An Innovative Learning by Sharing Model for Enhancing Long Term Development Inside Corporate Firms

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AN INNOVATIVE LEARNING BY SHARING MODEL FOR ENHANCING LONG TERM DEVELOPMENT INSIDE CORPORATE FIRMS

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The main aim of the paper is to assess and design an innovative model based on systemic model of learning by sharing through a dynamic diamond of four differentiations of an organization (cooperation, competency, competition, knowledge) in order to enhance a collaborative knowledge sharing culture. Based on literature review it is developed a theoretical framework for understanding the key concept related to learning and integration of knowledge sharing, competence development and learning process in such a way that collaborative knowledge sharing becomes a part of the work culture and overcome the barriers to knowledge sharing. The sustainability of the processes undertaken in the novel conceptual framework of this research should ensure that organizational and individual knowledge are the subject to continue innovation. By integration of the four differentiations of an organization, individuals can improve their intelligence and competences by acquiring useful knowledge and understanding, which is the learning process. Altough knowlege management and intellectual capital are a very wide spread in present literature, the concept of learning by sharing is less approched. This paper wants to show how the diamond analysis of learning by sharing is a new approach to conciliate "supply factors" and "demand factors", "codified knowledge" and "tacit knowledge" as well as "cooperative actions" and "competition actions" inside each firm in order to be more efficient in the world knowledge economy.

Keywords – learning by sharing, collaborative knowledge, collaborative learning, differentiations of an organization

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1. INTRODUCTION

In the increasingly dynamic and complex environment, the competences become outdated in a very short time, therefore learning and his improvement are imperative for organizational succes. Speed during this period is a reality that governs all areas of our lives; another one is ever smaller budgets. Therefore, efficient use of time and money in the process of knowledge sharing is mandatory. This requires the relevance topics chosen to fold exactly on organizational or personal needs, but also on yielding knowledge sharing techniques which lead to the competences development.

Hence, learning is a continuous process and its importance to businesses today can not be disputed. Moreover, the dynamics of economic processes requires adaptability which was possible only through sustanaible learning. However, the real challenge is to bring as much of the organizational learning curve of its own employees learning. This can be done by creating an organizational culture that allows employees to be highly trained and which are encouraged by management to develop continuously.

Thus, it is extremely important the context formation, atmosphere, situations best suited to maximizing the effects of learning. Moreover, applying the principles of accelerated learning has positive effects decrease as the time spent at work and the costs of any nature, increased transfer of satisfaction, employee's motivation and engagement in work and applying new knowledge.

Beyond the phenomenon of "natural", characterized by stock , interaction, flow and change/ making the method used in creating such environment which promote an learning and sharing attitued is structured in a strategy called knowledge management , which is developing in two directions : resource creation data/information and organizing knowledge flows .

Knowledge as intangible resources can be stored in databases, libraries, manuals or intranet system, while facilitating their movement on different channels makes them so tangible and productive. Theoretically, the transmission of knowledge is done in three main ways: dialogue (face to face), text (on paper or Intranet) and model / example of behavior as an element of culture. Each organization builds its own model based on these elements. Therefore, to enhance interactions and increase effectiveness of the production of knowledge, organizations can put in place structured activities, some specific organizational development, in order to exploit the potential of these communities: family groups, learning by sharing, behavioral modeling, project teams, team coaching, development potential, and training focused on the roles of simulation and simulation activities.

Due to the new introduced metaphors in the academic world and practice through the concepts of learning organization, learning society, knowledge – based economy, knowledge – based organizations, it becomes necessary for the organizations to redefine their genetic learning environments for individuals in order to achieve knowledge sharing. At the same time, organizations face numerous challenges and threats: the demand for further education, the entry of a new generation of employees that differ from their predecessors, the need for a continuous education. Such a developing perspective assumes the development of a new learning models and infrastructures.

Many practitioners and academicians in the field admit that since knowledge transfer is crucial for achieving common results, and therefore knowledge sharing should be considered as a task of the workstation. However, in practice, many organizations and institutions alike have concluded that not always knowledge sharing occur; in spite of relationship-based strategies are followed (Hansen et al., 1999).

The study of a systemic model present interest in terms of understanding the relationships between its components or for the prediction of the way the system will work under new conditions. A system's model is required to enable the description and representation of multiple aspects such as input factors, process and output factors. Therefore, this article includes the development of a systemic model focused on learning by sharing, taking into account the preliminary stages of building a system's model, respectively defining the problem and building the systemic model. During the first stage of elaboration of this model a description has been made of the relationship between organizational learning and knowledge transfer, thereafter, it continued with the depiction of the need of such a model and its description.

2. THE LINK BETWEEN ORGANIZATIONAL LEARNING AND KNOWLEDGE SHARING

Since the business environment is experiencing a great dynamic, and organizations must be able to quickly acquire new skills, to identify and share best practices, to learn from their mistakes, learning and knowledge are in first foreground in that facilitates the acquisition of new behaviors necessary to adapt to new changes. Starting with competences, abilities, and finishing with intellectual operations and knowledge, all are acquired through learning activities.

The merging of organizational learning theory and knowledge management in recent years has given rise to important insights regarding learning process and knowledge transfer that still requires much reflection in order to be integrated into practice. The assembly of traditional perspective of each of the areas involved sparked sophisticated discussions about the learning analysis unity (Stacey, 2003; Field, 2004), the nature of knowledge (Blackman and Henderson, 2005; Spender, 2006), as well as how the learning process contributes to organizational knowledge (Spender, 1996).

In recent years there was an increased interest in the relationship between organizational learning and knowledge sharing through complexity theory (Firestone and McElroy, 2004). Merging these concepts offers new perspective, not only for its outcome, but also for each concept involved.

While merging these concepts became an area of interest for researchers and practitioners alike, little empirical research has been conducted to identify ways to clarify the learning process and its interaction with knowledge transfer in the work context.

The study explores the merger's inherent opportunities of looking at organizational learning and knowledge sharing within the organization through a single lens by using the complexity theory as a tool for integration. Merging the concepts from literature provides support for a holistic view on learning and knowledge transfer in organizations and demonstrates the value of a adaptative complex system. Morover, in order to present the link between knowledge sharing and organizational learning, beside of the complexity theory, the community of practice is presented being one of the pillars of knowledge management wich have a great significant on learning behavior.

2.1 The Complexity Theory

Development of focus on organizational learning epistemological foundations and knowledge management theories and practices evolves with the complexity theory and its applications in organizational contexts. The complexity theory focuses on the dynamics of interaction, self – organization, connection, holism and emergence. More and more, organizational theory incorporates complexity in an attempt to represent the understanding of organizational experience in a holistic way.

Adaptation is inherent in complex systems and every discussion about adaptive complex systems includes the reference to change, in a context following a nonlinear interaction. The

complexity theory provides a new way of thinking about knowledge and learning, and the way they offer new considerations about the problems that divided knowledge and learning functions in organizations.

In terms of complexity, the author Hawking predicts that we are in complexity century (2000). As Newtonian science informed industrial notions about organizations and organizational management throughout the past century, theorists of the organization are currently searching for new introspective sciences in organizations and processes. Within the organizational learning and knowledge management, complexity provides a gateway for the integrated investigation of learning that occurs in organizations and the interaction between organizational learning and knowledge sharing.

In recent literature, authors in the field of organizational learning and knowledge management began to develop learning and knowledge – based strategies. The authors Bierly and Chakrabarti (1996) define knowledge – based strategies as a strategic set that forms the organizational learning process and determines the organizational knowledge basis. In contrast to this definition, Zack (1999) suggests that knowledge – based strategies include explicitly the notion of adaptation to the organization's business strategy. This author suggests that knowledge – based strategies describe an approach of organization's intention to adapt knowledge – based resources and capabilities to the intellectual needs of the business strategy. There are also initial efforts of organizational learning and knowledge management of understanding the strategies dimensions – based on learning and knowledge. As part of the knowledge – based strategy typology, authors Bierly and Chakrabarti (1996) describe four tensions in the learning process: the tension between internal and external learning, radical and incremental learning, fast and slow learning and narrow and broad knowledge base. Based on these aspects, the author Zack (1999) adds that knowledge – based strategy includes decisions on creation, development, and knowledge resources and capabilities administration of an organization. These decisions are represented by the choices between internal and external knowledge, and between exploration and exploitation. Furthermore, the author Argote (1999) highlights a list of learning processes tensions that define the knowledge – based strategy. These tensions relate to group and organizational learning, heterogeneity and standardization, learning through planning and work.

2.2 Communities of practice and learning

The processes included in communities of practice denote a group that works under the same guidance, and therefore a group that has many aspects in common during the undertaken tasks, common language included. In this sense, communities of practice theory denote a group that is based on trust and attention on the transfer of ideas and best practices. In this theory, creation, learning and use of knowledge takes place almost invisibly. The author Etiene Wenger, a known leader in the theory of communities of practice suggests that the group is important for both learning manner and learning content. Communities of practice can facilitate both learning in single loop and double – loop. Single loop learning occurs when problems are solved by changing actions or strategies to achieve the desired results without changing the theory or the hypotheses underlying these actions. The main advantage of the theory of communities of practice is the encouragement of exchange of ideas, hypotheses and theories through an open environment where members are committed to new ways of solving problems.

Communities of practice are collaborative, interactive networks consisting of individuals who share the same interests, in terms of knowledge. Communities of practice emerged as a knowledge sharing facilitator instrument and an adequate learning environment (Lave and Wenger, 1991). Communities of practice have become a feature of knowledge management whereas their application on business has received an increased attention (Lesser, Fontaine and Slusher, 2000).

Communities of practice can exist wherever there is a willingness to share information and experiences. However, participation in the network is essential. While personal interactions can help boost relationships and trust within the group, communities of practice can also take place virtually, meaning that individuals can collaborate even if physically are not in the same place. Moreover, members don’t have to be from the same organization, they can also come from outside of it.

Starting from the desire and the need for people to belong to groups, communities of practice bring a new form of learning and knowledge transfer in organizations. Moreover, communities can make a significant contribution in terms of:

- Alignment of successful practices, procedures and instruments used in the company;
- Mapping of knowledge and identification of discrepancies/ training needs;

- Research on areas of interest and sharing the results in the community and at the company level;
- Sharing of information among community members;
- Identification of reusable components;
- Specialized technical support from the community's experts.

Communities of practice are one of the main building pillars of knowledge management framework. Communities of practice are networks of practitioners, from one equal to another within the organization, that help each other for a better performance by sharing their knowledge. This are made of people who engage in a collective learning process in a shared domain of human endeavor: a tribe learning to survive, a band of artists seeking new forms of expression, a group of engineers working on similar problems, a clique of pupils trying to define their identity in school, a network of surgeons who wish to explore new techniques, a first – time gathering of managers helping each other to cope. Many large organizations have set up dozens of communities of practice, some of which may be over a thousand members.
More generally, communities of practice, as self-organized entities, constitute instances of complex social systems. A complex system might be broadly defined as made up of a large number of part that interact in a non-trivial way (Simon, 1962). Apart from their selforganizing property, complex systems are characterized by several distinctive traits, among which: a large number of distinct parts, non trivial interactions among the parts and the emergence of hierarchical levels, non-linear trajectories among the components of the system and symmetry breaking.

2.3 Interdependence of organizational learning and knowledge sharing

Knowledge sharing and learning are social phenomena; the current study draws useful conclusions in terms of social construction of knowledge and learning. Such a perspective assumes that organizations are a group of individuals acting regularly and who share a sense of collective identity.
In their paper, Pasteur, Petit and Schagan (2006) argues that despite the fact that knowledge transfer and organizational learning have the same objectives, the ways and methods of achieving them varies greatly both in theory and in practice. Some authors, such as Wiig et al. (1997) believe that organizational learning is part of the knowledge management strategy,

while others assert that knowledge management is a strategy of organizational learning implementation.

Collaboration is a process by which people that sees different aspects of a problem can constructively explore their differences in the search for solutions that go beyond their own vision of what is possible (Tiwana, 2000). The only way to enable the transfer of knowledge is to put individuals together through collaboration. Therefore, individual and group skills through the learning process may represent the key to effective knowledge sharing.

3. NEED FOR A NEW INTEGRATED MODEL OF LEARNING AND KNOWLEDGE SHARING

From a general perspective knowledge must first be created (learning organization) for then to be shared (knowledge sharing). Thus, knowledge transfer occurs once the learning takes place. Normally, extraction and creation of new knowledge involves learning and on the other hand knowledge transfer involves the acquisition and application of knowledge. Taking this into account every aspect of knowledge has a corresponding activity in the learning process. As a final result, the literature revealed that both knowledge sharing and organizational learning are key factors of influence on organizational performance and innovation. Sharing of knowledge provides a basis for organizational learning, therefore, to promote learning there is a need for a model based on the transfer of knowledge meant to be interactive and collaborative.

Collaboration is a process through which individuals who see different aspects of a problem can constructively explore their differences and search for solutions that can go beyond their own limited vision of what is possible (Tiwana, 2000). The only way to enable the transfer of knowledge is to put individuals together through collaboration. Therefore, individual and group skills through learning may be the key to an efficient transfer of knowledge.

Organizational learning and knowledge management may seem to be complementary, on the one hand knowledge is created through the management of organizational learning processes, on the other hand results are managed through knowledge management processes (Spender, 2008).

In creating and maintaining knowledge within the organization, knowledge management theory recognizes the importance of communities of practice theory (Brown and Duguid, 1991). Communities of practice theory is seen as an important tool in overcoming the constraints of behavior and it manifests the development of a new organizational culture highly involved in organizational learning and knowledge transfer.

Conventional treatment or organizational learning tends to be correlated with individual learning. A good example is the model focused on knowledge transfer and learning found in experiential learning theory (Kolb, 1984), which provides a model for describing the relationship between learning, learning styles, skills and knowledge transfer. Under this theory, the model of learning is described as a four-step cycle: active experimentation, concrete experience, reflective observation, abstract conceptualization. These learning styles identify the preferences for different types of knowledge and knowledge processes. Such a model provides a theoretical approach to understanding how individuals describe and share knowledge gained through learning. Building on the model developed by Kolb and organizational model developed by Olsen (1975), Kim (2004) performed a new model focusing on the characterization of organizational learning developed as a shared mental model of the organization. In this case, the addresses in a manner that emphasized individual learning to organizational learning source. Considering the previous model focused on learning and knowledge transfer, the current focus is geared towards individuals as the sole holders of knowledge. In this context, knowledge management should focus on organizational learning and development and facilitate communities of practice. Therefore, organizational learning is a key dimension for knowledge management that involves a continuous assessment of organizational experiences and their conversion into knowledge making them accessible to the whole organization.

3.1 The systemic model of learning by sharing

Given the complexity and uncertainty of the external factors like mobility and dynamism of the organization's internal factors, this paper proposes a new learning model that focuses on knowledge transfer. The systemic model (as can be seen in Figure 1) is designed based on the theory of communities of practice (Duguid, 2005), which focuses only on the internal process within organizations (Duguid triangle: horizontal arrow linking knowledge (knowing that) and skills (knowing how) and the bottom of the graph (cooperation), and the theory developed by Porter (1985, 1990), with the four forces involved in competitive

advantages, which focuses on both the internal environment (the production of knowledge and skills within the organization) and the external environment of the organization (cooperative mode to compete).

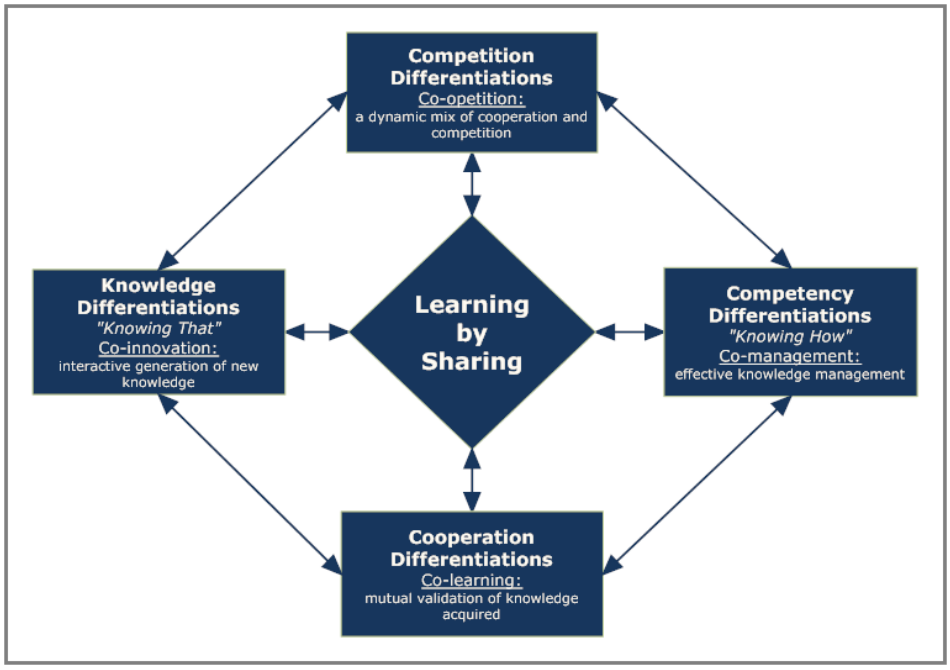

Figure 3 – The systemic learning by sharing model

Source: Pohontu et al. (2012)

Essentially, through this model, competitive advantage and learning by sharing are seen as two common processes through its objectives (market needs constant adaptation to remain efficient), and from the point of view of perspective of time (long-term). However, the biggest challenge of this model is effective mobilization of certain interactions in organizations before (or simultaneously) in order to compete with external factors as well as organizations need to transform knowledge (both owned by the organization and its members) in organizational skills using cooperative relations. The proposed model is an open model, bearing in mind that it accords attention also to the external factors (competition, status and trends in the environment).

Therefore, unlike other models found in the literature, the proposed system model reveals the complexity achieved by the activities of organizations in the economy based on knowledge. In the economy based on knowledge, organizations must be based on both competition and cooperation. Therefore, to become more adaptable and to be able to respond quickly to the market changes, there must be a high interest for fast learning and a rich accumulation of knowledge. Such versatility is not just about learning and knowledge creation, but also about

the creation of new connections between these components, known by scientists as a knowledge economy cognitive division of labor (Mouhoub, 2003), stating that that connections are important since each component can create new knowledge.

On the other hand, as mentioned above, due to the continuous flow of individuals within organizations, learning and knowledge sharing are two very dynamic processes. The purpose of learning and knowledge transfer leads to skills development, and to be more specific the acquisition or maintaining competitive advantage. The proposed system achieves a synergy between the two processes: learning and knowledge transfer. However, the most important feature of this model is that it promotes learning through knowledge transfer taking into account the four differentiations of an organization: cooperation, knowledge, skills and competition. Adding this differentiation was possible by combining the four forces of Porter skills within the organization.

Term “differentiations” is used because it is a concept in business strategy and can be considered a way to establish a long-term competitive advantage. Moreover, these differences involved in the systemic model "learning by sharing" aims to propel a long-term strategy by focusing on the processes of learning through knowledge transfer. Combined with the four forces of Porter, description and argumentation communities of practice carried out by Duguid (2005), Knowing That and Knowing How ontologies were added to this model. This approach was made because there are two kinds of knowledge; one that is reflected from a practical standpoint - Knowing How, the other is reflected from a theoretical point of view - Knowing That. Also, these two kinds of knowledge reflect different understandings of learning.

The systemic model learning by sharing as developed in this chapter incorporates interaction (cooperation) and collaboration between the four differences involved at a high level of learning through knowledge transfer. In the following paragraphs the four differences involved in the proposed model are presented.

On the horizontal part of the model are two distinctions that have a direct connection with individuals within organizations, namely knowledge and skills by the means of two kinds of knowledge: Knowing that and Knowing How. Despite this, the two aspects cannot be substituted; Knowing How does not lead to knowing that.

1. ***Knowledge-based differentiations*** are created, mediated and contested through social interactions that occur within the organization. By definition, the generation of knowledge is a dynamic process of interaction between equipped partners. Organization could be regarded as

a system of knowledge in a strong sense, organizational knowledge cannot therefore be seen as a whole, they are not self-contained. As mentioned before, differentiation based on knowledge includes the theoretical aspect of the act of knowing, the aspect of knowing that. Thus, this process can be seen as a first step in developing skills and co-innovation, because it includes more and less explicit knowledge, tacit knowledge. Therefore, with great power on knowledge sharing, organizations are less likely to face one of the biggest challenges, namely the continuous development of skills.

2. ***Competency-based differentiations*** refer to practical sense of the act of knowledge, i.e. knowing how. In contrast to knowledge based differentiation, differentiation by skill is built mostly of tacit knowledge. Because knowing how to implement the knowledge, differentiation based on skills can be seen as a second step in skills and, therefore, result management. In this respect, co-management can be considered as a partnership of knowledge, like a problem solving process (rather than a static arrangement) and includes both the generation of knowledge and shared learning. Joint learning approach is closer to the concept of cooperative learning. Unlike individual learning, which can be competitive in nature, members involved in the common learning process exploit learning resources and expertise between them (by requiring other's information, to evaluate an idea, work monitoring, etc..). In order to achieve a co-management is necessary to apply effective knowledge management.

3. ***Cooperation-based differentiations***, i.e. the validation processes and creating mutual knowledge. Unlike individual learning, individuals involved in co-learning leverage the resources and skills to each other. Specifically, co-learning is based on the fact that such knowledge can be created within the organization, where members actively interact by sharing experiences and taking asymmetric roles.

4. ***Competition-based differentiations*** through competition based on co-opetition, ie a dynamic mix of cooperation and competition. From another perspective, the economy based on knowledge, strong competition between organizations must turn into co-opetition links, as presently knowledge became more collective than in the past. Therefore, organizations need to cooperate in order to meet the research and are still competing to explore research joint results. This concept describes the fact that in the current business environment in order to be competitive in the long term, organizations need to collaborate with other organizations in the same field. The competitors can join together to enjoy a common edge through a temporary or long-term partnership on the transfer of knowledge. A famous example of the applicability of the concept of co-opetiton can be found in the IT industry, specifically cooperation between

IBM and Apple PowerPC chip development. IBM and Apple's direct competitors in the same market have collaborated to accelerate development, reduce costs and increase their market value. However, the dark side of this concept is the need for a greater focus on specific issues, such as how, by whom, when and under what conditions knowledge is transferred.

It is already mentioned that the main source of management based on knowledge is the process of knowledge sharing, but in the proposed system model, knowledge transfer takes place by considering differentiation through cooperation and differentiation on competition. From a classical point of view, knowledge transfer is primarily focused on a process that results in the organization. Therefore, inside of complex society, organizations must learn to analyze both knowledge transfer and knowledge war that takes place between the two dimensions, namely: the internal and external environment. These two differences are important because the generation of knowledge helps build mutual skills, intelligent action and, therefore, a higher possibility of achieving or maintaining a competitive advantage.

In the current knowledge-based economy, the ability to think creatively, to solve problems and make decisions like a team, the skills become primordial in achieving and maintaining competitive advantage. Therefore, developing and strengthening the skills obtained by a synergy between the learning and knowledge sharing process can be one of the main objectives of the organization.

The systemic model of learning by sharing brings a contribution to the theory of organizational learning and knowledge sharing. Knowledge creation and transfer are already seen as supporters of competitive advantage. However, a small amount of theory or empirical research has focused on analyzing the relationship between learning and knowledge transfer. Most of the studies found in the literature focuses primarily on education, in terms of academic and less practical from the economic point of view. However, they can be useful in order to adapt according to the organizational context. Therefore, development of students' skills might be associated with the development of employee skills. From a practical standpoint, systemic model of learning through knowledge transfer aims to encourage managers to provide support and encourage learning through knowledge transfer taking into account the four differentiation of the organization presented.

Moreover, developing employee skills should be correlated in accordance with business strategy for organizations to become more adaptable in the long term in order to cope with the external environment characterized by constant change. Within the organization, focusing on learning through knowledge transfer process will help individuals to develop as a team and learn from each other constantly.

Given the uncertainty and increasing complexity of current and future market situation, organizational learning alongside processes based on knowledge sharing provides the best capability for an organization to cope with change and adapt in correspondence in the context of such an extent that the performance increases over time. By combining the power of organizational learning and knowledge sharing, organizations can create procedures, cultures and structures that allow scanning, evaluating, anticipating and concrete action on unexpected threats or possible opportunities.

This type of new management by sharing increases the effectiveness of different actors and the total stock of knowledge available to the company. This new mode of knowledge management, described in this article, shows how important it is today to know simultaneously produce, consume and share knowledge within organizations for increasing their effectiveness. In this sharing mechanism, the relationship between the exchange of explicit and implicit knowledge are crucial. Based on the work of Nonaka, these two types of knowledge are embedded in a dynamic process. This process of sharing knowledge to manage complex situations in the global economy where agents must also simultaneously *learn and teach* others and must also simultaneously *cooperate and compete.*

4. CONCLUSION

In current economy, organizations live together and undergo a double mutation: everything is marketed and capitalized, and knowledge and innovation have become increasingly important in the competitive world. The main purpose of this research, as mentioned in the first chapter, is based on concepts from knowledge management and organizational learning field as discussed in the literature, being treated independently by some authors. Such an approach resulted in increased ambiguity between the two concepts.

Essentially, the learning by sharing process has three advantages, according to traditional approaches:

- The learning by sharing approach is represented by the dynamic method established for a long – term to increase the organizations' competitiveness.
- The learning by sharing – based processes can be useful and applied without requiring the financial resource. In this respect, employees only need to cooperate and be open to suggestions from other colleagues.
- Promoting the learning by sharing can ensure the creation of a working environment (avoiding unfair competition).

Therefore, in addition to contributions to the theory, the results of this study contribute in practical terms, the relationships between the factors that influence learning by sharing may provide a clue as to how organizations can promote knowledge transfer – based culture.

By combining the power of knowledge transfer to organizational learning, organizations can create procedures, cultures and structures that allow scanning, evaluating, anticipating and taking concrete measures on unexpected threats and opportunities.

The used research framework depends on the collective understanding of the processes inducing the learning by sharing behaviors. Therefore, learning by sharing can be used by organizations in order to develop a realistic environment that can conduct knowledge transfer.

By increasing the level of learning and knowledge generation within an organization, the synergy between knowledge sharing and learning process becomes increasingly clear. In acceptance of this premise, we can't say that the two concepts, knowledge sharing and learning process, can be treated separately, but more than that they can't function one without the other. Therefore, we can summarize the following benefits of learning by sharing concept:

1. Organizations should fulfill their role of learning organizations by integrating knowledge management and organizational learning initiatives and practices within functions. By implementing such practices, they will be capable of acquiring a sustainable competitive advantage.

2. The success of knowledge management initiatives and promotion of organizational learning can only be achieved if the organization is concerned with establishing a clear long – term strategy. Such a strategy should be implemented taking into account that knowledge – based resources necessary for the organization to become one that learns. Achieving of a better communication strategy, creating a coherent context for systems and people within the organization are some steps that must be taken. The existence of a unified culture can reduce the communication barriers and lead to a closer cooperation within the organization. Thus it must show the existence of a framework whose components (vision, strategy, values, etc.) recognize the benefits raised from supporting organizational learning and knowledge transfer.

3. In order to achieve the synergistic benefits of knowledge transfer and organizational learning initiatives, organizations should develop deliberate strategies that serve to integrate human resource management principles. Human resource management can motivate, encourage or facilitate knowledge transfer through policies. Moreover, organizations should strive to improve employee retention rates, so that knowledge can be retained within organizations. It is also required the understanding that the purchase of computer systems or installing computer networks will not ensure the knowledge transfer promotion. Instead,

successful learning by sharing lays in the availability of qualified sharing and knowledge application staff, so that the technological tools have only a facilitating role.

The field of knowledge management and organizational learning is constantly changing, especially in the current economic crisis, when pursuing the most efficient use of resources to implement new methods, standards and working practices. In this context, future research on knowledge sharing is fully justified, and also required.

Current views of human resources management argue that there should be a strategic orientation that would allow the organization to build its own unique human capital needed to possess a sustainable competitive advantage. This suggests that organizations with different strategies most likely will need different types of human capital in order to achieve success. However, in the ever changing competitive environment that the organizations are facing today, some skills are required regardless of the business strategy: the ability to continuously renew knowledge – based assets. The human resource management should therefore devote its efforts on understanding the way in which the knowledge flow increases that would ensure adaptation to unforeseen competitive forces. Understanding the dynamics of knowledge sharing can help identify people management practices in organizations.

Moreover, organizations must not only develop and expand employee knowledge, but must use mechanism and procedures in order to transform individual knowledge in assets. Continuous use of knowledge does not diminish the value, as other inputs. Conversely, the more knowledge is more widely used, the more it can be developed gradually, as employees gain experience in the business, yet they can be lost easily by employees who leave the organizations (personnel fluctuation). Therefore it is extremely important for modern organizations to develop logical mechanism and methods for learning by saring in order to systematize knowledge and information based assets and to optimally combine existing knowledge in order to enhance organizational performance.

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