Human Resource Management and Organization Development in Knowledge -Based Era

Gita Farmani[1]

[1] Tehran University (Kish Branch), Tehran, Iran

Abstract

This article underlined on the recognition of the organization development. Regarding being on the threshold of knowledge and wisdom era, the article also shed light on concepts like learning organization and the issue of organization development in knowledge-based era and reviews its perquisites and some effecting elements in modern era.

Index terms— Organization; knowledge; modern era.

1 Introduction

oday knowledge is known as a strategic and valuable source. As the staff become more knowledge-based, the companies needs establishing strategic human sources method to preserve the base of tacit knowledge, either with preserving their tacit knowledge or knowledge workers and hence preservation of a vital competitive advantage. The methods of human sources are a key link between tacit knowledge of knowledge workers and the ability of the company for formation and preservation of a competitive advantage. Although the human activities associated with knowledge since long times ago, in recent decade we sees the emergence of some concepts like "knowledge community" and "learning community" before the formation of information society. Such notions result from emphasis on the importance of knowledge on trades and new economies (especially service type) on one side and other widespread facilities provided by the information technology in the field of knowledge management on the other side. Todays fastchanging world, preservation and development of society's knowledge bases is linked to fast and sustainable learning of the members (Mirza-Amini, 2005).

With a focus on learning, the society creates situations which support a successful development of learning economy which is knowledge-base. The learning community gives top priorities to education and develops the capacities of education system [1][2][3]. The learning community intensifies, stimulates and expands cooperation and boosts in creation of knowledge and between knowledge and art facilitates and accelerates knowledge spread (Mirza-Amini, 2005). The future human resources should be equipped with some Author : Managment Department, Tehran University (Kish Branch), Tehran, Iran. essential potency: lifelong learning and fast forgetting, innovation and creativity, entrepreneurship, flexibility and conformity, the knowledge of technology, researching, having foresight and future studies, all the above mentioned are the key components of knowledge workers. Today all successful countries and those who determines to face bright future, should seriously plan for training their future human resources (Mirza-Amini, 1384) [4]. The knowledge-based economy is a world in which people do their work with their brains rather than his hands; communication technology leads to global competitiveness, innovation is more important than mass production; the investments makes in novel concepts and devices to create them rather than buying apparatuses and machineries; and finally changes are usual, permanent and rapid ??Matreska, 2004). According to ??ryson (2001), knowledge community and economy are not only information markets in which knowledge services and products offer for selling but also provide opportunities for trade companies, academic institutes and industrial sections to share their information and knowledge which lead to an abundance of ideas, opportunities and solutions results in economic and social wealth (Matreska, 2005).

2   II. General Framework In Development Of Human Resources

The professional methods for development and management of human resources are drastically increasing in past decade as the consequence of results achieved as well as learning through experimental method. In addition to responses to environmental change factor which are influential and overshadow internal happenings in an organization. Human resources development and human resources management are two different terms which has different functions [5][6]. Through firstly it should be defined in brief that how these two terms are used so it becomes clear for the addressees and also describe a range of different philosophies and methods of dealing with people in different organizations. The human resources development is related to training and development of human activities in different organization and helps us to create a special cultural situation in which the staffs achieve a potential power to benefit form colleagues and organization. In this case, human resources development is in same direction with and close to organization development. The promoters of human resources development describe these points in their explanation about human resources development in the form of cultural development and some process which leads to organizational encouragement and unity as well as development of human resources to achieve organizational aims. In 1983, the American society led training of some promoters of human resources development in U.S.A. reviewed key roles which were done by them in forty application area [7][8][9]. It seems that in alphabetic aspect, the word "strategist" has twelve positions and the traditional views toward human resources development are discussed in different levels which mostly stressed on operational techniques toward strategic issues and elimination of proficiency instead of effectiveness. In this new area, human resources development increasingly emphasizes on commercial strategic activities and measurements. In this area, mentioned an interesting point: the plans for human resources should not drawn aside by strategic commercial programs and human resources development should influence strategic commercial plans and influenced by them in return (mutual effect).

3   III.

4   Human Resources Productivity Pattern

Zimmermann and Regberg (2001) call willingness, ability and possibility as the influential elements on human resources productivity. The human resources productivity and behavioral competency would increase more and more if the above mentioned factors exist in the organization. Hence, if one of these factors neglected, the competency and productivity of human resources either appear in limited ranger or reduce rapidly (Afrazeh, 2005, page 149). Regarding its appropriate characteristics, bases of patterns for knowledge construction are selected for above matrix. According to this pattern, the influential factors in process of knowledge management including, aim, detection, achievement, development, allotment, utilization, preservation, measurement and feedback. In human resources productivity and knowledge management, the rows include influential elements on human resources productivity and the columns indicate the elements of knowledge management process. Each element in matrix is the meeting point of a knowledge management activity with one of the influential elements on human resources productivity in organization. In order to accomplish the role of knowledge management in each stage of knowledge management process (each element o matrix), the points and activities affiliated to human resources factors should be defined and observed. The elements of such matrix should have mutual affect o each other and should be considered in a untied and active manner (Afrazeh, 1384).

The point for a successful application of knowledge management on human resources is production and demonstration of an appropriate behavior (productive) in human in the field of knowledge management. This issue can be regarded as a kind of key Competeny named "behavioral competencies". According to North (2002), the human behavorial competency is the result of an appropriate tie between knowledge, motivation and construction. These elements can be merged with three main factors in human resources productivity in the view of knowledge management as follow:

Knowledge: as the practical ability, judging about what should have been done and according to present situation what can be done (comparable to ability). Motivation: functions as an individual factor. The accomplishment of using knowledge in fist stage, depends on having motivation (comparable with willingness) Constructions: provide a situation for colleagues to use their knowledge or provide the facilities for using knowledge (comparable with possibility) It can be concluded that if human uses actively his knowledge if it is possible for he or she and if human wants and be able to do that, it can be said that his behavioral competencies are used practically and become active (Afrazeh 2005 ,pp. 145-149). It is necessary for knowledge management to become a crucial part of duty for all the staffs. In addition opportunity, inclination, proficiency, and ability are crucial factors which are necessary for fulfillment of knowledge management (Afrazeh, 2005, p.153). In addition to successful fulfillment of knowledge management, it is important to have an active coherent work team and the members of knowledge team should be selected from different levels of the organization and also have proficiency and experience in the field of their task. A wide range of specialized fields and multi arrangement are needed to establish the knowledge management in the organization [10]. To do this, the knowledge experts or professional individual in knowledge management should be gathered in a knowledge management team (Afrzaeh, 2005, p.158).

5 IV. Education Management And Human Resources Development

Our human society is getting over a deep evolution. This evolution is not summarized in technology, tools and environment but it gradually cover life meanings and pivot points. The fundamental nature of these changes includes education and above that our approach toward science. The characteristics and concepts of education and scientific approach are Human Resource Management and Organization Development in Knowledge-Based Era happening in education are deeper than what seems to be. This change causes crisis for us. It is a wonderful crisis to which we should be ready **??**Majidi, 2002, p.26). The human being passed two specific eras regarding to educational and scientific approach. During the Apprenticeship era, the training was done according to direct methods and theories by the master. The skills were limited in the view of diversity during this era. And the evaluation was done mentally and through the knowledge of the master from his or her apprentice. The next era is known as the factory education during which a cliché or standard form was used for a wide range of applicants. The educational aspiration in this era was tainting obedient, subordinate, possessing a wide range of information regardless of any creativity ability. The mass production was the essential principle of that era. (Today) several evidences are suggested the invalidity principles of that era and iconoclasm and collapse of this method **??**Majidi, 2002, p.36-38). But what are the characteristic of the era which we are on its threshold, namely the third era?

To give a response to this question, it is necessary to regard tracing of evolution which is currently underway and to understand it in a better way. Moreover, to prepare for confrontation with future, one shall use a pattern which manifests the future construction in a coherent form with elements which are joined to each other. The educational future will not be constructed with new educational and training researches, but it will be made by needs and demands of the new society (Majidi, 2002, p.49). Through application of some paradigm shifts in the philosophical foundation of growth and development of human resources, the concepts of education and development involves in a dramatic shift. Today the development patterns emphasis on management system as well as spread of knowledge amongst staffs and according to this principle results measurements and performance measurements–which is accompanied by giving the staffs more authorities and active participation in principle evolution and expansion of individual and organizational qualifications–are involved in assessment and pioneer organization should not assess by the financial, expenses, marketing or even behavioral parameters but with focus on the growth and sublimity measurements as well as value-added measurements which manifest in and out of organization and its strategic programs **??**Tabatabaei, 2005).

People Developer Standard (PDS) pattern of the human resources which is regarded as a practical pattern in researches, is a great help to follow the educational management and human resources development program in an organized academic manner. Through this kind of standard, an appropriate framework can be offered for management and training of labor force and all the developing activities related to staffs, the status of developer systems and the characteristics of organizational excellence through human resources in academic form. The organizations which possess mechanism of human resources development have the ability to attract best customers and staffs and achieve great competitive ability. The staffs of organizations with human resources development standard, has a very high motivation and bringing them job satisfaction, they have more participation in marketing, they are in high spirit and their loyalty to their job and organization is admirable. People Developer Standard makes the organization to form eight principle systems. The figure **??**1 features the dimensions and elements of this standard **??**IPHRD, 2006).

For each of these systems three stages of actions should be done: All the eight above mentioned systems namely educational need assessment analysis, career path development, resources allocation, explanatory instructions, communications, monitoring, assessment and feedback as follow: 1) Educational need assessment analysis: the people developer company guarantees that its staff train well for their duties. The supervisors are responsible for recognition of abilities and training of staffs for doing jobs in an effective manner. This is a part of the structured analysis for educational need. Such a system, recognized the education as a necessity and abandons the loss of educational costs (Sakdo, 1998). 2) Career path development system: The people developer company, confront with each of its staff as a talent. Each individual in the company should have an opportunity to improve and grow as an effective member. Hence, the individual should provide a list of his or her skills and nurture the potential abilities. Creating opportunities for acquiring skills and knowledge through job rotation, job development and even missions are amongst real responsibilities of a people developer company. The general aim of people developer guarantees the up-to-date staffs with skills related to company and industry.

April 3) Source allocation system: The people developer company, invested in the field of human resources. The value of staffs under the comprehensive educational plan is programmed and scheduled annually. In addition, the company allocated budget, staffs and needed facilities to guarantee the performance of education. 4) Communication system: The people developer company, as an organization which takes the educational and development activities seriously, guarantees that the educational and development plan are announced clearly to all the staffs. The supervisors will have active roles in this process. In addition, before performance of each educational program, they guarantee that their staffs learn the concepts and satisfy the expectations after the courses. 5) Explanatory instructions system: The people developer company is proud of a constructed system for helping staffs which carry their duties showing high competence. In such company, there would be explanatory instruction programs for existing and new staffs to prepare them for their responsibilities in new

165 jobs. 6) Monitoring system: The people developer company possesses comprehensive management educational
166 system. All educational records are updated reflecting the participation of staffs. Opportunities created for the
167 staffs to apply skills they have learned in educational program to guarantee the learning transfer. 7) Evaluation
168 system: The people developer company evaluates the results of education. On this basis, the company should
169 create a measurement system to follow educational activities and to responses to actions of sections as well as
170 the organization's marketing. Thus, the company would find exactly the difference which was made by the
171 educational program in staffs' job method and the function of organization. 8) Feedback system: The people
172 developer company receives feedbacks in education to apply corrective actions in efficaciousness of educational
173 system and career path development (Qelichli, 2006, pp.173-175).

6 1-3-Organizational Training and Learning

175 Training is the process of transition of knowledge, skills and approaches through an individual or a group of
176 people to another individual or group to bring changes in cognitive, approach and skill structures **??**Sadri, 14,
177 2004).

178   "Training staff" means all efforts which are done to elevate the knowledge level, technical, professional and
179 job skills and also formation of pleasant behavior between staffs of an organization which make them ready to
180 do career duties and responsibilities (Abtahi, 2004, PP.15-16). In the view of authorities, training the staffs is
181 either solving the problems or is problem oriented. It is mostly used to solve job problems and difficulties of the
182 staffs and academic and operational aspects are important in it. They also believes that the andragogy theory
183 should be applied in tainting the staffs (Abtahi, 204, p.16).

184   So staff training includes a series of organized, systematic and continuous actions which are done with definite
185 aim or aims to create or elevate the knowledge level, job skills, and appropriate behavior corresponding to social
186 lasting values. Training the staffs, is a vital inevitable activity which should be regarded with management
187 process continuously so other management activities become effective. In fact, training is one of the principle
188 logical methods for guiding the efforts of staffs in an organization which leads to spotting undiscovered talents,
189 to boost imagination and ability and formation of mental flexibility (Abtahi, 2004, pp.16-17). If training the
190 staffs done correctly, completely and comprehensively in regard to mentioned issues and uses as a tool to reach
191 definite aims, has numerous characteristics. Some of them are mentioned below:

192   -Facility to reach organizational aims -Improvement in quality and quantity of products.
193   -Decrease in range of workplace accidents.
194   -Raising the spirit of staffs and creation of stability in organization.
195   -Decrease in direct and indirect supervision -Decrease in the number of fights, conflicts, disobediences and
196 other abnormal collective behaviors as well as absence amongst staffs in workplace -Reduction in public expenses
197 in organization including repair expenses, CIF, services, costs of services, staff department and more. -Increase in
198 profit and use it for staffs -Reinforcement of loyalty and unity of staffs toward the organization -Prevention from
199 interference of duties and responsibilities and redoing of tasks in organization -Discovering the potential talents of
200 staffs -Creating the flexibility feeling in staff -Creating opportunity for growth and success in job affairs -Creating
201 opportunity for success in social, individual and personal affairs (Abtahi, 2004, pp.17-18). Organizational learning
202 is one of the main issues in management theories of past decades. In a review on record of organizational learning
203 it is important to pay attention that although training, especially organizational training, has a long record, the
204 official focus on training for organizational development dates back to mid 1940s (Soltani 2007). Since then,
205 organizational training which stressed on different methods of official training of staffs, gradually finds a April
206 new meaning (Jafari-Moqaddam, 2005, p.58). In this era, the quanitity of hours dedicated to official trainings
207 in organization and number of staffs participate in different training courses, were the main factors of human
208 resources development and one of the measurements of efficaciousness of the organization. The dynamism of
209 environment and especially knowledge management development in late decades of 20th century made the fact
210 clear that individual learning has a unilateral and passive characteristic. With improvement of joint management
211 patterns and teamworking and also recognition of more group dynamism in 1970s and 1980s, the importance
212 of team learning and continuous interaction of learners in the team were reemphasized. In this way, many
213 organizations find out that "intelligent interaction between individuals in the organization and team efforts for
214 growing and continuous improvement" paves the way for creation of a unique valuable knowledge. Hence the term
215 for organizational learning emerged more brilliant along the terms like organizational training (Jafari-Moqaddam,
216 pp. 58-60).

217   V.

7 The Importance Of Training In Organizations

219 Training of human resources is considered as a profitable investment which outcomes have a crucial role in
220 development and expanding of organization as well as elaboration of public culture in society. The term "training"
221 is mixed of important principles in working life of organizations and since the most important terms after
222 "training" is "improving skills and job specifications", foundation and continuation of training process in today
223 organizations has crucial role in pioneering of organizations and their specializations.

Training is in fact one of logical and basic ways for guiding of efforts which are done by staffs in an organization which leads to using undiscovered talents, improving imagination and creating mental flexibilities in staffs. Concurrent with complexity of issues, the importance of training staffs is increased regarding technological evolution which is underway in human societies. Today present jobs in the organization are also under evolution and needed staffs for these jobs are not individuals who are experts in a specified field but new organizations need developed individuals who can use a collection of different skills in various jobs. Individuals who are benefited from creativity, innovation, knowledge and skills as well as improvement in missions help the organization to achieve its goals (Hosseinzadeh, Barzegar, 2004).

8   VI. Role Of Communication Network And Information System In Training

Regarding to strategies of organizations, the need for having powerful communication network in and out of organization and benefiting from update information about unsettled environmental issues and new technologies which were made in human societies is crucial inputs in organizational training system. The existence of powerful communication and information network not only recognizes the academic needs of organization in future and describes programs to abolish deficiencies, ambiguities and disadvantages but also increase the quality of working of staffs and reduce expenses related to low productivity.

With an analytic look toward communication network and the kind of needed information, one can understand that the defined duties for organization's training management are changing rapidly. The managers should provide necessities and expenses related to intimacy between staffs, training and improvement of staffs and to program and perform creative plans to improve the quality of working of staff. In planning communication networks it is important to pay attention to the point that sometime the kind of relationship and information system may disarrange the social and career order in organization and this is the point which should take into account during application to organizational strategy as well as during performance of the program (Hodavand, Sadeqian, 2007).

9   VII. The Concept Of In-Service Training

Like many other concepts which deals with complex humanistic dominions, in-service training is also a controversial one which there is no agreement on its meaning. Trainings which are done by organizations can be categorized in two sections generally: (A) Pre-service training: it is a kind of training which is done before employment of an individual in an organization. The main mean of this kind of training is increasing or creating abilities and competencies in staffs to do the jobs. (B) In-service tainting: although most of staffs have graduated from universities and academies before their employment, because of the generality of most of training and specificity of some careers individuals need some specified training during their employment. In other words, concurrent with employment of an individual in an organization, the nature of jobs, duties which the individual should done in that job, tools and necessities for doing the job and methods for doing that are needed the individual to have some special trainings (Fathi Vajargah, 2004, pp.3-4).

10   VIII. Pattern For Effective EducatioN

The effective education pattern is a six-stage process for purposive and effective training.

The effective education pattern stresses on importance of purposive and effective training. Each April step which is taken in this pattern makes the investment more valuable. 1) Recognition of educational need: that how training can be useful in improvement of actions. 2) Composition of educational approach: appropriate educational methods which supports considered results and improve job activities.

3) Production of educational tools: all educational tools are produced. 4) Application of educational skills: performance of training as patterned before. 5) Calculation of measurable results: assesses whether the training improve their actions or not 6) Follow-up for permanency of training: techniques which are used by people and organization to keep

11   IX. The Bases And Aims Of Training Need Assessment Of Staff

The training assessment is a favorite changes which should be happened in an individual or staffs of an organization from concepts of knowledge, skill, behavior so that they would be ready to accept duties and responsibilities related to their work in an standard level and possibly pave the way for improvement and elevation of staffs in different concepts. Training need can be categorized into visible and invisible part. The visible part is kind of needs manifest the training need and there is no need for further research. The invisible need are kind of needs research **??**Abtahi, 2004, pp.22-23).

One of first and most principle steps in compilation and performance of training program, the true performance according to process of need assessments. The aims are generally rooted in needs. Need assessments help the managers and planers to pay attention to those necessities which have priority and resources can answer them (Esmaeili 2002).

12   X.

13   The Foundation And Aims Of Evaluation Of Staff Training

If achieving the aims are described as the ideal situation in future, the efficiency of the organization includes the degree that the organization can achieve to its aims ??Richard Daft, 1999). The reformation in management methods, achieving situation, production of new ideas, enrichment of organizational values, group thinking, sharing and other are some concepts which are considered as efficiency in management (Soltani 2002). The concepts which can be described as efficiency is as follow:

The degree of achievements to educational goals The degree of achievements to working goals by staffs after attending training courses The degree of comparability of trainee's behavior with expectation of managers and supervisors The degree of performance of correct type of job which is expected by training The degree of creation of skills as the result of training The degree of value added education The degree of improvement of success elements in marketing (Abtahi, 2004. pp. 166-167)

According to Ckelloway and Connelly (2003) such pattern is the share of knowledge as behaviors in information exchange is defined (Jafarzadeh 2006).

14   XI. The Application Of Knowledge Management In Education And Human Resource Development

The crucial abilities in new era for shareholders have intangible value which can be summarized in seven issues: talent and innovation, common ideal, speed, learning and knowledge management, response, coordination, management investment (Asili, ??adirian, 2007). Training of capabilities and managing talents are inseparable parts of organization strategies. Marketing strategies, human resources strategies, operational strategies, successful application of organization is only possible when three mentioned factors organized and performed concurrently (Abualaei, Ghaffari, 2006, p.113). Some of most important benefits of adaptation of educational system with functional strategies of organization includes: the direction and way of education, definition of priorities, encouragement of working team and specialized jobs, facilities of recognition and responses to waves of changes, opportunities and treats, improvement of management in assessment of working force, coordination in decision-making and educational plans to help to accomplish strategies and finally the transformation of educational system from a reaction situation to action future making situation ??Davenport, Prusak, 2000).

Unlike mottoes which are on the knowledge management, staffs do not act effectively and desirable in transformation of knowledge and skill. Especially when knowledge and information is considered as a source of power, people do not have any inclination to share others in this source of power. In such cases the role of managers (direct supervisors) in motivating people to exchange their knowledge is very important. They also can drive educated staffs to share their knowledge in practice and through their works through exposing newer expectation and higher expectation with providing chances and necessary source (Abualaei, Ghaffari, 2005, p.114).

Learning and knowledge management can be considered as two following ways: Learning and knowledge management may be considered as two different views in a similar trend of organizational processes. These two concepts are correlated and can be analyzed from two viewpoints: On one hand, how learning can be applied for organization in theory will lead to knowledge management as the first tool being selected. On the other hand, the fact that some organizations which have accepted knowledge management as the guide for practice have also considered education as one their major activities.

Learning starts from personal level and moves toward organizational level as an evolutionary process ??Kroustie, 2002).

From learning to knowledge management: Today, it seems that the major market and economics composition has been generally changed. There is no "best method" to adhere to in postmodern markets. This is the very reason for which the organizations require conformity. Therefore, the knowledge management is considered as a key concept. All the organizational knowledge assets (tangible and intangible ones) form the knowledge management outlook. Thus, it targets all the accessible information for needed time and for those who demand it. In this respect, the knowledge management outlook defines a market analysis which examines learning as the most important factor of organization's success and survival ??Krousti, 2002).

From knowledge management to learning: During the recent years, the issue of knowledge management has been greatly signified in the markets and business sectors. The successful companies have established knowledge management systems that are successful. Thus, those organizations which have been unable to face with new environments have been outdated. Nunaka and Takouchi (1995) define in their traditional outlook of knowledge management that how a new knowledge can be added to the resource of knowledge in the company. Taking an organization as a "closed environment" into consideration, the organization will be able to achieve new knowledge through some external factors ??Krousti, 2002).

Amongst the learning strategies, encouraging the reflective process (learning), transfer and production of knowledge, experiences gained from the user about the executive problems, methods of speech with collaboration and interactions of the people, developing the individual's exclusive model and systematic thinking and since

6

they should be considered in the design of the educational experiences and events, all of them are important strategies (Hwang, 2003).

Learning is a multilevel process that occurs with various speeds at different personal, group, organizational, inter-organizational levels **??**Dodgson, 1993). The organization needs to have the ability to "identify the value of new data, to understand it and to apply such information for the commercial purposes" which Kohen and Levinthal (1990) refer to it as the Corporate Hire Capacity. Such learning processes should be established. It is necessary that this culture and learning processes develop intrinsically similar to a unique product (Leonard-**??**arton, 1992 andHwang, 2003) It is a challenge for us to question about how are we able to develop personal learning or the organizational learning. According to Swieringa and Wierdsma (1992), education "is one of the most important interfering factors necessary for development f learning process." According to the study conducted by Hwang (2003) regarding the concept of learning and knowledge management, the following training strategy will be suggested to encourage ability of learning within the context of knowledge management: 1. Help the learner to learn how to learn. Learning how to learn refers to reflecting it on the learning process in which the learners are involved. According to Swieringa and Wierdsma (1992) "it is through the reflection that both individuals and groups are able to take a "leap" in their own learning process". As the learners decide, they require reflecting it on the process and learning made through that process.

The learners need to understand how to provide and/or produce knowledge, how to make decision by using it, how to evaluate the results and the strengths of the related decision made, or how to learn from the results out of solution finding activities (Hwang, 2003). 2. Improve both transfer and creation of knowledge.

According to Cunningham (1992), Brown and Duguid (1991), education is something more than transfer of abstract of knowledge. Knowledge can be produced by interacting with social and physical environments. 3. Provide an environment where the learners experience working on the problems of their area of working. It has been discussed that best possible form of learning happens when it is on the basis of the actual contexts as learning includes actual life's direct or indirect experiences. The majority of the employees of an organization will gain the insight of performing their jobs through their organizational life experience. 4. Assist the learners in developing framework or model of their own decisions makings. The decision-making framework or model, according to Lane (1994) is defined as "the tools which stimulate thinking and support the creativity. They greatly help us to integrate various ideas. 5. Improve collaborative learning. Most solution finding activities encourage collaborative study in the organizations. The learners need to take part in April valuable social activities of solution finding and decision making. Hansen et al (1999) emphasize that the implied knowledge need to transfer via face to face contacts, since they are unable to express a fruitful type of knowledge. 6. Encourage systematic thinking. The expert like Veil **??**1996) and Jackson (1995) believe that systematic thinking may be a powerful tool in order to understand and revise the working procedures. Seng (1990) introduces systematic thinking as an important system in learner's organization model.

discover and highlight communications and ties and assist them in formatting and also solving the problem (Hwang, 2003). Education does not merely belong to an organization's human resources and education department. The educational processes form a part of the most important activities of the company and the educational requirements are formed in various branches of organization. The integrated outlook toward knowledge management actually makes education effective. Beginning from this theoretical viewpoint, it is helpful to know that how education might be a key element for different processes of organization. One educational department maintains a flow of information from the company to department and vice versa **??**Krousti, 2002). The education's department is effective as long as it is assumed as a strategy support system and aligns the education with other organizational processes.

To do this, it is necessary to achieve 4 requirements: 1-A mechanism should be provided in order to align education with all the organizational goals. 2-Some quantitative improvements should be linked with special educational programs in commercial processes. 3-The high cost educational projects should be identified and continuously established. 4-It should provide the capacity for discerning the education and the continuous learning. These cases are the perspective of **??**erker (2000) regarding relationship between education and knowledge management. As it is evident from the aforesaid requirements, the education department works in close ties with other departments of organization and receives its own inputs directly from decision makers of organization's strategy. This means that a major part of knowledge management is involved in execution of an educational offer **??**Krousti, 2002).

According to David Garvin (1993), if an institute intends to be a learning organization, it is necessary to have new ideas and viewpoints that result in improving and correcting the practices. This means that: learning is a part of daily activities, learning will be practical at the personal level, working unit or at the institute or organizational level, learning results in solving problem from its entire origin; learning puts emphasis on sharing and creation of knowledge throughout the entire organization and finally, learning provides a chance for us to have a significant effect and effective change (Weisi, Hejazi, 2008). [1]

Figure 1:

397 [Redpath et al. ()] *Contingent Knowledge Worker Challenges*, L Redpath , H Lindsay , D Deborah . `www.`
398   `Sciencedirect.com` 2007.

399 [Crocetti ()] *Corporate Learning: A knowledge management perspective*, C Crocetti . `Available:www.`
400   `Sciencedirect.com` 2002. 4 p. . (Internet and Higher Education)

401 [Sadri ()] *Educational System of Government Staff, First Edition (Tehran; The Deputy for Management and*
402   *Human Resources of Iran's Management and Planning Organization*, S S Sadri . 2004.

403 [Saemian and Sediqeh (2005)] *Effective Parameters and Auditing in Educational System ISO 10015*, S Saemian
404   , Sediqeh . 2005. May. Tehran: First Congress of Educational Managers of Service Organization. p. .

405 [Bhatt ()] *EFQM Excellence Model and Knowledge management Implications*, G D Bhatt . 2000. (Published by
406   EFQM Organization)

407 [Institute for Productivity and Human Resource Development Workshop on People Developer Awareness. 25-26 December ()]
408   'Institute for Productivity and Human Resource Development'. *Workshop on People Developer Awareness.*
409   *25-26 December*, (Tehran) 2006.

410 [Hong ()] *Knowledge management in the learning organization", the leadership and organization development*
411   *Journal*, J Hong , C . 1999. p. .

412 [Richard ()] *Knowledge Worker: Human Resource Strategy to Achieve a Competitive Advantage*, J L Richard .
413   `Available:www.Sciencedirect.com` 2006.

414 [Muscatello ()] 'The potential use of knowledge management for training: A review and directions for future
415   research'. J R Muscatello . `Available:www.emeraldinsight.com` *Business Process Management Journal*
416   2003. 9 (3) .

417 [Hwang ()] *Training strategies in the management of knowledge, journal of knowledge management*, A Hwang .
418   2003. 7 p. .