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Evaluation Of Knowledge Level Of Cargo Companies About Their Organizational Learning and Team Management: An Empirical Research in Cargo Companies in Turkey

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Abstract

At the present day, team learning is the most valuable source for organizations in organizational learning. Organizational learning by team management is the main competing factor in competitive global market which results with the competitive advantage. Therefore, it becomes a necessity for organizations to assemble organizational learning on team works.

In this study, depending on the assumption that knowledge level of organizations about the organizational learning and team management is crucial for their gaining competitive advantage talent, the team management and organizational learning are examined as two modern management styles that complement each other. Thus, it is emphasized that learning as a team and adapting organizational learning in every team work as a mental model change develops organization as a whole.

This study intends to state the level and views of Cargo companies' workers about team management and organizational learning. The other aim of the study is analyzed the team management relationship with the organizational learning.

The field of study of the work has been conducted at 11 different cargo companies of Denizli. There are two types of questions in survey. First group consists of questions about socio-demographic structure of the participants. The second group contains questions which aim to examine the workers of the Cargo companies' level and views about team management and organizational learning. In conclusion, Cargo Companies should attach more importance to team management and organizational learning. Not only the organizations but also the universities, other education institutions and the governments should change and make themselves ready for the "lifelong learning".

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1. Introduction

Today, to be able to reach the knowledge and to use this knowledge in gaining competitive advantage is a very important talent that organizations should have. Organizational learning that has advantage on access to knowledge

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and team management that leads to continuous improvement on product, service and processes development are related to each other which are two modern management thoughts that complement each other.

At this article, importance of team management and organizational learning, the way that they can be effective and the way that they should be implicated are stated. Although the conditions are not sufficient for team work and organizational learning, the hypothesis of with efficient team management organizations can reach to organizational learning is tested.

2. Organizational Learning

All organizations learn whether they consciously choose to learn or not, as a fundamental requirement for their sustained existence. Organizational learning is defined as increasing an organization's capacity to take effective action (Kim, 1993 : 37-47). Change resulting from learning need not to be visibly behavioral but learning may result in new and significant insights and awareness. The crucial point is, learning is the organism that is consciously aware of differences and alternatives. The result may not be reconstruct behavior but rather to change one's cognitive maps or understandings (Freidlander, 1983 : 194).

Organizational learning consists of leadership, organizational culture and employee consciousness. These three factors are important for organizational learning. Although organizational learning occurs through individuals, it is different from individual learning. As individuals develop their personalities, habits and beliefs overtime, organizations develop world views. Members and leadership can change but organizations' memories preserve certain behaviors, mental maps, norms, and values (Hedberg, 1981 : 6).

There are four contextual factors that affect the probability of organizational learning which are corporate culture conducive to learning, strategy that allows flexibility, an organizational structure that allows both innovativeness and new insights and the environment. These factors have a circular relationships with learning which affect each other and reinforce learning (Fiol and Lyles, 1985 : 804).

In addition to that learning happens in two level which are lower-level learning and higher-level learning. Lower-level learning is the focused learning that may be repetition of short term past behaviors, surface and temporary. At routine level, it captures only a certain element in part of what the organization does. Lower-level learning is single-loop learning. On the other hand, higher-level learning is the development of complex rules, understanding of causation and associations in terms of actions. This level of learning is the learning that affects the entire organization which have central norms and change assumptions. Higher-level learning is double-loop learning (Fiol and Lyles, 1985 : 810).

Organizational success is agreed in terms of the relation between performance outcomes and targets. If these two concepts of organization match each other, it is accepted that the organization is successful and to make clear this performance outcomes and targets in employees mind's, organizational learning is crucial.

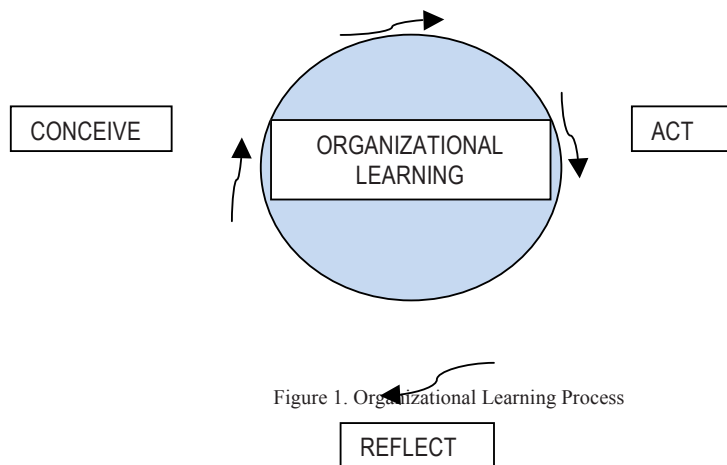


Figure 1. Organizational Learning Process

3. Team Management

A team is a small number of people with complementary skills who are committed to a common purpose and set of performance goals, and approach for which they hold themselves mutually accountable (Katzenbach and Smith, 2005 : 2). Teams are different that working groups. On working groups the focus is on individuals goals and accountabilities. Working group members don't take responsibility for results except if it's in their part. However, at teams there are shared leadership roles, individual and mutual accountability, specific team purpose, collective work products, open ended discussion and active problem solving meetings, discussions, decisions and real work done together (Katzenbach and Smith, 2005 : 3).

Important concepts related with teams are mentioned below (World Health Organization, 2007 : 3-12).

There are several types of teams and the choice of type depends on the task to be performed, the organizational context and the resources available. Having the right core team can lead the team to the success or to the failure.

The phases of teams are; forming, storming, norming, performing and dissolving. In addition to that, there are three main components in any team's work which are goal, methodology and resources.

Responsibilities of a team leader are; to assign clear tasks to each member, to review and monitor progress of work regularly, to ensure that the team meets deadlines, to discuss and agree on the timetable with the team, to motivate members, to resolve conflicts, to give guidance when needed, to help members to overcome barriers and to assess team performance using a checklist regularly.

Norms of teams are acceptable standards of behaviors within a group that are shared by group's members. Norms tell team members what they should or should not do. Everyone in the team is expected to obey these norms Leaders of organizations should not think themselves as simply managers or supervisors but rather as team leaders.

4. Method

Survey method is used for the research. Survey is done in private cargo companies' personnel about their team management and organizational learning positions. The cargo companies that the survey is implicated are Fedex, Aras, MNG, Nex, Sürat, Yurtiçi, Kargotürk, Global, Pamukkale, Express and Ege Cargo. At 11 cargo companies there are 134 employees in total. First part of the questionnaire consists of demographic questions and the second part of the questionnaire consists of questions which are related with team concentration, system concentration, learning concentration and memory orientation concentration.

5. Findings

%66 of the personnel are men and %34 are women that are participated to survey. %69 of age scale is between 21 and 30 which represents a young employee range. %52 of them are single and %45 are married. %66 of education level is high school which symbolizes a low organizational education level. %32 of them are manager, %45 of them are courier and %17 of them are finance employee. %55 of them have occupational experience. %51 of them have been working for less than 2 years. %26 of these organizations have the quality certificate and %74 of them don't have. %60 of economic situation is in the middle and %65 of them said that the wage is sufficient for them. %80 of them said that they don't have any communication problem. %51 of them said they didn't get any private education.

The reliability of organizational learning alpha in total is ,80. The reliability of team management is ,83. The Organizational learning scale consists of 4 dimensions that team concentration's reliability is %70, system concentration is %57, learning concentration is %64 and memory orientation concentration is %67.

Descriptive statistics of dimensions' scales are cited below.

Table 1: Descriptive Statistics of Dimension's Scales

	Mean	Std. Deviation	N
Team Concentration	4,2608	,52031	102
System Concentration	4,5074	,40027	102
Learning Concentration	4,5466	,40224	102
Memory Orientation Concentration	4,2941	,43145	102
Organizational Learnig	4,4022	,32596	102
Team Management	4,2366	,62922	102

According to answers of the participants, it is found that the mean of organizational learning is rather high. The mean of scale of team concentration, system concentration, learning concentration and memory orientation concentration of employees of Cargo companies are found in high rates. In addition to that mean of the scale of team management is also high.

The correlations of organizational learning scale and team management scale are cited below.

Table 2: Correlations

		Team concentration	System concentration	Learning concentration	Memory orientation concentration	Mean of Capacity of Org. Learning	Mean of Team Management
Team concentration	Pearson Correlation	1					
	Sig. (2-tailed)						
	N	102					
System concentration	Pearson Correlation	,635**	1				
	Sig. (2-tailed)	,000					
	N	102	102				
Learning concentration	Pearson Correlation	,351**	,559**	1			
	Sig. (2-tailed)	,000	,000				
	N	102	102	102			
Memory concentration	Pearson Correlation	,409**	,274**	,148	1		
	Sig. (2-tailed)	,000	,005	,136			
	N	102	102	102	102		
Mean of Capacity of Org. Learning	Pearson Correlation	,838**	,823**	,669**	,624**	1	
	Sig. (2-tailed)	,000	,000	,000	,000		
	N	102	102	102	102	102	
Mean of Team Management	Pearson Correlation	,187	,390**	,155	,091	,212*	1
	Sig. (2-tailed)	,060	,000	,120	,365	,032	
	N	102	102	102	102	102	102

** . Correlation is significant at the 0.01 level (2-tailed).

* . Correlation is significant at the 0.05 level (2-tailed).

According to correlation analysis between team management and organizational learning there is ,21 relationship. (r= ,21; p < 05). In addition to that, between team management and system concentration there have been found medium level relationship. (r= 39; p < 01).

In order to find out which dimensions of organizational learning affect the team management, regression analysis is done.

Table 3: Effects of Organizational Learning Dimensions to Team Management (Coefficients^a)

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	7,002	,655		10,691	,000
	System concentration	-,613	,145	-,390	-4,239	,000
2	(Constant)	6,079	,759		8,010	,000
	System concentration	-,705	,147	-,449	-4,785	,000
	Memory concentration	,312	,137	,214	2,278	,025
a. Dependent Variable: Team management						

According to the regression analysis, system concentration and memory orientation concentration are effective in team management but learning concentration and team concentration are not effective in team management.

Conclusion

In Conclusion, it is found that organizational learning and team management levels of employees' of Cargo companies are high. In other words, they are in acceptable positions as organization as a whole, in terms of modern management styles. By the evaluation of dimensions system concentration and memory concentration are effective in team management.

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