



Is it Necessary to be a Learning Organization in Private Universities?

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Source: Advanced Science Letters, Volume 21, Number 4, April 2015, pp. 894-897(4)

Publisher: American Scientific Publishers

DOI: <https://doi.org/10.1166/asl.2015.5917>

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This research aims to observe how Knowledge Sharing level correlates with the implementation of Learning Organization in both People and Structure Levels. This topic may help those Private Universities to improve their learning capacities and transform into organizations which are able to facilitate their members to develop learning culture so they will have adequate capacities to perform some innovations, foster the development of their organizations, and share valuable knowledge. By doing so, such organization will continuously transform (Peddler, 1998; Dale, 2003), so it has certain capacities to perform some innovations and grow the level of its development (Watkins and Marsick, 1993, 1994, 2003). Slightly different with the above-mentioned statements, Veisi, et al. (2012) stated that the individuals or members of higher education institutions will determine whether such institution will develop into a learning organization or not. Thus, we need to distinguish between the learning organization for individuals and for management board, eventhough those individuals, teams, and organization shall jointly establish an 'embedded' system (Kumar, 2005). The findings of this research evidences that the implementation of Learning Organization in People level bring significant and positive influence towards the implementation of Learning organization in Structure level. Learning Organization in People level also gives meaningful and positive contribution towards the level of knowledge sharing, which has been either directly or indirectly integrated through organization commitment. On the contrary, Learning Organization in Structure level does not contribute any meaningful impact towards the level of knowledge but such component can still affect knowledge sharing when it is integrated through the organization commitment.

Document Type: Research Article

Publication date: April 1, 2015

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