 years		Higher than 20 years	
	35	25%	45	32.1%	60	42.9%
Age	25-35 years		36-45 years		Higher than 45 years	
	40	28.5%	45	32.1%	55	39.4%

Does knowledge management affect training in organization?

Since the test statistics is lower than table critical value at 95 percent and corresponding confidence interval shows positive, this means the positive effect of knowledge management on training in organization.

Table 2. The mean comparison based on the one-sample t test.

Variables	Average	SD	t	sig	Confidence intervals 95% Lower bound	higher bound
training in organization	1.25	0.354	4.01	0.001	0.178	0.259

Does knowledge management affect better learning?

Since the test statistics is lower than table critical value at 95 percent and corresponding confidence interval shows positive, this means the positive effect of **knowledge management** on **better learning**.

Table 3: The mean comparison based on the one-sample t test.

Variables	Average	SD	t	sig	Confidence intervals 95% Lower bound	higher bound
Better learning	1.79	0.225	1.49	0.001	0.156	0.301

Does knowledge management affect reducing learning time?

Since the test statistics is lower than table critical value at 95 percent and corresponding confidence interval shows positive, this means the positive effect of knowledge management on reducing learning time.

Table 4: The mean comparison based on the one-sample t test.

Variables	Average	SD	t	sig	Confidence intervals 95% Lower bound	higher bound
reducing learning time	2.01	0.305	4.88	0.001	0.122	0.196

Discussion

Results showed that there are significant relationship between knowledge management and training in organization. Also findings revealed that there are significant relationship between knowledge management and better

learning, and reduce time of learning for employee. Knowledge management is the planning, organizing, motivating, and controlling of people, processes and systems in the organization to ensure that its knowledge-related assets are improved and effectively employed. Knowledge-related assets include knowledge in the form of printed documents such as patents and manuals, knowledge stored in electronic repositories such as a "best-practices" database, employees' knowledge about the best way to do their jobs, knowledge that is held by teams who have been working on focused problems and knowledge that is embedded in the organization's products, processes and relationships.

The processes of KM involve knowledge acquisition, creation, refinement, storage, transfer, sharing, and utilization. The KM function in the organization operates these processes, develops methodologies and systems to support them, and motivates people to participate in them. The goals of KM are the leveraging and improvement of the organization's knowledge assets to effectuate better knowledge practices, improved organizational behaviors, better decisions and improved organizational performance.

Although individuals certainly can personally perform each of the KM processes, KM is largely an organizational activity that focuses on what managers can do to enable KM's goals to be achieved, how they can motivate individuals to participate in achieving them and how they can create social processes that will facilitate KM success. Knowledge management systems (KMS) are applications of the organization's computer-based communications and information systems (CIS) to support the various KM processes. They are typically not technologically distinct from the CIS, but involve databases, such as "lessons learned" repositories, and directories and networks, such as those designed to put organizational participants in contact with recognized experts in a variety of topic areas.

A significant difference between many knowledge management systems and the organization's CIS is that the KMS may be less automated in that they may require human activity in their operation. While information systems typically require that humans make choices in the design phase and then operate automatically, KMS sometimes involve human participation in the operation phase. For instance, when a sales database is designed, people must decide on its content and structure; in its operational phase, it works automatically. When a "lessons learned" knowledge repository is created, people must make all of the same design choices, but they must also participate in its operational phase since each knowledge unit that is submitted for inclusion is unique and must be assessed for its relevance and important.

There are various ways to conceptualize the relationship between knowledge management and organizational learning. Easterby-Smith and Lyles (2003) consider OL to focus on the process, and KM to focus on the content, of the knowledge that an organization acquires, creates, processes and eventually uses. Another way to conceptualize the relationship between the two areas is to view OL as the goal of KM. By motivating the creation, dissemination and application of knowledge, KM initiatives pay off by helping the organization embed knowledge into organizational processes so that it can continuously improve its practices and behaviors and pursue the achievement of its goals. From this perspective, organizational learning is one of the important ways in which the organization can sustainably improve its utilization of knowledge.

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