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PROMOTIONOFORGANIZATIONALLEARNINGFROMTHEEDUCATIONCOMMITTEESOFTRANSPORTCOOPERATIVES

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Promotion of Organizational Learning from the Education Committees of Transport Cooperatives

Andrea Ximena Casadiego Gómez [α], Genny Torcoroma Navarro Claro [σ] & Cindy Paola Pineda López [ρ]

Abstract- **The initial purpose of the study is to answer the question: What type and styles of learning are promoted in the cooperative transport sector from the work of the education committees? Therefore, from the theoretical foundations, the project achieved compliance with the general objective, focused on knowing the types, styles and characteristics of the organizational learning promoted by the transport cooperatives through the management of the education committee, therefore, a quantitative methodology was applied, applying the instrument to Directors of the four active education committees in transport cooperatives in the municipality of Ocaña. Finally, it is obtained with the results that the most predominant organizational learning is corrective and adaptive, and is represented in the solidarity institutions.**

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I. Introduction

The objective of the solidarity entities is to promote the formation of human capital, above all, to achieve the appropriation of the solidarity aims and values, therefore, without the recognition of the characteristics of organizational learning, cataloged as the capacity that organizations have to generate new knowledge from the creation, organization and processing of information, thereby configuring a culture that generates new capabilities, products and services aimed at improving processes (Angulo 2017, 259-301).

Now, well Zietsma, Winn, Branzei and Vertinsky (2002), (cited in Castañeda and Fernández 2007, 245-254), consider that it is a process in which knowledge is contracted and transferred through three levels: Individual, group and organizational, from there, that the foregoing is a guarantor for knowledge management, understood as the entire set of activities carried out in order to use, share and develop the knowledge of an organization and the individuals who work in it, directing them to the best achievement of their objectives (Bustelo and Amarilla2001, 226-230).

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Organizational learning, nowadays, is considered as a catalyst of competitive scenarios, where it is declared that it is associated both with the change of organizational behavior and the creation of a knowledge base that supports it, of course, it requires ensuring a culture that lead knowledge management under the reference of intellectual capital, as it is understood as the combination of intangible or intangible assets, including staff knowledge, the ability to learn and adapt (Sánchez, MeliánandHormiga 2007, 97-11).

However, and from the need to recognize the organizational learning process, it is necessary to explore and reveal what commitments are established to promote development and correct communication and education about the culture of solidarity existing in them, likewise, support with deductive arguments, for this, This article presents a diagnosis of the current conditions in the promotion of organizational learning of education committees according to the training protocols, also identifies the types, approaches and styles of organizational learning in the education committees of the transport cooperatives.

II. Theoretical Framework

Next, a list of the theories relevant to the development and fulfillment of objectives is presented.

a) Theory of knowledge creation Nonaka and Takeuchi

This model emphasizes that creating knowledge does not consist in having information, but in processing, internalizing it and transforming it into ideas, sharing them taking into account the space in order to carry out effective feedback with all members of the organization. Meanwhile, for Nonaka and Takeuchi (1999), cited in Avendaño and Flores (2016), such knowledge management covers aspects related to the following processes: creation or acquisition, structuring, transformation and transfer of knowledge, until its storage and incorporation into all processes of the organization.

b) Types and styles of organizational learning

Organizations must inspire people to verify an aptitude capable of understanding reality and improving shared mental models, for the fulfillment of objectives,

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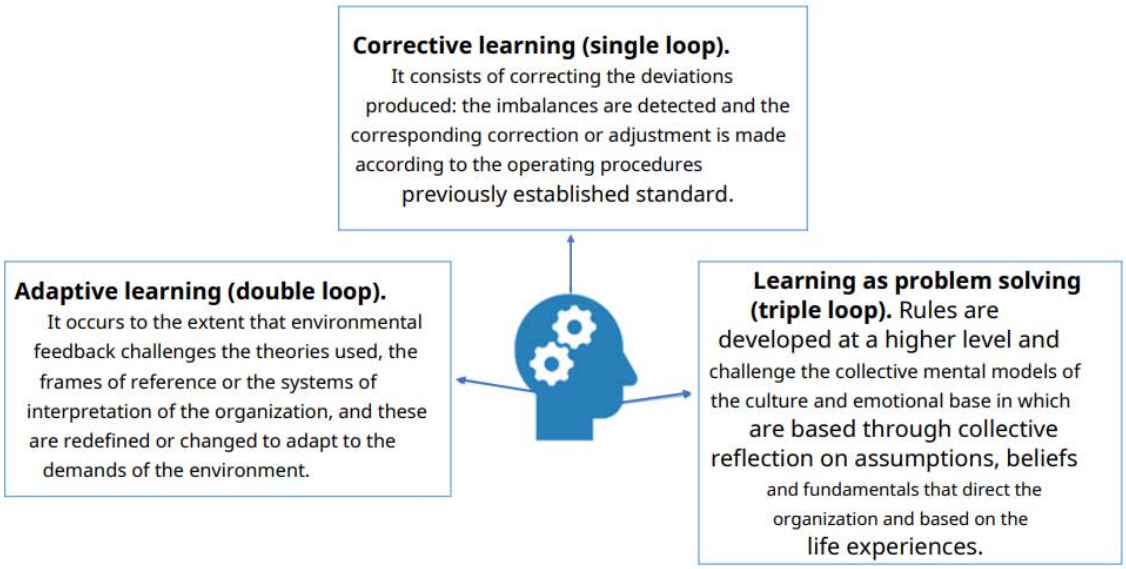
for this, a complete recall of the processes and the way of acquiring and transmitting knowledge is required For this reason, organizational learning is conceived as a process of continuous interaction and discussion, which today generates the following typologies:



Source: own elaboration adapted from (Alcover and Gil, 2002).

Figure 1: Types of organizational learning

On the other hand, Guns (1998) presents the following types of learning according to the content and conditions of the process:

Table 1: Types of organizational learning

Types of learning
Learning tasks: Concerns how to perform and improve the performance of specific tasks
Cultural learning: It centers around the values, beliefs and attitudes that provide the foundation for productive work
Team learning: It has to do with how a team works effectively, fostering its learning, growth and maturity
Business learning: It concerns the basic business aspects and how to manage teams as micro-businesses.
Transformation learning: Focuses on how to achieve significant organizational change
Systematic learning: It has to do with the understanding of the systems, the basic processes of the organization, their way of realization and improvement.
Reflective learning: It has to do with the questioning and analysis of organizational hypotheses, models and paradigms
Strategic learning: It is centered around the basic learning and business strategy of the company
Leadership learning: It focuses on how to guide and control individuals, groups, teams, and larger organizational units

Source: Taken from (Pirela de Faría and Sánchez de Gallardo, 2021).

Note: The table presents information on the types of learning that tend to take place in organizations.

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c) *Theoretical model of organizational learning of Garzón and Fischer*

This model is aimed at determining how the sources, subjects, culture and conditions for learning are decisive in organizational results, where the ability of the AO, according to the results of the parallel, indicate that the faculty between organizations to learn is directly influenced by sources, conditions and culture, taking individuals, teams and organizations as subjects (Avendaño and Flores 2016, 201-227).

III. Methodology

The research has a descriptive exploratory quantitative approach, which, according to what is stated by (Hernández, Fernández and Baptista, 2014)It occurs when the research topic is of little study or novel, likewise, information is collected in a single moment and it is possible to describe characteristics of a population, as is the case of the present proposal, where it is intended to determine the management of learning organization by the education committees of the transport cooperatives of Ocaña, Norte de Santander, identifying their typology and characteristics.

The population under study was made up of the four (04) education committees belonging to the transport cooperatives of the municipality of Ocaña, Norte de Santander (Cámara de comercio Ocaña 2020). Of which, the instrument was applied to twelve (12) Directors, that is, two from each education committee, in order to specify the organizational learning culture.

For the construction of results, the following matrix is presented that allowed orienting and fulfilling the objectives:

Table 2: Variables operationalization

Categories:	Variables	Questions
Types of learning	Corrective Learning (single loop)	When there are problems with the processes that the cooperative executes, the imbalances are detected and the corresponding correction or adjustment is made based on the operating procedures.
	Adaptive Learning (double loop)	The cooperative's processes are constantly changing, in order to adapt to the changes demanded by users and the new trends demanded by the environment.
	Learning as Problem Solving (Triple Loop)	When problems arise with the activities carried out by the cooperative, they are approached from past situations and experiences to find their resolution.
Characteristics of learning by approaches	Strategy-focused learning	Strategies are formulated analyzing the environment of the entity looking for external information according to rational data, deductive logic or numerical calculation.
	Inquiry-focused learning	An investigation directed to problems is developed, with limited risks, continuous experimentation, essential information and solutions with little prior reflection.
	Learning focused on the standardization and control of information	Information is standardized by controlling routines, imposing constraints of action and thought.
	Learning focused on competitive leadership	Develop systematic thinking and help managers discover core competence or critical resource that creates competitive advantage.
	Learning focused on the interrelation of information	There is an interactive exchange of information and evaluation of transactions that allow us to see motives and rivals of the firm looking for some area of opportunity and freedom.
	Planning-focused learning	Strategic planning (policies, norms and values) is externalized, fostering directional thinking that creates coherence and facilitates work processes.
Learning styles	Of experimentation	The committee seeks to promote the creation of strategies that innovate the processes and the provision of the service offered by the

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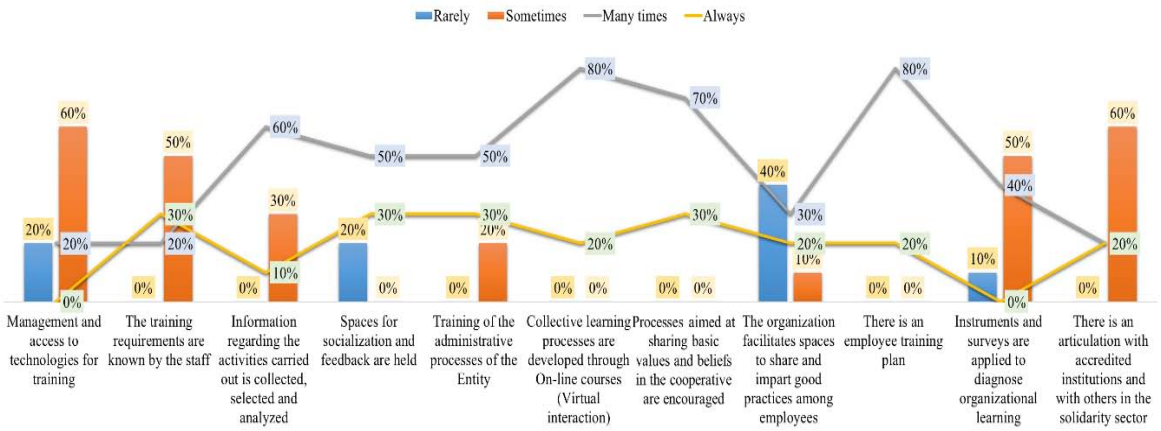
		cooperative.
	Acquisition of skills	The cooperative's learning processes are subject to investment in training activities seeking to develop the skills of the collaborators and the entity.
	Benchmarking	The models for acquiring skills and learning are based on the knowledge developed by other companies.
	Continuous improvement	The committee emphasizes managing learning from experience with certain types of problems.

Source: self made.

Note: the table presents information regarding the operationalization of variables worked on in the research.

IV. Results

Organizational learning is considered one of the most important elements at the business level to obtain competitiveness and productivity, so its promotion from the education committees of the Ocaña transport cooperatives according to the education protocols becomes a fundamental axis for their strengthening in said solidarity sector organizations, in this framework of ideas, below, information is displayed regarding the current conditions of learning and the types, characteristics and styles that have been adopted by transport cooperatives in the actuality.



Source: self made.

Figure 2: Organizational learning conditions in the education committees of the Ocaña transport cooperatives

At the business level, for there to be organizational learning that contributes to productive development and the generation of competitive advantage, it requires strengthening the intellectual capacity of human resources, since the competitive performance of companies has been directly related to organizational culture, leadership and decision making, therefore, by integrating human capacities and learning threads, superior performance is generated (Garzón and Fisher 2008).

Faced with the generation of spaces for dialogue to promote learning, founding spaces for dialogue in which dialogue is held and ideas are exchanged is essential to maintain a suitable organizational culture and climate. Finally, 60% of the education committees of the cooperatives consider that the analysis and evaluation of processes and activities is essential to examine and detect existing problems, with which it is deduced that carrying out a timely evaluation of business management allows the execution of a comprehensive analysis of the organization.

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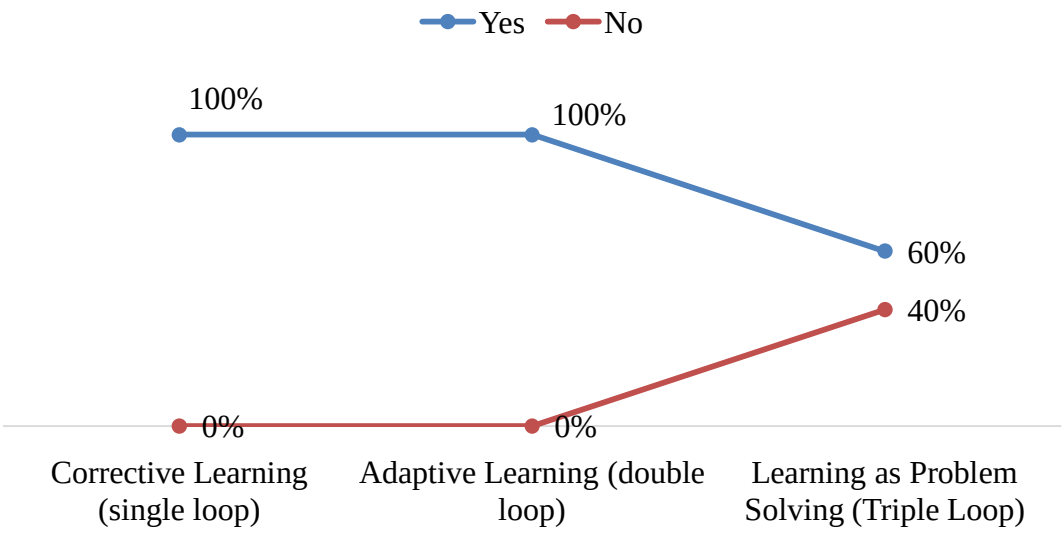

Source: self made.

Figure 3: Types of organizational learning in the education committees of the transport cooperatives of Ocaña

Based on the information, it is observed that in the education committees of the transport cooperatives of Ocaña, through corrective learning (100%) they manage to obtain growth and institutional development, so that permanently working on their strengthening, that is, making corrections or adjustments to operating procedures, despite the inconveniences that may arise, has allowed them to improve their work methods, also, to adapt to the demands of the environment (adaptive learning) and use learning to provide solutions to problems. problems that usually arise with the activities carried out by the cooperative have been very useful to them.

Table 3: Approaches to organizational learning in the education committees of the Ocaña cooperatives

Learning approach	Characteristics	Yes	No
Strategy-focused learning	Strategies are formulated analyzing the environment of the entity looking for external information according to rational data, deductive logic or numerical calculation.	90%	10%
Inquiry-focused learning	Research directed to problems is developed, with limited risks, continuous experimentation, essential information and solutions with little prior reflection.	70%	30%
Learning focused on the standardization and control of information	The information process is standardized by controlling routines, imposing constraints of action and thought.	80%	twenty%
Learning focused on competitive leadership	Develop systematic thinking and help managers discover core competence or critical resource that creates competitive advantage.	100%	0%
Learning focused on the interrelation of information	There is an interactive exchange of information and evaluation of transactions that allow us to see motives and rivals of the firm looking for some area of opportunity and freedom.	80%	twenty%
Planning-focused learning	Strategic planning (policies, norms and values) is externalized, fostering directional thinking that creates coherence and facilitates work processes.	100%	0%

Source: Own elaboration, based on information obtained with the application of a survey to the directors of the education committees of the transport cooperatives of Ocaña.

Note: the table presents information on organizational learning approaches in the education committees of the Ocaña transport cooperatives.

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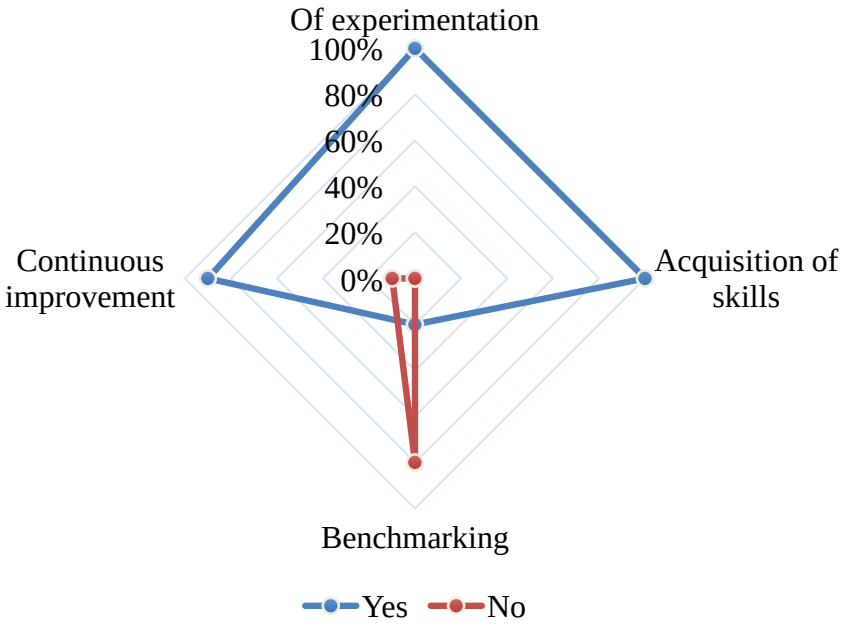
Given that organizational learning is the central axis of every company and one of the tools that helps to improve productivity and competitiveness, recognizing the approaches for the execution of processes and activities is crucial, first of all, because they are assumed risks and secondly, because it leads to the establishment of plans according to the needs and requirements. For the directors of the education committees of the transport cooperatives of Ocaña, learning focused on planning (100%) is the most convenient for externalizing strategic planning, since it offers the possibility of exposing members to policies, norms and values, strengthening the culture and fostering directional thinking.

From this perspective, it is required that learning in cooperatives be seen from different perspectives, taking into account that adaptive behaviors tend to occur on occasions and that other opportunities acquired, so maintaining systematic thinking leads to the creation of competitive advantage. That is, learning focused on competitive leadership (100%).



Source: self made.

Figure 4: Organizational learning styles present in the education committees of the Ocaña transport cooperatives

Acquiring knowledge through the exploration of the environment in addition to being shared with the members of the company, forges both individual and collective learning, in this sense, giving it a meaningful interpretation helps to better transmit knowledge, in correlation to the data obtained. Faced with the learning style in the education committees of the Ocaña transport cooperatives, it is reflected that in the committees learning is based on experimentation (100%), as they seek the promotion and creation of strategies to innovate processes and improve service delivery. service, but also based on the acquisition of skills.

V. Discussions

Organizational learning (AO) is an aspect that has been gaining momentum over time, since from this, companies manage to obtain skills to create, transfer knowledge and above all modify their behavior as the market advances, thus becoming a dynamic process when exploring and exploiting information indistinctly at the levels (individual, group and organizational) and working together in favor of business development (Vega, Martinez and Montoya2019), passing the creation of knowledge to be a key element for the generation of productivity and competitiveness which requires processes such as: the creation or acquisition, structuring, transformation and transfer of knowledge, as established by Nonaka and Takeuchi in their theory of knowledge creation.

For the education committees of the Ocaña transport cooperatives, organizational learning is then the means through which they can promote competitiveness based on the ideals, principles and actions that the cooperative possesses in order to face non-existent situations. planned without much difficulty, because in order to adapt to the changes demanded by users and the demands of the environment, they always focus on maintaining adaptive and corrective learning, focused on planning and competitive leadership.

In this framework of ideas, (Garzón and Fisher 2008) from its theoretical model of organizational learning determine that organizational learning at the

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business level has all been influenced by sources, conditions and culture, hence, the fact that managers recognize the learning that best suits the company, the style and its approach will allow them establish strategic actions more focused on reality.

VI. Conclusions

The present study focused on determine the management of organizational learning by the education committees of the transport cooperatives of Ocaña, with which it is recognized that the current conditions in the promotion of organizational learning (AO) in cooperatives have been subject to the use of technological tools, carrying out training and articulation processes with institutions of the solidarity sector.

Likewise, it is identified that due to the fact that the processes in cooperatives are in constant change, due to the demands of the users and the new trends demanded in the environment, learning is adaptive, and as a result of the inconveniences that are usually presented to Daily corrections or adjustments are made based on operating procedures, so learning is also usually corrective, aimed at solving problems, an issue that has led to learning focused on competitive leadership and planning.

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