Chapter XIII
Discovering Knowledge Channels in Learning Organization:
Case Study of Jordan

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ABSTRACT

The aim of this research is to discover the knowledge channels in the learning organization in Jordan. The research studied three aspects of the trusted knowledge channels: first studied the worker perspective and understanding of the TRUST issue. Second the research studied the worker perspectives of the knowledge channels, finding that the worker consider boss, colleague, and assistant as the most important sources of knowledge in the organization. Third the research studied how the organization by providing the right environment will encourage knowledge sharing. For the organization to foster the proper channels, the organization must know that "it takes two to tango". In other words the organization must take the initiative to set the proper channels. Finally this chapter proposes a model that represents the knowledge channels in the learning organization.

INTRODUCTION

In the learning organization, the value of the organization stems from the people that work in it. The purpose of this paper is to build a model that shows the channels that employees acquire such knowledge and experience. Usually an employee has many channels to acquire the knowledge: Documents, colleagues, subordinates, superiors. Yet the previously mentioned channels are not the only channels, there are other sources of knowledge such as family, friends, etc.

In the life cycle of knowledge management there are many phases, benefits and many challenges. One of the challenges is culture. By studying the channels of knowledge dissemination one can designate the resources, whereby, one can utilize such finding to better improve the value of the organization via building knowledge repository.

Learning Organizations in Jordan may or may not be different. In this empirical study, the student is trying to study these organizations through a questionnaire study of the AABFS students. AABFS students are representative sample of Jordanian workers. So the main question of this paper is: What are the main knowledge channels of learning organizations in Jordan?

LITERATURE REVIEW KM AND ORGANIZATION LEARNING

There are two types of learning associated with Organization Learning (OL): adaptive learning and proactive learning[1]. The adaptive learning is usually in reaction to changes in the environmental conditions of the organization. Proactive learning is made on willful basis.

Several models have been proposed that facilitate understanding of organizational learning: March and Olsen model published in 1975, Argyris and Schon model published 1978, Peter Senge *The Fifth Discipline* published in 1990, Kim model

published in 1993, Nonaka and Takeuchi model published in 1995, Flood model published in1999, Nick Bontis model published in 2002.

The first model (March and Olsen model)[2]. In the model the authors attempted to link the individual to OL. In the model

- Individual beliefs lead to individual action
- Individual action may lead to an organizational action and a response from the environment
- Which may induce improved individual beliefs

The second model is related to Gregory Bateson's concepts of first and second order learning. Argyris and Schon[3] (1978) distinguish between *single-loop and double-loop* learning. "In *single-loop learning*, individuals, groups, or organizations modify their actions according to the difference between expected and obtained outcomes. *In double-loop learning*, the entities (individuals, groups or organization) question the values, assumptions and policies that led to the actions in the first place; if they are able to view and modify those, then second-order or double-loop learning has taken place."

The third model is Peter Senge *The Fifth Discipline*[4] published in 1990. The model focused on group problem solving using the systems thinking method in order to convert companies into learning organizations. In the book published specially for this model there are 5 disciplines:

1. Building shared vision
2. Mental models
3. Team learning
4. Personal mastery
5. Systems thinking- The Fifth Discipline that integrates the other 4

In the book Senge discuss the learning hurdles and the laws of the fifth Discipline. The fourth model was introduced by Kim, D.H. in 1993[5] by

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