

Knowledge Innovation and Entrepreneurial Systems

Organizational Learning

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Abstract

Welcome to the 52st Hawaii International Conference on System Sciences (HICSS) conference. With this being our fourth year of the Organizational Learning Minitrack, we proudly bring you the latest research focused on organizational learning issues within the Knowledge Innovation and Entrepreneurial Systems Track.

Success in organizations involves developing human factors for changing competencies in light of the current knowledge explosion. Organizations using a “learning” or “knowledge-based” framework rely on developing their workforce using the strategies of organizational learning- creating, transferring, modifying, and retaining knowledge over time. The focus on new techniques and insights into how individuals and organizations use their knowledge will add to the body of research in knowledge management (KM). This minitrack is devoted researching these issues for the improvement of organizational learning.

1. Introduction

Learning Organizations and Knowledge Organizations need to focus strategically to develop organizational potential. There is a gap between current learning within organizations and their ability to create, acquire, transfer, and manage knowledge to remain competitive. The workers within these organizations also need to develop themselves through the acquisition of specialized skills for the work of the future.

The ability or lack of the ability to modify and use knowledge effectively, within the climate of continual

change due to knowledge explosion, can be costly for today’s organizations. Organizations that consider themselves “learning” or “knowledge-based” want to create specific knowledge frameworks intra-organizationally and inter-organizationally to implement technology, streamline processes, maximize outcomes, and improve their business market share.

Organizational learning involves the processes of creating, transferring, modifying and retaining knowledge over time. These learning processes may occur at the individual, group or organizational levels and involve developing and implementing essential functions within the organization. This mini-track examines research into these organizations and their workers to understand the how to use learning, knowledge management, and behavioral strategies for success.

There is a gap in the knowledge between the current learning of organizations and their ability to use important knowledge management processes to create organizational success. Effective knowledge management strategies are needed to strengthen these organizations and can benefit from well-directed research in these areas.

This mini track highlights the role of knowledge in organizations and individuals. Factors affecting the success of these knowledge and learning organizations include, organizational cultural considerations in knowledge management, trust factors and human social interactions, communication strategies that promote learning and knowledge transfer, and knowledge change in organizations. In addition, submissions dedicated to the nature of leadership in knowledge and learning focused organizations are welcome.

2. Florian Fahrenbach, Alexander Kaiser, and Andreas Schnider

Our first presenters are Florian Fahrenbach, Alexander Kaiser, and Andreas Schnider who will present their paper, A competency perspective on the Occupational Network (O*NET).

The purpose of this paper is to develop a conceptual model to integrate the US-based occupational information network (O*Net) into a competence perspective. The biggest challenge to lifelong learning outcomes continues to be the assessment of tacit knowledge and skill competencies. This approach relies on theories that link individual to organizational learning. To tackle this challenge, the authors integrate a normative competence model and the descriptive O*Net taxonomy into a coherent framework that translates competences into measurable indicators from industrial and organizational psychology.

Functional learning outcomes can be made comparable and accessible linking the actions with the descriptors from the O*Net. The European Qualification Framework (EQF), was used to recognize learning outcomes and propose a method to standardize assessment of competencies of European professional education within the European Union.

3. Julee Hafner

Our final presenter will be Julee Hafner who will present her paper, entitled: Are there typological characteristics of individual unlearning?

Organizations have sought solutions to produce consistent, competent workers while updating organizational processes. Traditional methods of learning where gaps in knowledge are identified and closed through training have inconsistent success. These faulty learning completion processes may yield

decreased work product quality, decreased productivity, and increased product costs.

Knowledge base change implementation processes have created limits for individuals who must unlearn, store, new knowledge processes to update the old. Unlearning, speculated to involve a replacement of prior knowledge remains unconceptualized.

This qualitative study aims to further characterize unlearning from the perspective of Rushmer and Davies' (2004) typological unlearning model. Predominately two knowledge change typologies were demonstrated and a new unlearning model developed.

6. Conclusion

I wish to thank each of our presenters for their research efforts. Their willingness to share their study results helps to develop this unique minitrack and contribute to the ongoing development of organizational and knowledge focused issues. I personally welcome each of the attendees, and thank them for great discussions during another year of learning and professional development at HICSS-52. I look forward seeing new and ongoing research in the field of Organizational Learning. I hope our HICSS community authors attending this conference will consider contributing to the mini-track of *Organizational Learning*, next year at HICSS-53.

7. Chair

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