
Organizational Education & its Role in The Development of Human Efficiency

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Received: Avril 2018

Accepted: Mai 2018

Published: Juin 2018

Abstract:

Education is the process of providing individuals with a wealth of knowledge and knowledge in a particular framework. It is concerned with the development of knowledge as a means of qualifying the individual to enter the working life by increasing public information and understanding level to the outside world. The aim of education is to develop intellectual property and to acquire public and private knowledge, and obtaining certain professional qualifications that qualify them to join specific jobs.

Keywords : Organizational education, development of human efficiency , Individual learning, Training, Human competencies

ملخص:

يعد التعليم عملية تزويد الأفراد بثروة من المعرفة والمعرفة في إطار معين. يهتم بتطوير المعرفة كوسيلة لتأهيل الفرد لدخول الحياة العملية من خلال زيادة مستوى المعلومات العامة والفهم للعالم الخارجي. الهدف من التعليم هو تطوير الملكية الفكرية واكتساب المعرفة العامة والخاصة والحصول على مؤهلات مهنية معينة تؤهلهم للانضمام إلى وظائف محددة. الكلمات المفتاحية: التعليم التنظيمي ، تطوير الكفاءة البشرية ، التعلم الفردي ، التدريب ، الكفاءات البشرية.

1. Problematic search:

There is no doubt that education is a subject directly related to knowledge within the institution, where specialists see a way to create new knowledge, so the institution that wants to stay, the education process at a level that is more than or equal to at least the level of change that it faces, Learning is very important to the institution's members. Learning is becoming more common in contemporary institutions as an important means of distributing and increasing competitive advantage.

Based on the above, we have proposed the following problem:

To what extent can organizational learning contribute to the formation and development of the organization's human resources?

research assumes:

In order to facilitate the answer to the problem posed, some hypotheses that will be the starting point of our study were formulated and can be summarized as follows:

1. Organizational education plays a key role in the development and development of the working hand within the institution;
- 2 Organizational learning is the link between acquiring new knowledge and increasing the productive capacity of an organization;
- 3 It is not necessarily that the institution is educated or depends on education to develop and develop its human resources;

2. Objectives and importance of the study:

The objectives of this study are as follows:

- Identify organizational education its important and dimensions;
- Management of competencies and human resources;
- Demonstrating the role of organizational education in the management and development of human competencies;

3. The importance of studying:

The importance of this research stems from the importance of organizational education, which witnessed its growth and spread at the beginning of the 21st century and its direct link in the development of individuals and efficiency within the institution.

Research methodology and tools used:

In order to take into account the aspects of the subject of the study, the descriptive approach was used to clarify the theoretical aspects of the subject,

The topic will be addressed through three axes, as follows:

- The concept of organizational education, its dimensions and importance.
- Human competencies and development.
- Developing human competencies based on organizational learning.

4. The concept of organizational education

Organizational education has emerged from the early 1950s and 1960s in Herbert Simon's studies on decision making, laying the foundation stone for organizational learning within the institution.

Organizational education has been defined as "the process leading to better work through better knowledge and better understanding" (Amer Khadairy ElKibsi,2004,p89)

In another definition, "the process by which members of the organization can detect and correct errors by changing their working theories, the organization learns when knowledge is acquired in all its forms, whatever means, information, skills, techniques, and practices."(Chris Argyris and Donald A. Schon,2002,p24)

It is also known as the "process process of order, known and repeated regularly: to acquire a set of knowledge and applications that contribute to the permanent adjustment of the organization."(V.I. of City, Organizational Learning.2006,p96)

Organizational learning is a "collective phenomenon of acquisition and production of knowledge that modifies and manages status(Koenig G, 1994 ,P76)

Organizational learning is thus the process by which the institution seeks to acquire new knowledge that aspires to improve organizational capabilities, develop itself and increase the competencies of its members.

The talk about organizational education does not mean that the institution is the one who learns, and its material elements are also incapable of learning because they lack the ability to perceive and sense the variables and the inability to respond to them. But the people who occupy different functions within the institution are the ones concerned with learning. Institutions where employees and clients have conditions that lead to new patterns of behavior that are reflected in the performance of their various businesses. Organizational learning is the learning of individuals within the institution, in different fields including:

1. In the area of working conditions: the individual learns when he comes to work, when he is expected to get a rank, and from anyone who can ask for help.
2. In terms of performance: he learns how to do his job effectively, what is required to achieve and what performance is worth the reward.
3. Socially: The individual learns how to deal with others, what is accepted and unacceptable behavior, and how to deal with the group.
4. In terms of the career path: the individual learns how to progress in his work and how to master and develop, and what tasks that must try to try or try to avoid

The term organizational education has become a common concept among institutions that seek to become more adaptive to continuous change. It depends on organizational learning within the organization to develop the abilities of individuals to acquire the formulas, methods and processes that help them accomplish their work, so that they constantly try to learn new things that enable them to improve and develop. Performance and thus improve their products and services.

5.Individuals and their relationship to organizational education

5.1 Individual learning

The individual learns according to the theory of organizational education through five mechanisms and means:

- 1 - Learning to build intellectual models that summarize the individuals factors affecting a particular phenomenon and explain the movement and effects.
- 2 - Learning through the formation of common concepts and views with others.
- 3 - Learning through the development of individual capabilities to possess knowledge in the field of specialization and depth.
4. Learning by working in a team.
- 5 - Learning through the application of systemic thinking, which links the elements of a certain phenomenon and determines the relations between them, and see the part through the whole.

It should be noted that individual learning in organizational education is not limited to the individual experiences and skills that are applicable to the form of observing behaviors, but rather to the teaching and development of mental and cognitive processes, such as analysis and reasoning, and the construction of theoretical frameworks and scientific models And rationalizing the mental and mental behavior of the employees, that is, the organizational education can transform the institution into an institutional framework for teaching the individuals working in it, after the institutions in the past were just a framework for employing the knowledge gained by individuals through the stages of learning in educational institutions specialized in education, The close link between the concept of organizational education and individual education. Which is the most important aspects of the training process.

5.2 Training

The methods available to institutions to learn are based on the principle of change in behavior or motivation and results from a direct experience or through others, and from which the institution can practice several methods in this, where training is * the most effective method in this area and means training " The efforts and the efforts to develop the skills and skills of the employees of the organization at all levels and disciplines, and to rationalize their behavior. This will increase the effectiveness of their performance and improve their levels to achieve their personal goals and goals.(Ahmed Sayed Mustafa,2004,P223)

The training process consists of a combination of sub-processes, from training planning to training and development programs to training evaluation. These processes are carried out either by the institution itself or through specialized training centers, institutes or university colleges.

With the speed of change in the organization's environment, every worker, employee or manager will need to absorb new knowledge and skills, at least eight times during his / her career. This understanding and understanding is what changes, developments, and threats Of risk.

6.The importance of organizational education and its dimensions

6.1 The importance of organizational education

The importance of organizational education is that it is the only way to spread knowledge within the institution. It is not limited to individuals or groups without others. It transforms the entire institution into a continuous and flexible learning machine at anytime, anywhere and at all levels. Pro goals(Ali ElSilmi,2002,P232):

- 1- Facilitate and expand communication circles and contacts in the organization so that individuals can exchange experiences and discuss individual experiences, thus contributing to the formation of new concepts and patterns of positive practices and behaviors.
2. Develop and deepen the use of teamwork methods and work teams as the basis for performance in the various operations of the institution.
- 3 - Develop methods and incentives to think about solving the problems of work, through seminars, discussion sessions and other mechanisms adopted by the Department to motivate employees to think and manage.
- 4 - Create an atmosphere of transparency among the workers and this by providing full information on everything that the workers must know and understand about the working conditions and the objectives behind it, and other information that used to be the preserve of the heads of management.
5. Develop opportunities and the possibility of using the methodology of systematic thinking and encourage employees to contribute to labor issues and problems

6.2 The scope and dimensions of organizational education

Key dimensions of organizational education are:

- 1- The internal and external environment to know the active forces and the working human capacities in it and the goals it aspires to, or the required inputs or pressures exerted on it.
2. The resources and capacities available, exploited and full, and the strengths and weaknesses in the process of obtaining them, exploiting them and exploiting their results, and identifying the imbalances and foresight in them to review the plans, programs and processes that include the good management of these inputs to achieve the efficiency and effectiveness of the outputs.
- 3 - The near and far future awaiting the institution, and study and research in order to develop appropriate strategies, and to ensure survival and meet the challenges that may occur in numbers and the calculation of its requirements.

4. Technology is the driving heart of learning and knowledge. Technology has a major role in knowledge management through the use of a set of concepts and techniques that derive from it. (patrick storhaye and partick bouvard,2002,p100)

We draw several focal points that are the basic specifications and dimensions of the organizational learning process. (Chris Argyris and Donald A. Schon,2002,p28)

Collective dimension of organizational learning: The most important feature of organizational learning is the association of the organization's knowledge inventory, which acquires a special memory separate from the individual, to store individual and collective information, knowledge and experiences. This creates a special dimension for the organization that distinguishes organizational learning qualitatively and quantitatively from the totality of individual learning.

Targeting changes in values and behaviors: To meet changes and maintain competitiveness, the organization finds itself obliged to identify new ways and approaches.

Typical examples of DIGITAL EQUIPMENT CORPORATION, IBM, and HP are considered Intelligent, early understanding of the trends of environmental change, making radical shifts in their structures And prevailing value systems.

Learning by drawing lessons from success and failure: The experiences of the organization at the individual and collective levels are important sources for learning lessons and learning from mistakes made and successes. If the organization knows how to read the search for organizational learning levels and dimensions, and try to understand its most important aspects is not enough to reach the true meaning of organizational learning, the organizational learning process and its successful completion requires human resources and appropriate competencies. Seeks to apply this concept and to achieve the objectives of the Organization. This is about the next element. And organizational learning several reasons and motives, the most important of which:

- 1 - accelerated knowledge explosion, which has become knowledge and ideas are increasing.
2. Rapid change in learning techniques, methods and centers, in information banks, centers of expertise, research and consultation, which made it easier for learners to learn and access to knowledge.
- 3 - The fierce competitiveness that institutions are currently living in the path of globalization and freedom of trade, so that each institution is trying to control the tastes and markets and this can only be achieved in the past in the generation of knowledge and employment and marketing.
4. The rapid and continuous change in the economic, social and political environment in the world today, which has imposed on institutions a set of constraints, forcing them to respond to and work within it, which leads them to learn and keep abreast of all developments in the world of knowledge, skills and behavior.

In order for education to be an effective source of competitive advantage, the following conditions must be met in education (Najem Abboud Najm,2005,p286):

1. Continuing education: learning is a continuous process and not a passing concern.
- 2- Education shall be at the level of everyone within the institution and shall not be restricted to one department, such as the research and development department.
- 3 - Search for sources of education: where you can get knowledge and experience from inside and outside the institution and from anywhere else.
- 4 - Transforming education into value: This is by providing a systematic way to turn learning into valuable results both in increasing the knowledge assets and maximizing the intellectual capital of the institution or in improving the performance of the business performance within the institution.

5 - Measurement of education: that the measurement has to be done periodically and in an organized manner depends on the use of competitive calibration, making the institution faster and more comprehensive in learning from its competitors.

7.Human competencies:

The competitiveness of the organization depends primarily on the efficiency of its human resources. The competency and the knowledge and experience it holds are essential to the competitive advantage. It is an important factor in the process of creating value for the institution and making the appropriate changes to achieve its objectives. On this basis, the efficiency and skill of the human resources of the institution is one of the most important factors responsible for the institution's competitive advantage and success.

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7.1 The concept of human competencies

The knowledge economy has changed the general orientation of economic institutions from the intensity of investment in information technology to the intensity of knowledge based on competencies, as the institutions realized that their competitiveness is linked to the possibility of benefiting from what they know and learned. The concept of efficiency has been given several definitions (Benmerzouga Ouahida, 2006, p100).

- is the ability to solve a specific problem in a particular context.
- is a set of skills, knowledge, and abilities behaviors that are used to perform a specific work with a specific goal.
- is the highest level that an individual can receive based on professional knowledge, abilities and departments.

The concept of competence refers to the range of knowledge, characteristics, abilities and behaviors that allow an individual to perform his functions at the highest possible level, as well as a consistent set of know-how and technical know-how, and model actions and specific actions to address particular problems.

7.2 Characteristics of competencies

There are several advantages of efficiency, including:

1. It is the concept of just an invisible competency, and it is determined by analyzing the practice activities and the means used.
2. It is derived from the individual not being born competent to perform a particular activity.
- 3 - With a specific goal or goal, gaining them without employment does not give us with them.
- 4 - Formulated in a dynamic manner, as all its constituents are engaged in a vicious cycle of knowledge, skills and behavior.

On the strategic side, it has two main characteristics:

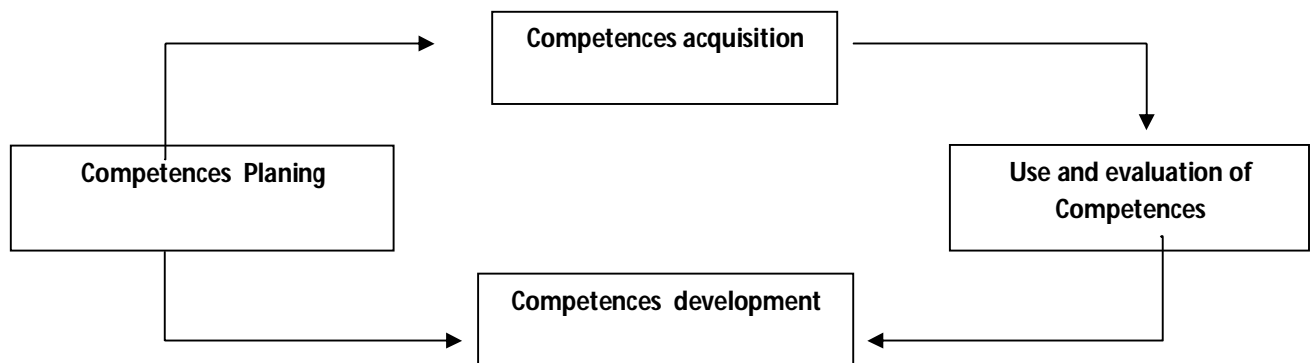
- 1- The ability to create value which is represented either in the final product or the final service.
2. Difficulty of imitation, discrimination and exclusivity from competitors.

Management and development of human competencies

8.Competency management

The process of identifying and strategic management of the core competencies within the institution requires directing the resources and efforts of the institution towards private sectors and distinct to improve and develop their products and services. In other words, strategic efficiency comes through the integration of individual competencies through specific coordination mechanisms. Strategic competencies are collective competencies. In order for the organization to reach these goals, it must from the planning, organization and evaluation of these competencies, which must be managed. Competency management includes the following elements, which can be explained in the following form

: **Figure 1:** Competency management content



Source: Bouziane Othman, reference previously mentioned, 2004,pp. 248-249.

- ✓ Competency planning: The process of planning the competencies by assessing the future needs, then comparing them with the current positions in the institution, and be the result of a gap and lack of competencies that the institution tries to fill. This gap is usually translated on the basis of the number required to be identified and the areas that need to be identified.
- ✓ Acquisition of competencies: Acquiring competencies involves attracting new individuals or purchasing consulting services or collaborating with other institutions.
- ✓ Competency development: refers to each process leading to learning which in turn changes one or more of the following dimensions: knowledge, skills, behaviors, trends, and learning activities may be effective if the institution is well exploited.
- ✓ The use and evaluation of competencies: the stage in which the competencies are used and employed, where the benefits of training, skills and learning are reaped. This phase also helps to identify the results of the training efforts, which lead to the assessment of competencies used.

Human competencies are created within the organization through the development, communication and exchange of information and knowledge among the different members of the organization. It is cumbersome in nature, which is difficult to identify and evaluate. Due to these competencies, the organization achieves the desired performance. By failing to do so, the institution is unable to devise new methods of work. This is what leads to the creation of the so-called educated organization, the institutions in which everyone works independently and cooperatively to constantly develop the order to achieve the results they desire, which seeks to develop new patterns of thinking and set a set of goals and collective aspirations, where he learns Their members constantly learn how to collectively. "(Peter. Senge,1990,P 08)

9.Development of human competencies based on organizational learning:

The process of development of personal and professional competencies requires communication with tasks and non-dispersion of efforts with the need to continue to acquire knowledge and learning. To achieve this most effectively, knowledge must be organized within three past, present and future time horizons(Souhila Abbas,2004,p125).

The application of institutions to knowledge management earns its practitioners three main aspects: knowledge sharing, collaborative work, the use of advanced technologies in terms of communication, transformation and protection, and finally the relationship with the customer. On the other hand, they expect four gains: acceleration of the enterprise's interaction, customer value-added benefits and higher productivity To succeed in the process of developing and renewing its competencies in order to extend the competitive advantage, it relies on two methods:

9.1 Internal renewal: The organization can renew its resources and competencies implicitly through daily activities, and explicitly by updating knowledge through training and strategic vigilance.

9.2 External renewal: These agreements are established between the institutions for the purpose of transferring and exchanging information, knowledge and competencies for the integration and acquisition with the external perimeter of the institution. Some of the positives of this method are:

- Conversion of functional competencies: allowing the institution to improve its efficiency through learning from other institutions.
- Conversion of managerial competencies: allowing the institution to acquire knowledge about management, strategic and financial planning.
- Contribute to and share new resources: thus achieving greater rationality in the use of the assets of the institution and thus achieving the economics of peace.

Organizational education is established and operates throughout the institution and its levels more and more rapidly as management approaches more application in the knowledge management methodology. The first objective of organizational learning is to seek knowledge, monitor, analyze, interpret and apply it to the benefit of the institution. Enterprise.(Jean Brilman,200,P405)

Therefore, organizational education is the cornerstone in the development of labor within the institution. This is illustrated by:

- Facilitate individuals' learning of the knowledge, concepts, intellectual and theoretical bases of an activity, as well as learning the skills and techniques and the ability to apply them at work sites and achieve quality outputs.
- Planning and flow of information so that it reaches all workers in a degree parallel to the demands of work, providing them with opportunities to learn and acquire new knowledge and skills.
- Create work sites to be the primary reference for education, where opportunities for individuals to interact with each other and exchange experiences, and communicate with the presidents and supervisors and openness to external sources of knowledge, and renew their knowledge and skills and the continuous recognition of the results of management evaluation of their performance and knowledge of imbalances.
- Investment of human potential and increase in their desire to learn, in order to improve their performance and obtain several benefits and benefits that increase the capacity and performance of the institution.

Organizational learning is the acquisition of knowledge, skill or new behavior that is translated through the performance of the individual. This education contributes to improving the performance and achieving the competitive advantage of the institution, since the essence of the education process is to obtain knowledge or skill The organization distinguishes the rest

of the other institutions, and it contributes to reducing costs as a result of reducing the possibility of error in performance.

In order for education to be an effective source of competitive advantage, the following conditions must be met in education (Najem Abboud Najm, 2005, p.286):

1. Continuing education: learning is a continuous process and not a passing concern.
- 2- Education shall be at the level of everyone within the institution and shall not be restricted to one department, such as the research and development department.
- 3 - Search for sources of education: where you can get knowledge and experience from inside and outside the institution and from anywhere else.
- 4 - Transforming education into value: This is by providing a systematic way to turn learning into valuable results both in increasing the knowledge assets and maximizing the intellectual capital of the institution or in improving the performance of the business performance within the institution.
- 5 - Measurement of education: that the measurement periodically and in an organized manner depends on the use of competitive calibration, making the institution faster and more comprehensive in learning from its competitors.

Conclusion

We are living in an age of accelerated scientific and technical progress, as there is a need to invest more in intelligence than ever in education and training while at the same time radically rethinking the current division of life into three distinct phases: education, training and working life.

These stages should be seen as an ongoing process in which individuals are able, throughout their lives, to deepen, revitalize and expand their knowledge of the market world and in a time of rapid change, to become self-reliant and judge things and learn from basic characteristics, Between analytical capabilities and technical skills in a more effective and harmonious manner. Therefore, the learning process requires more knowledge formation processes and effective interaction with that change. On the other hand, the greater the scope and speed of knowledge development and accumulation as reflected in the speed and depth of knowledge As a starting project, the goal is to transform the organization from a stable state to another, so in the conclusion of this research we prove the validity of the first and second hypothesis and negate the validity of the third hypothesis.

Researcher John Abbott points out that successful societies in the 21st century will have learning communities that are consistent with the ever-changing social and economic environment, defined as "societies that use all their material and intellectual resources, both formal and informal, in school and out of school, According to a work schedule that enables each individual to grow and engage with others. "Organizational learning is the process through which the planned change in the institution is made and prepared to be adaptable to changes in the surrounding environment at the appropriate pace, A group of processes, the most important of which are: empowering individuals, investing past experiences and experiences in the face of the future, managing and using knowledge and technology effectively for learning and improving performance, in an organizational culture based on the shared vision of the members of the organization, Enabling organizations to have the advantage of speed learning and achieve their goals efficiently and effectively.

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