LEARNING ORGANIZATION AS A TOOL FOR HIGH-PERFORMANCE MANAGEMENT

Antalová M., Fodranová I., Labudová V.*

Abstract: The increasing need for sustainable development puts enormous pressure on companies facing new and more sophisticated challenges. The changing market environment itself requires an immediate response. Being flexible means not only surviving but also profiting under existing conditions. The key to higher performance management practice is successful, productive organizational change, which significantly impacts the organization as a whole. To achieve this goal, the study has developed a theory of the learning organization based on employees' working conditions and professional competencies, which are a priority in the changing process. The goal was to develop the theoretical framework of the learning organization for the empirical study and on the results of primary analyzes to offer an implementation model, considering every step of organizational transformation. In an empirical framework, research data are focused on diagnosing a specific organization and analyzing its problems and barriers to implementing learning processes. Several statistical methods were used, such as univariate, bivariate and correlation analysis. The regression analysis was used to verify the relationships between indicators at a higher empirical level. Based on the obtained results, the authors have proposed a universal implementation model of the learning organization suitable for all types of organizations in accordance with the sustainable development strategy.

Keywords: learning organization, organizational change, competencies of employees, working conditions, sustainable development

Introduction

Business leaders often assume that if there is a clear vision, the right incentives and a lot of training, their organization automatically becomes highly effective because their employees can acquire, create, and disseminate knowledge. This assumption is not only wrong but even risky. Businesses need to learn more than ever before to

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face the growing challenges. To stay in a competitive environment, they must constantly adapt to the changing environment and enable their employees to perform new tasks and accept new responsibilities. Are there any means or opportunities that would transform a company or business into a flexible structure capable of implementing innovation, facing competition or responding to changes in consumer behavior? One effective way is to transform the traditional form of organization into a learning company. Organizational learning facilitates the organisation's learning process and allows adaptation to the new environment. Inkpen states, "effective organizational learning can improve organization capabilities and can gain a competitive advantage" (Inkpen, 2002).

Transnational corporations have long been striving for a new quality of working life, but the implementation process of a learning organization is apprehended more easily as changes related only to the organizational structure or organizational culture. In fact, it is a more demanding process, which does not represent enormous financial costs, but only a change of mindset, an innovative approach to problem-solving and, of course, the application of new methods of working with people.

Regarding a learning organization, it is necessary to mention the category of social quality, which is a newer concept. Its authors are Beck, Maesen and Walker (1997), who define it as "the extent to which people are able to participate in the social, economic and cultural lives of their communities under conditions which enhance their well-being and individual potential". As we can deduce from the definition, social quality represents a modern society that meets the highest criteria of humanism. In our opinion, the development process to it represents several stages. The first stage of its transformation is the concept of a learning society, the second stage is represented by the concept of a knowledge society, and the third stage, inherent in creative society, is characterized by inventiveness and inaccessibility without learning structures as well as dissemination of new knowledge (Kačerauskas, 2015).

Social quality is a kind of umbrella for a learning society, a knowledge society, and a creative society, and it is at the top of social values. It is based on the strengths of all three. Its essence creates strong synergy effects necessary for an integrated and stable society manifested in the area of all its components (Beck et al., 1997). Further development of companies is unthinkable without the mentioned trend, which is mainly based on a new approach in the field of efficient use of human resources. Globalization and demographic trends, especially the pressure for sustainability not only in the economic or environmental but also in the social sphere, require a conceptual change in the given area. From a business perspective, social sustainability is about understanding the impacts of corporations on people and society. In the triple bottom line model, social sustainability is the least examined part of sustainability. This paper contributes fundamentally to practice theory in relation to how to build a social company. The goal is to develop the theoretical framework of the learning organization for the empirical study and on the results of

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primary analysis to offer an implementation model, considering every step of organizational transformation.

Literature Review

The learning organization originated in management theory long ago as a theoretical concept of a new quality of working life. Its founder is considered to be Senge, who elaborated it on a theoretical level back in 1990. Later, many authors around the world began to develop his approach. Senge's concept can also be considered the basis of the learning society, which became an important cornerstone of the architecture of the European Union states after 1989. The statements of Jarvis (2008) also confirm this. According to Rigolizzo (2018) and Stanistreet (2020), the philosophy of learning society has become a thoughtful policy.

Currently, many authors deal with the learning organization, primarily on a theoretical level. However, fewer of them pay attention to methodology, method of investigation, or the creation of models and procedures for its implementation. Considering the ongoing problems, the present study's short theoretical discourse will try to answer the following questions:

1) Are there significant differences in individual authors' perceptions of the learning organizations?

2) Which characteristics are considered essential for the learning organization?

3) Are there multiple ways of implementing it?

4) How can be the learning organization operationalized?

1) According to Marsick et al., (2000), a learning organization allows to face various forms of economic crisis because in its environment, processes are constantly evaluated and, if necessary, are also corrected immediately, but above all, people's professional competencies are developed through specific educational standards (Sprinkle and Utick, 2018; Webb et al., 2019).

The concept of a learning organization is accompanied by dilemmas (Thomas and Allen, 2006) in both theory and practical implementation. While some authors consider it an unrealistic model and call it fiction or myth (Flood and Finnestrand, 2019), others acclaim it and see it as a tool for achieving organizational progress (Senge, 2006; Bernousi, 2012; Shein, 2019). Other authors (Lam and Lundwall, 2007; Ellinger and Ellinger, 2021) point out the strong synergy created by the learning process. According to them, the learning organization is improved by decentralized responsibility, teamwork, staff rotation between departments, investing in training and positive influence on performance.

Senge perceived it at a higher level of abstraction. According to him, it is an organization that is constantly expanding its capacities (Senge, 2006). He argues that the learning system in a learning organization is specific in involving a change in culture and a change in the most basic methods not only within the organization itself but also within the whole system of management (Senge, 2006). He characterized a learning organization as an organization where people constantly expand their ability to achieve the desired results, in which new and extensive patterns of thinking are

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developed, where collective aspiration is being released, and where people are constantly learning together. Five well-known disciplines have been identified for a learning organization: personal mastery, mental models, building a shared vision, team learning and systems thinking (Senge, 2006). They also described its characteristics as follows: (1) a learning organization is considered a complex of human systems; (2) it is more process-oriented than structure-oriented; (3) it attaches importance to feedback; (4) it transforms strategy into active political learning; (5) it perceives unexpected incidents as new possibilities and opportunities (6) it perceives the manager as a professional. Senge (2006) points out that a learning organization should have an organizational culture based on the values of love, humanity and help; they perceive dialogue and cooperation in work activities as the "life" of the system. Shein (2019) emphasizes a specific management style in a learning organization that is the opposite of commanding and controlling. If the basis of a learning organization is coaching, it is necessary to reduce the authoritative approach to people. In the words of Senge himself: "people do not feel controlled by him - even if they are" (Senge, 2006).

Despite the existence of different approaches to identifying the characteristics of a learning organization, in our opinion, their essence is compatible. Based on previous information, a learning organization manifests the following characteristics: (1) by increasing organizational adaptability to the environment, it can survive; (2) through the implemented learning system has the ability of continuous self-transformation; (3) can teach its members and develop their abilities, which leads to new ways of thinking, and a new perspective; (4) employees and customers become true business associates; (5) interaction and communication are the basis for all operations; (6) managers become coaches; (7) the hierarchy is greatly reduced; (8) the structure is flexible.

2) The existing literature provides only relatively limited information (Flood and Romm, 2018; Al-Dhuwaihi and Alahrani, 2020) about the differences between traditional and learning organization. Although the authors discuss that companies should place more emphasis on the learning process, it remains on the ingenuity of individual managers or consultants on how to implement these ideas and how to proceed in a specific process and specific conditions. As mentioned above, a learning organization is characterized by a specific work environment that allows management to respond flexibly to internal and external challenges. The given flexibility lies in the created new working conditions (different from non-learning organizations), in which employees work and produce above-standard performance.

3) Exceptional above-standard performances of the learning organization also anticipate specific professional competencies, which enable them to achieve higher effects. From a given point of view, it is possible to perceive a learning organization as an entity characterized by extraordinary working conditions. Besides, they just need to be identified because without them, no existing situation can be diagnosed or the development process can be planned. Despite the mentioned importance of working conditions in the quality of working life, there are still great theoretical

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dilemmas in their perception. The scientific perception of working conditions has been ambiguous, problematic and vague for decades. There are a number of definitions, but they are descriptive, marked by various aspects, some of which contradict each other and are even excluded.

The European Foundation for the Improvement of Living and Working Conditions (2005) has tried unifying its scientific platform. Their methodological approach focused on the mega level with the possibility of comparing individual countries in the EU. Despite all the advantages, this precise processing omits the creation of a theoretical framework applicable to organizations. For this reason, the researchers focused on creating a concept of working conditions, usable to form the work environment, which the authors will briefly mention. They perceive working conditions as specific circumstances, factors whose quality affects the employee's performance. From the aspect of the concept of a learning organization, it is necessary to emphasize their two important indicators, the person and his professional competencies and the specific working conditions in which he performs his or her work activities. Similar to working conditions, professional competence is also characterized by vagueness and uncertainty, although it has become a central category for labor and educational standards in recent years. The study has adapted its perception to the research needs. It represents a set of knowledge and skills that create a basic ability to perform a certain profession and an organisation's specific agenda. Both categories – working conditions and professional competencies – form the basis of operationalization. Without them, the organization's current state cannot be empirically diagnosed, nor can the implementation of learning processes be designed.

4) According to Örtenbland (2018), four versions of a learning organization are associated with four forms of implementation. They are inclusive approach, exclusive approach, middle approach and contextual approach. An inclusive approach means that any organization with at least one element of the four versions of a learning organization (learning at work, learning environment, education and learning structure) can be classified as learning organizations. According to this view, each organization can be considered a learning organization, because its characteristics are extensive. The exclusive approach emphasizes the opposite, and the learning organization must have all four main characteristics. As a result, the demands on the learning organization are too high, and only a few of them meet these conditions. The middle approach emphasizes the need to develop a learning organization methodology that could be used to develop special learning organization typologies according to the extent of the implemented changes. The contextual approach is based on the existing standard of a learning organization, which is sufficiently demanding and acceptable for different types of organizations. As a result of the theoretical analysis, the following premises are considered:

1) The basis for further research is the own definition of the learning organization, including its 8 characteristics mentioned above.

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2) The differences between a traditional and a learning organization through the process of changes are considered.

3) The learning organization, through working conditions and professional competencies, is operationalized.

4) Of the existing 4 implementation approaches, this research prefers the contextual one, in which it defines the learning organisation's standard based on empirical data.

Research Design and Methodology

From the entire breadth of working conditions, the authors concentrated only on those that could create barriers, problems and limiting factors or potential threats to implementing a learning organization.

The data used to carry out this investigation come from the source, which corresponds to quantitative methodologies. The survey was conducted between March and May 2021 on a sample of 300 respondents – employees of concrete organization – with a confidence level of 95,5 %. (2σ) P = Q and an error of ± 1,6 % for the sample as a whole. The sample selection had two stages. The first stage was defined based on the quotas set in the base set in order to make it representative. The quotas were the individual work groups of employees such as managers, administrative staff, technical staff and manual workers. The authors chose a random selection for the second stage, which concerned individual workers in the organisation's departments. Specific quotas and numbers of workers were sent by internal post. The print questionnaire consisted of 66 affirmations of existing work issues. Its return was supported, as already mentioned, by executives. After collecting the questionnaires, compliance with individual quotas was checked. The quotas of the sample set were identical to the quotas of the base set. Thus, the results of the survey are representative. Partial indicators represented ten areas focused on problems in organizational structure, management, education, motivation, creativity, teamwork, values and goals, career and remuneration. Each partial indicator contained six variables. In the questionnaire, workers were supposed to mark statements of concrete problems only if the given statement coincides with the situation in the working environment. For example, one question from the area of education: "Management does not attach sufficient importance to further education of employees ". Regarding teamwork, "Competition within organization is often so fierce that it becomes destructive ". From the area of purpose and goals: "One of the serious problems is that we do not know what is expected from us ". During processing, the questions were divided into problems related to the organization (values, purpose and goals, organizational structure and management style) and problems related to managing people. Managing people were also divided into two blocks: the area of personnel management, which represented the daily administration of the personnel department (recruitment, remuneration and career plan), while human resources management was focused on staff development by managers (education, motivation, creativity and teamwork). Individual indicators

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can be found in Table 5. Data were processed in SAS program, where the authors used uni-variation, bi-variation, correlation and regression analysis. For a more in-depth analysis of individual and partial indicators, indices (the ratio of the actual value to the maximum achievable value) were calculated. Index calculations can be found in Table 5.

In the analysis, the authors oriented to follow the most important relationships:

H1: There is a link between organisational and people management processes.

H2: The intensity of the relationship between organization management and people management is different; stronger will be from the people management side.

H3: Personnel management will not manifest as strongly influencing organizational behavior as human resource management.

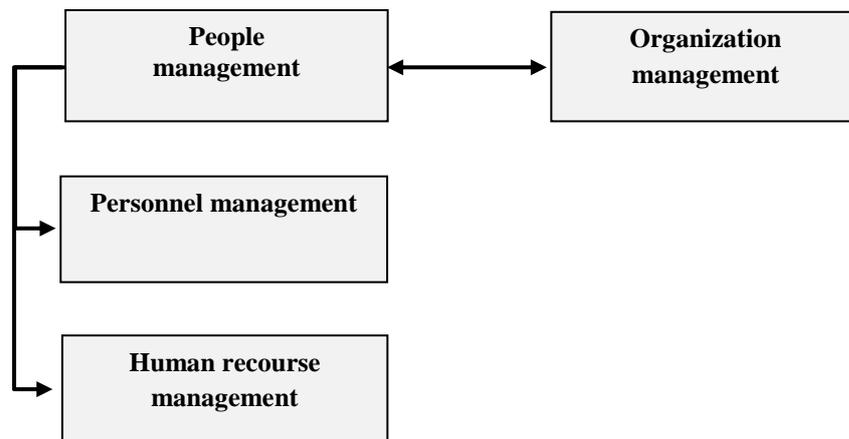The basic relationships investigated in the study are shown in Figure 1.

Figure 1: Scheme of investigated relations
Source: Authors' elaboration

The model (Figure 1) shows the relationships between human resources and conditions in the organization. At a general level, it is assumed that there is a strong link between the organization's management processes and the human resources processes, dominated by people's management influence.
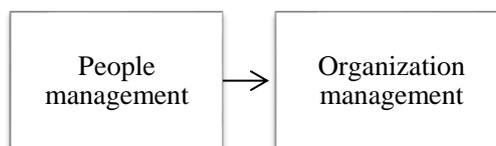

Figure 2: Model I. The impact of people management on the management of organization
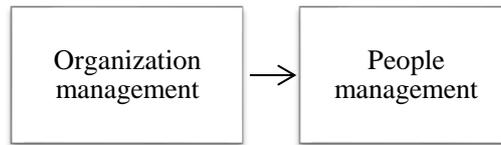**Source:** Authors' elaboration

Figure 3: Model II. The impact of organization management on people management
Source: Authors' elaboration

In the first step, the hypotheses are verified, as shown in Model I (Figure 2) and Model II (Figure 3): *there is a link between the organization and the human resources processes.* In the second step, the researchers focus on identifying the intensity of influence between them and whether there is a stronger relationship between the organization management and the people management. In the third step, the authors focus on partial indicators and their interconnection, which they use to create design changes. In the fourth step, the significance of the relationships between the individual indicators is considered, the weight of which is assessed based on indices.

Research Results and Discussion

Based on a test of statistical significance in SAS software, the authors identified a strong link between both processes, organizational management and human resource management (0.71905, p <. 0001), with an R-Square value of 0.6109; 0.84958 p <. 0001, with an R-Square value of 0.6073. The value of the statistical test is valid in both models (Table 1).

Table 1. Comparison of Parameters Estimates

		Model I	*Model II*
Intercept	Parameter Estimates	0.0052	0.1051
	Standard Error	0.0213	0.0168
	t Value	0.2500	6.2700
	Pr > |t|	0.8069	< 0.0001
RL INDEX	Parameter Estimates	0.8496	0.7191
	Standard Error	0.0652	0.0552
	t Value	13.0200	13.2000
	Pr > |t|	< 0.0001	< 0.0001

N= 300 DF=1, Error 108, Corr. Total 109
Source: Authors' elaboration

Table 2. Comparison of Analysis of Variance

	MODEL I	*MODEL II*
SUM OF SQUARES	2.2312	1.8884
MEAN SQUARES	2.2312	1.8884
F VALUE	169.5600	169.5600
PR > F	< 0.0001	< 0.0001
ROOT MSE	0.1147	0.1055
DEPENDENT MEAN	0.2428	0.2797
R-SQUARE	0.6109	0.6109
ADJ. R-SQ	0.6073	0.6073
COEFF. VAR	47.2454	37.7369

N= 300 DF=1, Error 108, Corr. Total 109
Source: Authors' elaboration

Through the test values of both processes (Table 1 and Table 2), the authors took into account the intensity of the interconnection of organization management to people management and, vice versa, people management to organization management. It can be stated that there is a stronger impact of people management on the organization management (0.84958, $p <. 0001$), which reached the value of R-Square 0.6109. This finding also confirms the hypothesis that the impact of human resources on organizational processes is more intense than the impact of conditions in the organization on human resources.

The authors took the fact into account in the implementation process. Employees with the required work competencies for the learning organization can be active and create synergies that would support the expected change in all organizational units and their individual processes. If the employees do not have job competencies, the management's efforts will be limited.

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Table 3. Correlation Analysis of Partial Indicators

Partial Indicator	New Staff	Organization Structure	Management	Education	Motivation
Org. Structure	0.42135	1			
Management	0.42409	**0.63184**	1		
Education	0.33164	0.39303	0.44861	1	
Motivation	0.43714	0.43635	**0.52597**	0.4408	1
Creativity	0.40733	0.49838	**0.67253**	0.45762	0.47603
Teamwork	0.34836	0.36226	0.47176	0.38124	0.38036
Values	0.49980	**0.50389**	**0.55108**	**0.52773**	**0.52463**
Career	0.33413	0.21268	0.36072	0.39714	0.30675
Goals	0.34967	0.29573	0.41495	0.31208	0.41259
Remuneration	0.40957	0.40154	**0.53636**	0.42527	**0.57933**

$N = 300$, $p < 0.5$
Source: Authors' elaboration

Through correlation analysis (Table 3), the study has found the strongest connection between the values of the organization and the organizational structure (0.50389, $p < 0.5$), between the values of the organization and the management style (0.55108, $p < 0.5$), between the values of the organization and educational policy (0.52773, $p < 0.5$) as well as motivation (0.52463; $p < 0.5$). The authors considered the findings in the concept of organizational development towards a learning organization. They emphasized the creation and distribution of new values, a change in the management style from autocratic-democratic to democratic, and a change in educational policy, which should support the development of learning structures and processes. Within it, the authors recommended including a new system of employee training, through which it is possible to develop the professional competencies of employees necessary for a learning organization. The researchers proposed to adjust the organizational structure to meet the needs of the learning organization, which means that elements of horizontal form prevail over vertical.

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Table 4. Correlation Analysis in Partial Indicators

Partial Indicator	Creativity	Teamwork	Values	Career	Goals
Creativity	1				
Teamwork	**0.56721**	1			
Values	0.37668	0.37205	1		
Career	0.45977	0.37727	0.23966	1	
Goals	**0.50101**	**0.50329**	0.30472	0.49936	1
Remuneration	**0.52847**	0.32707	0.26871	0.33191	0.32111

N = 300, p < 0.5
Source: Authors' elaboration

The study results confirm a strong correlation between creativity and organizational goals (0.50101; p <0.5), as well as between creativity and management style (0.67253, p <0.5). In the concept of organizational development, the study proposed to change the existing strategy of the organization and take into account the actual implementation of the learning organization and, at the same time, change the organizational culture from powerful and functional to supportive. In a given way, the study would also achieve increased motivation of people (motivation of employees is related to the management style of the organization (0.52597; p <0.5). The researchers solved the strong connection of teamwork with the goals of the organization (0.50329, p <0.5) through a proposal to modify the organization's existing strategy, which would take into account the support of teamwork and employee participation in project creation and implementation. The research also revealed the risk factors for implementing a learning organization, as shown in Table 5. When quantifying barriers, the authors calculated indices for individual partial indicators, which they recalculated as follows: the ratio of the actual value to the maximum possible value. The maximum possible value was 300. The study examined the barriers in two areas: barriers in the organization and in working with people.

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Table 5. Organizational Barriers

Indicator	Number of answers	Index
Organization		
1. Values	170	0.2575757
2. Purpose and Goals	195	0.2954545
3. Organizational Structure	185	0.2803030
4. Style of Management	177	0.2681818
Management of People		
a) Personnel Management		
1. Recruitment	162	0.2454545
2. Remuneration	216	0.3272727
3. Career Plan	166	0.2515151
b) Human Resource Management		
1. Education	146	0.2212121
2. Motivation	141	0.2136363
3. Creativity	129	0.1954545
4. Teamwork	272	0.4121212

Source: Authors' elaboration

The authors examined the problems of the organization through the following partial indicators: the values of the organization, its purpose and goals, organizational structure and management style. Employees expressed the greatest reservations about the organization's existing intentions and goals (index 0.2954545), organizational structure (index 0.2803030) and management style (index 0.2681818). They considered the intentions and goals of the organization to be insufficient, which does not consider new trends in the development of organizations. They assessed the existing management style as more autocratic than democratic, and they would welcome more freedom in decision-making. The authors consider the development of employees and their professional competencies in terms of the organization's strategy to be a priority of human resources management. Unlike personnel management, these activities are performed directly at the workplace, especially in the relationship between the employee and his immediate superior. The study investigated this phenomenon by identifying problems in the areas of education, motivation, creativity and teamwork. Newer methods of working with people, such as leadership and coaching, were not included in the research, as their principles were not present in the researched work environment. The biggest weakness in the organization is cooperation and teamwork (index 0.4121212). It is found that employees prefer strong individualism. It was surprising that 45.4% of employees are not significantly interested in developing their knowledge and skills. The authors consider this finding to be the biggest barrier to implementing a learning organization (index 0.2212121). For this reason, specific training activities are proposed for the new further education system. The study researched personnel management through three partial indicators, which were the following: recruitment,

remuneration and career plan. However, employees had the biggest reservations about remuneration (index 0.3272727). It is assumed that it would significantly affect other attitudes of employees, which was also confirmed. The authors verified its strong relationship in the sphere of recruitment, organizational structure, management style, education, motivation and creativity (in all cases, the correlation coefficient was higher than 0.4, $p < 0.5$).

All these empirical findings became the basis for creating a concept of development towards a learning organization and also served as a basis for creating a system of further education of employees, where they were taken into account in training packages for individual working groups of employees (managers, administration staff, technical staff, and manual workers).

Implementation model

Based on the survey results and the established vision, the researchers created a design of the implementation model, which proposes concrete implementation steps and ways to monitor the implemented changes. The authors took into account the finding of coherence in relations (connection of human resources and the organization) in the first steps of implementation and started with employee training. Only later the researchers started to change the structure and culture of the organization (Figure 4).
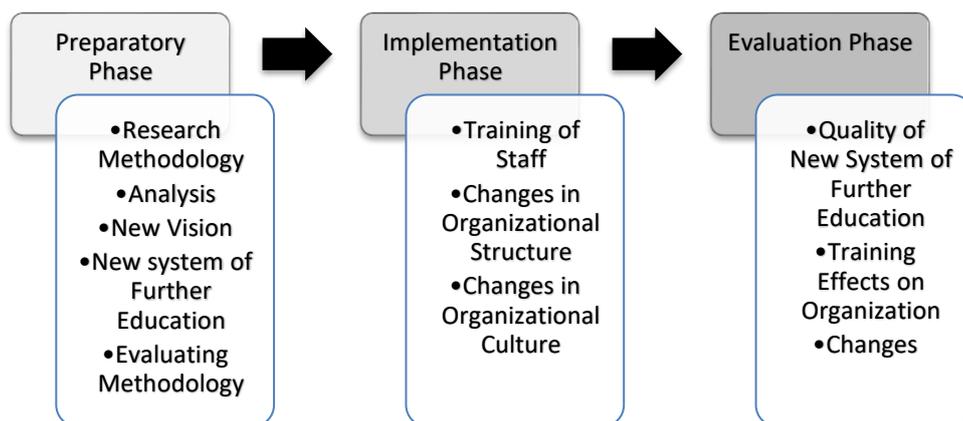

Figure 4: Implementation Model according to Phases
Source: Authors' elaboration

The study recommends implementing the transformation in the three most important steps, which are relatively independent parts. The authors consider each of them equally important because underestimating any of them could cause not only financial and time losses but also intangible damage manifested by employees' distrust of management and its activities. The study presents the final model, verified by practice. During the implementation, the authors modified it and innovated it several times. They propose to maintain the following procedure: divide the change

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process into three phases: the preparation phase, the implementation phase, and the evaluation phase. In the preparatory phase, it recommends finding an educational center in the organization. Its activities (preparation of research methodology, training packages, training, and evaluation) will establish the conditions for change. Figure 4 shows a model that is universal and so applicable to all forms of organization.

1. Preparatory Phase.

We need specific information, about what we need to change, to what extent and in what quality. For this reason, it is effective to make an effort to develop a research methodology that should include all the specifics of the organization (Lillies, 2001)). We recommend focusing on individual working groups such as managers, administrative, technical and manual staff. Research findings need to be summarized in a comprehensive report with concrete conclusions. The collection of questionnaires, as well as their processing, should be managed by the Education Center. Creating a new vision of the organization in order to implement a learning organization is recommended by several authors (Kaminska and Borzillo, 2018). It should be realistic, consequently taking into account the current situation and at the same time respecting the expected situation in the future. We recommend agreeing on a new vision with top management, which is also responsible for disseminating the new values in the organization, changing its structure and, of course, culture, as well as changes in the professional competencies of employees (Illeris 2008). The study recommends that the concept become a binding document for the organization for more than five years. The evaluation methodology allows monitoring of the whole process of change (Albarbi, 2021). The authors emphasize that it should sufficiently reflect the specific conditions of the organization as well as the results of the change process. Its importance lies not only in measuring quantitative and qualitative changes but particularly in assessing the pros and cons of implementing a learning infrastructure. The created methodology can be used to assess all the mentioned implementation stages and individual steps. It is necessary to divide the evaluation methodology into 2 processes: evaluation of organizational changes and evaluation of the system of further education. Within the evaluation of the education system, it is necessary to monitor three dimensions: internal and external validation and evaluation of education.

2. Implementation Phase

In this step, the organization should re-evaluate the current methods of working with people and adopt a new human resources management system based on the development of professional competencies of employees (Tobin, 1996; Morland et al., 2019). All employees, not just managers, should complete leadership training, coaching, learning, problem-solving, etc. (Senge, 2006; Rupčić, 2017b). It is necessary to create specific educational know-how, considering the latest knowledge of andragogy, sociology, management, etc., and the organisation's conditions. The further education system should consist of training packages focused on individual working groups with the common goal of providing employees with knowledge and

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skills to implement a learning organization. The purpose of education is to form equal attitudes to the values of the organization, its new organizational structure and culture, to create learning structures and achieve synergy effects. (Senge, 2006; Jarvis, 2008; Rupčič, 2017b; Lenart-Gansiniec and Sulkowski, 2020). The study recommends dividing the implementation process into two main areas: organizational changes and changes in human resources. In organizational changes, it recommends changing the organizational structure and organizational culture. The change in the organizational structure is reminded by Schein (2019), who also emphasizes its coincidence with the defined vision and suitable conditions for the learning process. Regarding its creation, it is necessary to respect a horizontal hierarchy more (Al-Alawi et al., 2007). Many authors comment on the change in organizational culture (Mamatha and Geetanjali, 2020; Boyung, 2021). At the same time, they recommend its supportive form that initiates individual, group and organizational learning and determines the style of democratic governance. Culture change is one of the most important in the implementation process and is related to the thinking and behavior of people who tend to be extremely permanent (Mastio et al., 2021). Within it, it is necessary to achieve that employees voluntarily decide to develop certain ideas, attitudes and values inherent in the learning environment (Gentle and Clifto, 2017; Reese, 2021). Regarding changes in the field of human resources, these can be achieved through training activities belonging to the new system of employee training for a learning organization.

3. Evaluation Phase

The third phase of the model consists of monitoring changes and possible adjustments, whether of educational know-how, content of educational activities, organizational structure or strategy of the organization. Evaluation will allow us to monitor individual processes of change both in the field of human resources and in the field of organization or created know-how (Garbarino and Holland, 2009). Its first part will be to evaluate the education system's effectiveness, in which it recommends applying its two dimensions: internal and external validation. The second part will evaluate educational activities to change people's thinking and attitudes and supplement their professional competencies inherent in learning systems. In this evaluation, it recommends including both objective and subjective effects. The evaluation of the new organizational structure suggests implementation can be carried out through information obtained from the managers and employees of the organization and after a longer period (1/2 year). The study recommends examining changes in the organizational culture and whether it sufficiently enables it to fulfill the new values of the organization. It also recommends embedding a comparison of the changes from a traditional organization to a learning organization.

Conclusion

Nowadays, when it is necessary to face serious economic and social challenges, it is necessary to emphasize the flexibility of companies. There is no other way than to implement a new form of organization that can immediately adapt to changing

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conditions. It can be seen how they approached this problem in Denmark, where learning organizations are supported by strong social solidarity institutionalized in a formal mechanism of collective decision-making. On the contrary, in Anglo-American economies, regional clusters supporting learning covered by professional and corporate networks are being created. Other countries have too few learning organizations, mostly only well-known foreign companies characterized by their form. Managers seem to be afraid of too much change, too much uncertainty, and too many barriers to the thinking of employees. Despite this fact, it is believed that this contribution will be inspiring and that many managers will decide on qualitative changes in the organization and consider the benefits of the proposed model.

For further heuristic and scientific progress in the given area, the authors recommend the following steps:

1. To review existing definitions of a learning organization from different authors and design one that would be accessible to practitioners. The recommended definition will activate the application of unified indicators and unified quantification, allowing the comparison of learning organizations at national and international levels.
2. To apply the theory of working conditions in its operationalization with emphasis on the professional competencies of employees.
3. To review the research methods used so far to quantify learning organizations, evaluate their strengths and weaknesses and design a universal model applicable in all organizational forms.
4. To create a system to evaluate the learning organization, which would include all components of the implementation process and monitor its individual stages (organizational changes, evaluation of educational know-how, evaluation of educational effects, etc.).

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ORGANIZACJA UCZĄCA SIĘ JAKO NARZĘDZIE WYSOKOWYDAJNEGO ZARZĄDZANIA

Streszczenie: Rosnąca potrzeba zrównoważonego rozwoju wywiera ogromną presję na firmy stojące przed nowymi i bardziej wyrafinowanymi wyzwaniami. Zmieniające się otoczenie rynkowe samo w sobie wymaga natychmiastowej reakcji. Bycie elastycznym oznacza nie tylko przetrwanie, ale także czerpanie korzyści z istniejących warunków. Kluczem do praktyki zarządzania wyższą wydajnością jest udana, produktywna zmiana organizacyjna, która znacząco wpływa na organizację jako całość. Aby osiągnąć ten cel, w opracowaniu opracowano teorię organizacji uczącej się w oparciu o warunki pracy pracowników oraz kompetencje zawodowe, które uznano za kluczowe w procesie zmian. Celem badania było opracowanie ram teoretycznych organizacji uczącej się na potrzeby badania empirycznego oraz przedstawienie na podstawie wyników analiz p modelu wdrożenia niniejszej organizacji, uwzględniającego każdy etap transformacji organizacyjnej. W obszarze badań empirycznych dane badawcze koncentrują się na diagnozie konkretnej organizacji oraz analizie jej problemów i barier zidentyfikowanych podczas procesu implementacji organizacji uczącej się. Zastosowano kilka metod statystycznych, takich jak analiza jednowymiarowa, dwuwymiarowa i analiza korelacji. Analiza regresji posłużyła do weryfikacji zależności między wskaźnikami na wyższym poziomie empirycznym. Na podstawie uzyskanych wyników autorzy zaproponowali uniwersalny model wdrażania organizacji uczącej się, odpowiedni dla wszystkich typów organizacji zgodnie ze strategią zrównoważonego rozwoju.

Słowa kluczowe: organizacja ucząca się, zmiana organizacyjna, kompetencje pracowników, warunki pracy, zrównoważony rozwój

学习型组织作为高绩效管理的工具

摘要：对可持续发展日益增长的需求给面临新的和更复杂挑战的公司带来了巨大压力。不断变化的市场环境本身就需要立即做出反应。灵活不仅意味着生存，而且意味着在现有条件下获利。实现更高绩效管理实践的关键是成功、富有成效的组织变革，这会对整个组织产生重大影响。为了实现这一目标，该研究开发了一种基于员工工作条件和专业能力的学习型组织理论，这是变革过程中的优先事项。目标是为实证研究开发学习型组织的理论框架，并根据初步分析的结果提供一个实施模型，同时考虑组织转型的每一步。在实证框架中，研究数据侧重于诊断特定组织并分析其问题和实施学习过程的障碍。使用了几种统计方法，例如单变量、双变量和相关分析。回归分析用于在更高的实证水平上验证指标之间的关系。基于获得的结果，作者根据可持续发展战略提出了适用于所有类型组织的学习型组织的普遍实施模型

关键词：学习型组织，组织变革，员工能力，工作条件，可持续发展