Model key elements of knowledge management to enhance creativity and organizational learning (the case of the Standards and Industrial Research of Iran)

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Abstract
In this study, we tried to model the key success factors to increase creativity and knowledge management and organizational learning are determined. By doing this, factors determined the proper implementation and full of creativity and organizational learning both within organization's increases. The research study is based on the purpose of application. In this study, questionnaires were used to collect the information and the reliability of the questionnaire through Cronbach's alpha calculated the amount of the "1/95" is obtained. Sampling is also a stage cluster sampling is spread. The population of this research is the Standards and Industrial Research of Iran. The results show that the key success factors of knowledge management, organizational culture, sharing and knowledge sharing, allocation of bonuses to employees, knowledge-based strategies and policies, supported by senior management, human resources management, the increased use of information technology and increased organizational creativity learn corporations.

Key words: Knowledge management, organizational innovation, organizational learning, the key success factors

Introduction
According to one of the world's most successful managers of organizational knowledge capital companies twenty-first century is that it improves the quality of management of organizations. Knowledge management is a term that is very common in management literature and business and those who are working in this field know full well what is behind the words, there are several specialized fields of research on the different researchers are working, and those are. Experts in the field, a number of key factors to the successful implementation of knowledge management have described. No mention is that some of the topics that will be discussed today with knowledge management and organizational learning are creativity. In this study, we tried to determine the factors that are the key success factors of knowledge management in the organization by implementing creative and organizational learning for both increased. (Duffy, D. November 1998)

A wider range of day-to-day and is more scope. Among the significant developments in the field of management science and the emergence of phenomena such as knowledge management and organizational innovation and organizational learning. Students can learn how to solve problems and thus organizational learning and knowledge management will be able to develop another leading to the creation of knowledge. Conscious organizations know that knowledge: intellectual capital is the only capital that will change over time, and if it can effectively harness the creativity and protect the organization's competitive situation. Use of academic resources can cause significant financial benefits. (Harp Mingyue. 2005).Knowledge management is a process that organizations identify, select, organize, publish and transmit important information and skills that are part of the history of the organization and are generally unstructured assists in the organization. To help knowledge management concepts and methods are obvious and sharp challenges can be overcome, the benefits are clear and can be significant. Here are the key issues administrative supports and assess the success and technological issues compared to these factors have much importance. There are several key factors to the success in the implementation of knowledge management in terms of distinct cultures and different. (Azeri, M. 2001).The research has been done in the first seven key factor in the success of knowledge management and organizational learning: creativity key factors were selected as independent variables (organizational culture, sharing and knowledge sharing, allocation of bonuses to employees, strategies and policy's knowledge-based support of senior management, human-resource management, information technology) and dependent variable (organizational innovation, organizational learning) is considered, then the relationships between the dependent and independent variables were examined.

Questions and research hypotheses
The main research question
1. Do some of the key success factors of knowledge management is to increase creativity in organizations?
2. Do some of the key success factors of knowledge management are to increase organizational learning?
3. Do some of the key success factors also enhance creativity; Knowledge management and organizational learning is increased?

Secondary research questions
1. The corporate culture has a positive impact on organizational creativity?
2. Share knowledge sharing and positive impact on organizational creativity?
3. Is the allocation of bonuses to staff a positive impact on organizational creativity?
4. Knowledge-based strategies and policies have a positive impact on organizational creativity?
5. Does senior management support positive impact on organizational creativity?
6. Human-Resource Management has a positive impact on organizational creativity?
7. Is the use of information technology has a positive impact on organizational creativity?
8. Organizational culture has a positive impact on organizational learning?
9. Share knowledge sharing and positive impact on organizational learning?
10. Do allocate bonuses to staff a positive impact on organizational learning?
11. Do knowledge-based strategies and policies have a positive impact on organizational learning?
12. Does senior management support positive impact on organizational learning?
13. Did human-resource management have a positive impact on organizational learning?
14. Is the use of information technology has a positive impact on organizational learning?

Research hypotheses

The main hypothesis of the research
1. Some of the key success factors of knowledge management are to increase creativity in organizations.
2. Some of the key success factors of knowledge management and organizational learning are increased.
3. Some of the key success factors also enhance creativity; knowledge management and organizational learning are increased.

Secondary research hypotheses
1. Organizational culture has a positive impact on organizational creativity.
2. Share and knowledge sharing has a positive impact on organizational creativity.
3. The allocation of bonuses to staff a positive impact on organizational creativity.
4. Knowledge-based strategies and policies have a positive impact on organizational creativity.
5. Senior management support is a positive impact on organizational creativity.
6. Human-resource Management has a positive impact on organizational creativity.
7. The use of IT has a positive impact on organizational creativity.
8. Organizational culture has a positive impact on organizational learning.
9. Share knowledge sharing and positive impact on organizational learning.
10. The allocation of bonuses to staff a positive impact on organizational learning.
11. Knowledge-based strategies and policies have a positive impact on organizational learning.
12. Senior management support is a positive impact on organizational learning.
13. Human-resource management is a positive impact on organizational learning.
14. Use of information technology has a positive impact on organizational learning.

Theory and literature

Literature

The concept and definition of knowledge management

The concept of knowledge management for a long time been used in action, but unofficial, so to better understand the concept of knowledge management to the concepts of data, information and knowledge and discuss the differences and connections between them. Knowledge, not data, not information, however, is both relevant and substantive difference between them is not necessarily only the different levels together. Data, information and knowledge are concepts that can be used interchangeably. Understanding these three words, and how to get from one to the other, very important to the success of scientific work. (Dyer Jeff, 2000)

Data: Data is a fact or an item of a particular field unrelated to other things. Examples of data are raw facts and realities. The data reflect the interactions, and exchanges are complete and coherent as they are called insignificant. The components in the database, stored and managed. Data, text, and alone, at least not as long as the concept suggests a larger issue be processed. The data series and single objective facts about the event. From the organizational point of view, the data are considered a regular series of transactions recorded. "21", "001" and "Japan" is examples of data. Without providing further details, any interpretations of these data are not made. Each of these data may reflect the time, amount, weight, amount, size, and so are the fish of the year. (Davenport and Prusak, 2000)

Information: add context and interpretation of the data. Information and knowledge are combined and related to each other, causing the formation of the information. And relevant information combined with field data and its interpretation. Its data may represent data. It may result in not only the communication of data to information. Unless pursuant to an understanding of them. The summary data include information that is classified, stored, cleaning, organizing and were analyzed to elucidate the background. You can pay by check information to take decisions. Usually, the numbers, words and sentences are stacked to provide abbreviated numbers and propositions. In contrast to the data are significant. (Ramezani, Ehsan. 2004)

Knowledge: Join understanding and the development of normal memory data after the data. Summary more (accumulate) the initial information leads to knowledge. Knowledge and insights from the information in this case can be defined as data that can be divided into distinctive ways and in different circumstances and is effective. Knowledge to minimize the collection and read is not to increase access to information. Efficient knowledge helps delete unwanted data and information. Knowledge is an understanding that through experience, reasoning, intuition and learning are achieved.

When people share their knowledge, knowledge is increased and the composition of each one's knowledge with other people, new knowledge is gained. Rampsd functional knowledge of information, culture and skill states. (Ramezani, Ehsan. 2004)

Aswan definition of knowledge management is considered one of the best definitions of knowledge management or operation of any process of manufacture, acquire, capture, promote socialization and its application, anywhere in the establishment of knowledge, learning and performance increases. Coetzee knowledge management that defines the process through which organizations generate investment ideas from members and asset-based knowledge.

Knowledge management challenges

Public and private organizations and the environment in which these organizations are engaged in activities, have changed drastically. Firms have to adapt to a changing environment and competition; the structure must be revised in order to show more flexibility in the environment and also to manage their knowledge assets require more sophisticated methods and techniques. New organizations know that:

- Much of their scientific assets for tacit knowledge (knowledge gained through experience, and the work has been written and documented) are available in the form of knowledge should be supported further by the organization.
- Requires a coherent mechanism to facilitate trade promotion organization.
The need to work processes to the specific characteristics of the users of knowledge (such as one's place in the organization, individual competencies, cognitive style, interests and motivations of the person) be adapted to improving the quality of individuals to the fullest extent possible. It has a lot of knowledge management systems into being elaborated and still in existence, but they only have a very small amount in relation to the needs of individuals and organizations to meet organizational knowledge. Most of these systems are composed of traditional approaches to knowledge management and just able to cycle a component of knowledge (knowledge classification, knowledge storage and knowledge correction) to provide effective protection. It has three such systems are limited to a brief description of the limitations discussed below:

- Restrictions related to the management of tacit knowledge
- Restrictions on the ability to engage users in an exchange of dynamic, active and continuous knowledge.
- Constraints relating to the protection of users (users of science) and also having regard to the specific role of each user interaction in organizations with competencies, cognitive style, interests, and motivations of the user.

The need to support the tacit knowledge of:

- To formally bring this knowledge, it is very difficult.
- Extract the knowledge of the employees, may cause serious resistance by the people (because of this type of knowledge is considered as a strategic tool by which they can maintain their position in the organization)
- Tacit knowledge represents an essential element for organizational learning. Tacit knowledge management, providing only limited means of communication (such as e-mail, etc.) but also implicit knowledge management should support the dynamics of social interaction between people. In fact, it is wrong to assume that people unconsciously and without any reason to social interactions attack. (Lilleoere and Hansen 2011)

Knowledge management process

Knowledge cycle, or in other words, knowledge management process consists of four main sections:

- In the first, phase should be available knowledge in the organization and its obstacles (both explicit and tacit knowledge among individuals, databases, documentation) are recognized, and later obtaining the information has to be stored properly. Then you were valuable knowledge, knowledge lead to synergies and rebirth. Have shared knowledge among individuals and is sharing. After these steps, we must use the knowledge acquired to the higher goals of the organization.

Knowledge creation, including a new data entry system and result's sharing and knowledge sharing among individuals.

Knowledge creation, including acquisition, exploration and development of knowledge. Components of Knowledge Management

Davenport basic components of knowledge management consist of:

- The culture, including values and beliefs of the organization is associated with the concepts of information and knowledge.
- Process operation: in fact, how people use information and knowledge in their institutions as well.
- A policy consists of obstacles that arise in the process of knowledge sharing and information organization.
- Technology: What information systems are already in place?

Culture, knowledge management

Culture and organizational structure to support the organization's knowledge management system. Organizational culture where creativity and innovation are the driving one aspect of knowledge management. Culture (beliefs and assumptions), shared by members of the organization. The values, principles and unwritten rules and procedures, cultural resources constitute knowledge. The content of the organization's culture, as a source of knowledge to the people, procedures, methods and computer systems to strengthen the organization. Thus, individual and organizational learning and development must be considered a value; all staff at all levels and in every situation, believe who have the knowledge and information, to the growth and success of the organization together to share, and this thinking are encouraged and supported in the organization. To allow employees of trial and error, experience and learning are. In such a culture, though, is not considered a waste of time but also is encouraged. The atmosphere of the organization so that all people with a passion all in learning and transfer lessons learned to others. Communications to the borders of the team, and even organizational part are not limited and the free flow of information, knowledge and ideas is established. All the employees were evaluated based on their contribution to the growth of knowledge and favorably. People simply cannot have access to experts and benefit from their knowledge. Structure and working environment are such that people without bothering others and without limitation, in an informal atmosphere to discuss them. Meetings are being managed in a way that never a meeting of the governing and free and multilateral dialogue, with the participation of everyone there. Organizational environment has many characteristics that are potential sources of knowledge. So through communication with those characteristics; an organization cannot find his knowledge resources. This can be a source of knowledge that can be available virtual or business environment will be considered. For example, the World Wide Web Virtual the Internet is a source of knowledge that is relatively simple and inexpensive. (Lilleoere and Hansen 2011)

Elements of Knowledge Management

Knowledge management elements are:

Person: working knowledge of creating, storing and use of knowledge in the organization. Group: Network (formal and informal), in terms of knowledge, an important capital that is generally objective. A group of workers who have shared experiences usually evoke increasingly knowledge. The whole organization can be seen as an institution that embodies the results of a series of knowledge.
Operational procedures to manage knowledge (of implementation)

Naturally, the implementation of knowledge management in organizations such as the implementation of any other method, must be done in a quiet stepwise process, knowledge management consists of six phases.

**Concepts and appeal to managers:**

Implementation of a comprehensive plan on the need to appeal to managers as well as training concepts and design issues are at the undergraduate level. Especially that knowledge management should be guided by the leadership and members of the organization, so at the beginning of the design should be participatory workshops and orientation in order to attract specialized members implemented. These workshops include topics such as the following: the concept of knowledge management in organizations (preliminary) knowledge management concepts (advanced) knowledge management and information technology, organizational culture, knowledge sharing, beings and should? How to increase the level of knowledge? Knowledge management solutions in problems of organization similar organizations. Assess the level of knowledge: the knowledge and attention of management, it is necessary to examine the situation to be fully transparent.

In this regard questionnaire distributed within the organization and among experts drawn from the type of organization, knowledge management plans and the overall position of the Czech lists are similar. The results of the questionnaires as well as corporate information in a computer system dynamics and organizational knowledge growth charts (based on the latest theories of knowledge) as output is achieved. Dynamic system simulation scenario's knowledge and it draw diagrams. This chart shows the current state of knowledge of the organization, and its future is to continue the status quo. These solutions by knowledge management experts, as well as joint meetings with management and analysis of the strengths and weaknesses of the different aspects of architecture, technology and human knowledge to be determined. Students form teams: after evaluation, knowledge management specialists and managers adopt favorable scenario and the knowledge next step, according to the needs of leading scenario, knowledge management teams at different levels of the organization will be elected from among the members. These people, along with his previous work, new tasks (which of course is not a problem in terms of time) are responsible.

The development prospects of knowledge: based on plausible scenarios, based on the strategic plan outlining the organization's vision of a knowledge-based knowledge of the strengths and weaknesses in terms of knowledge is obvious. After that regulation to implement knowledge management and communication design is part of the organization. The small terrain knowledge management plan must be implemented as a pilot project, so all the above in this section are designed. Piloting Implementation: the part of the organization as a pilot scheme was adopted, analyzed and re-analyzed the results using the same method and by taking into account the results of the organization, methods and knowledge management solutions in three the field of structure, technology and person are examined. The solutions, cost analysis and using different methods in finding the optimal solution (preferred) according to the viewpoints of experts, appointed by the solutions. These solutions are planned and carried out in a pilot scheme. During the process, after which the results of implementation, assessment and reporting, and finally, reporting to managers, to correct and to assess the performance of management's knowledge. Read independent knowledge management unit in case of acceptance of a pilot scheme, the implementation of knowledge management in the design phase, implemented in other parts of the organization. In this section, the development of knowledge management in organizations is necessary, and this should be recognized as part of the organizational chart. This unit then simply gets the advice of an independent consultant knowledge management to knowledge management in the organization's full implementation. This process resulted in the successful continuation consonance with developments in the global economy and maintains the competitiveness and the creation of new markets and overall becomes a knowledge-based organization within a company.

**Knowledge Management Success Factors**

Harry Haren's states based on my own experiences and knowledge management as well as case studies in the world, the main factors that are critical to the success of knowledge management can be classified into four groups. The four groups are: people, processes, technology and ongoing strategic commitment. Some researchers believe that these factors can be placed in two categories: technology and processes in a group, people and other groups continued strategic commitment.

- **Technology:** solutions for knowledge management technology, the basis for the support and knowledge sharing, collaboration, workflow and document management provides. These tools as a central source to create an atmosphere where employees, customers, partners and suppliers can exchange information with each other and make better decisions and ultimately guide. Most forms of technology, knowledge management, knowledge inputs, such as the Internet, intranet and extranet. Some of these technologies, such as the public aspect of the standard Microsoft or Lotus Notes Database and some specialized tools such as business intelligence, document management.

- **Processes:** including standard processes to donate knowledge, content management (reception, content, maintaining quality, keeping content current, archive or delete old content) is. Here also is important that procedures are simple and clear to understand and use by all staff.

- **People:** The challenge in knowledge management to ensure the participation of members in sharing of knowledge, collaboration and reuse of knowledge for the results. This matter must be combined with organizational culture and cultural change the governing organization that hoarding knowledge, avoid intimacy and trust with the people and the atmosphere. To achieve this goal it is necessary to consider the motives of people. In order to reset the reward systems, performance evaluation and other performance measurement systems should be considered.

- **ongoing strategic commitment:** the key role of a strategic management model to promote desired behavior through continuous communication. Knowledge management is essential to the success of ongoing strategic commitment to top-level executives and senior management of knowledge by the organization and studies have shown that knowledge management in multi-agency initiative failed because they assumed short-term knowledge management and divert their attention from the next big wave diverted his attention to the next big wave. Organizations can use the following as a guide to success in knowledge management initiatives are used:

  - Champion’s leaders with knowledge, knowledge leader is someone who actively pushes forward the creation of a science program and creates a culture that encourages innovation and learning and sharing of knowledge and action to accelerate learning and knowledge transfer and Create a common understanding of the mission of the organization and clear plans
that show the relationship between knowledge and insights with benefits attractive and appropriate technology infrastructure and access to information, knowledge, and Meta-knowledge for employees to work and the realization of the paradigm of qualitative service. (Sedera and Gable 2010)

**Failure in knowledge management**
The main obstacle to effective implementation of knowledge management in the organization, lack of culture and lack of understanding of the benefits of knowledge management knowledge sharing among employees, in other words, the main reason is the lack of success of knowledge management in a variety of institutions:
Lack of organizational learning because of poor communication between staff (02%), failure to use proper knowledge management in all daily activities (91%) did not allocate appropriate time to learn how to use appropriate knowledge and understanding of the intricacies of it (81% ) Lack of staff training (51%) suggests the staff that bends slightly to the knowledge management benefits it provides users (31%) stated that so far has shown that the effectiveness of the implementation of knowledge management concern, including human aspects. Many institutions have failed because the implementation of effective knowledge management in organizations that have not introduced the concept of knowledge management in a way favorable to employees.

**Knowledge management models**
It has been introduced in various research models about knowledge management, each focused on one aspect of management.

Process Model Knowledge: Davenport and Prusak said with a model that produces the information and can make sense of their data on the five processes are under significant stress.
1. Develop goals based on knowledge.
2. Classification and identification of the desired knowledge
3. Processing
4. Review
5. Summary and data integration.

The crude realities meaning in the data. It also rules on the application or database software to convert data into meaningful information is expressed. Information process is influenced by factors: these factors are the explicit knowledge and tacit knowledge.

Participation in teaching and learning model: collaborative teaching and learning model focuses on the following topics:
1. Create a new mental model for each new location instead of using the same general instructions in multiple locations.
2. Qualitative reasoning about patterns and intuition rather than experience and analysis to determine the amount and quantity.
3. Instead of thinking in terms of the overall system and to connect separate components
4. Emphasis and focus on the mental models of the learning process rather than a focus on results, mastery of basic skills, collaborative work ability, the ability to cope with the ongoing turmoil, work at different levels with different procedures, improve staff skills, problem solving, decisions, adapt to changing circumstances, accept changes to refresh knowledge, achieve measurable results and establish the relationship between theory and practice and practice and practice.

Model insight to insight and knowledge of information: how to use the information from intelligence and process knowledge, information, organization of information and knowledge in life-science applications is classified. The success of an organization depends on the extent of knowledge and creates new knowledge. Before an organization can manage knowledge or create new ideas must know how much knowledge at its disposal. For this to be possible, the framework and system for classifying knowledge are required. Classification knowledge questions require some questions about the organization. The successful classification of knowledge, organizations must understand the dynamics of complexity and understand the process of knowledge creation. Model tacit knowledge: According to this model, more than two-thirds of tacit knowledge directly derives vital for any organization. The knowledge that employees keep in their minds. Removing implicit and explicit knowledge of evolution for organizations with more focused information retrieval. This model shows how tacit knowledge deeply affects the processes of knowledge creation. This feedback is not only knowledge but also enriched with non-quantitative information. This model is based on four factors largely intangible, innovation; understanding relies on judgment and experience. The most important goal of knowledge management practices in a variety of institutions, adapt quickly to the changing environment is to enhance efficiency and profitability. As a result, knowledge management process of the creation, dissemination and application of knowledge refers to knowledge spiral model: This model provides a model that assists in identifying and implementing knowledge management. This model of empathy, intellectual knowledge, system knowledge and practical knowledge along. In addition, a separate set of knowledge latent or manifest until a conversion is not customizable and will not be distributed in the organization and creation of new knowledge. Creating organizational knowledge requires constant interaction between different modes of knowledge.

Spiral model to analyze knowledge provides the following:
1. The production of knowledge: knowledge acquisition process-combining real knowledge and knowledge-creation record of knowledge
2. Save knowledge: the knowledge (know-how)
3. Application of knowledge: because (as we know)

The conceptual model of knowledge management: This model is based on three data, information, knowledge, tacit knowledge and tacit knowledge through knowledge production emphasizes the importance of information systems as a major input is needed. Using implicit knowledge, documents, data sources, documents and reports on perception, judgment and experience through tacit knowledge is.

Model solutions of the model, knowledge, information and data as well as full use of the skills, abilities, ideas and people define potential incentives. Knowledge will help to determine what should be done! When done, it should be guided where? What is its significance? And how it should be done so as to optimize its effectiveness and efficiency? He says
his knowledge and guidance to know how to process data and to achieve useful results. In this model of knowledge creation discuss three main elements: data, information and knowledge, all of these elements affect all the elements of creation and production of knowledge. (Liao, Chuang, and To 2011)

**The objectives of knowledge management**

The main purpose of using knowledge management in a variety of institutions, adapt quickly to the changing environment is to enhance efficiency and profitability. As a result, knowledge management process of the creation, dissemination and application of knowledge refers, in other words, the ultimate goal of knowledge management, including knowledge sharing among employees to enhance the added value in the organization. One of the objectives of knowledge management, communication between people who know so gradually individual knowledge into corporate knowledge becomes. Knowledge management function or other objective is to promote knowledge among employees. For this purpose, it is necessary to acquire information technology, and its major impact on this process to be understood. In fact, the ultimate goal of knowledge management, intelligence, or intelligence agency. (Sedera and Gable 2010). What is the concept of creativity? Creativity is the continuing transformation and mutation in human thinking, so that it can combine the previous factors in new way and In other words, creativity is the mental abilities of a full application to create a new concept to your idea or solution, or a creative person. The definition of "new" defined as the central axis, and with that in mind, expectation caused to others, but to realize that may be a solution, an idea or a concept is not new, but for others for a creative person, is new and modern. The newness of the person is important not to others. With this explanation, clearly all humans, according to the principle of individual differences, which have a unique innovation and creativity should not assume that people are gifted and talented. The important thing is talent flourish. This is the wisdom of God that everyone can be a creative field and each way to serve humanity. Creativity can see things from a new view of the unusual and attention to issues of perspective that no one else sees and approaches offer new, unusual and effective, he said. From the above definition, clearly there is no consensus on the concept of creativity. Creativity can produce ideas, solutions and concepts not unusual to see, for the inspiration and commonality is achieved. It may have a positive or negative result even composes unique verses.

**Difference's innovation or innovation and creativity**

Innovation means innovation and ability to create new things, and the emergences of a thought and creativity are effective. First appearance in the material world and sense of innovation. Due to this, the use of creativity to invent says. Creativity is the ability to combine ideas in a unique way of creating continuity between the ideas of innovation, the process of taking innovative ideas into products, services and new methods of operation. Of course, creativity and innovation are so intertwined that it is difficult to obtain independent definition of each, but a way to clear the mind can be defined separately. Creativity and the emergence of a new idea, but the idea to create practical innovations. In fact, innovation, creativity and the scope of the outcome of a movement that believed it were the starting point or by using other experiences as a new phenomenon, have been detected. In general, innovation without creativity, no innovation of concept and creativity, however, is conceivable. In other words, the apparent symbol of creativity, writing or speech, or an idea that has been developed and its introduction as a phenomenon or appearance of the object. In other words, the efforts of creativity, a tool for innovation. The creative intellectual activity and more practical. As the emergence of anything and everything emergence of and prerequisites, the creativity of the same species. Creativity requirements include: purpose, motivation, imagination, creative thinking, intelligence, perseverance, knowledge and skills and creative space.

**Characteristics of creative people**

1. Creative People are always working and thinking.
2. It holds a special place to experience success and failure due to the effect of not thinking.
3. Thinking of your comfort for the rest.
4. Creative People to any phenomenon of views and look at the various aspects and are usually not satisfied with the current situation.
5. The creative person is curious and questioning regarding an issue or phenomenon creates many questions and asking knowledgeable people and experts.
6. Seek the best solutions and the lowest cost of thought, time and finance.
7. To issues, situations, objects and things that from a different angle neglected carefully and think about them and offer a new comment. (Sarchehani & Jahani, 2011)

**Organizational Learning**

There are various definitions of organizational learning. Fayol and Laylz of organizational learning as "the detection and correction of error" are mentioned.

Learn key factor for an organization that wants to remain in the new world economy. Peter Senge believes that the only long-term source of sustainable competitive advantage for organizations to learn faster than the competition. If this organization to be achieved, competition from other organizations will be more effective and more efficient. Learning occurs when information from an organizational point of view, collect, and to generate and develop new facts, analyze them, and it created a new vision of communication, teaching, and dialogue and cooperation at all levels of the organization to move; In other words, organizational learning how to learn or element of an organization's knowledge. (Grabner, 2007). Organizational learning theory, such a system and contingency approaches to organizational management is considered as an open system the thought and life "into consideration. With an emphasis on the fact that organizations such as the human mind to adapt to changing environmental conditions, dependent on the get feedback; Organizations like intelligent animals and humans learn from experience and engage in complex mental processes such as "anticipate, identify, define, design and problem solving" are. Two theorists believe that "in many organizations, organizational learning some cases, regularly cause," such as Tuesday conventional process of organizational learning that includes improvement activities and human-resource development, strategic planning activities; and the use and mastery of new technologies in the organization. However, organizations often do not use all your talent and ability to learn. The resulting organizational learning, individual learning outcome before its parts, the
result of learning throughout the organization, the sum of its constituent parts individually learning more. Individual learning of skills training and development of human resources, providing scientific basis and familiarization with new theories and frameworks, only when it leads to organizational learning that management actions, policies and strategies of organizational design effect. (Rezaeian, 2001).

Background research
1. Research conducted by Brotherhood in 2006 showed that organizational culture is one of the key success factors of knowledge management. Culture motivation, sense of belonging to the organization, trust, respect to the need to share, develop and use knowledge is required.
2. The study by Chang and Huang (2008) showed that for the success of knowledge management systems should provide incentives for the creation of knowledge.
3. Research by Lee Buitz (1999) showed that one of the important factors for the success of knowledge management had a clear strategy and well planned.
4. Research by Pilar (2005) showed that the human resources as a key asset for success in a knowledge management system are considered.
5. Research by Andrew Mayo (1994) showed that the values and beliefs include values that support learning, and corporate communications regularly referred to.

Development of hypotheses and model

Independent variables
Organizational Culture: Culture is a set of key values that are widely accepted by members of the organization. (Akhavan, Peyman, 2006)
Share and knowledge sharing: sharing knowledge, skills and experience of staff members is transmitted, which increases learning and therefore, efficient and effective knowledge sharing is a key element of knowledge management programs.
The allocation of bonuses to employees: With regard to the material and spiritual rewards for employees who put their knowledge and skills at the disposal of plant employees are also encouraged colleagues to participate in knowledge sharing activities that are resulting in the acquisition of other employees.
Knowledge-based strategies and policies: all knowledge strategies must be aligned with corporate strategies of knowledge management, on the one hand, and on the other hand, the implementation of organizational learning systems to increase the efficiency of the organization.
Senior management support: the successful implementation of any system of moral and material support from senior management is essential. Human resources management: human resources as an important asset in an organization that is considered optimal management of staff led to greater participation in the exchange of knowledge and skills within the organization and finding the innovator is necessary.
Use of information technology: many of the factors listed by IT are realized. Knowledge bases, groupware, email systems and other tools to help in the organization as a structured knowledge spread throughout the organization, which will facilitate organizational learning.

The dependent variables
Organizational innovation: organizational innovation for the development or adoption of a business idea or behavior that is new to the organization. (Simon, H.A, 1991)
Organizational learning: the acquisition and application of knowledge, skills, values, beliefs and attitudes useful for maintenance, growth and organizational development. (Sobhaninejad, B., 2006)

Figure (1): conceptual model

Methodology
The research study is based on the purpose of application. In this study, questionnaires were used to collect the information and the reliability of the questionnaire through Cronbach's alpha calculated the amount of the "1/95" is obtained (coefficients higher than 70% are acceptable). The binomial test showed that the experts confirmed what criteria and what measures have been rejected. To assess and measure the knowledge management concepts, creativity and organizational learning and their relationship with each other 183 indexes were selected from among papers and other research questionnaires in the form of a questionnaire were distributed among 27 experts and specialists in knowledge management that 20 questionnaires were given. Of the 183 benchmark, 152 index measures were approved, and only 31 indexes were unacceptable to the experts. Since the assessment and measurement of criteria and indicators would provide
Figure (2): The basic model

152 questionnaires are very long and tedious for the respondent population was accepted by Friedman's test criteria and indicators have been assessed and 58 indicators as a final indicator to measure research. The population was determined based on the final index questionnaire was designed to distribute among the population. In addition, sampling for stage cluster sampling is that the spread. The population of this research organization is under the Ministry of Transportation. Finally, it should be noted that in this study, structural equation modeling analysis Lisrel software is used

**Data analysis**

In this section, the best model using a structural equation model is determined and then the tests done on the variables and the results are presented and tested at the end of the research hypotheses. In order to achieve the best three-step model analysis was conducted by Lisrel software is as follows:

1. The first step is the basic model
   This model includes all the independent variables and the dependent variable and the relationship between organizational creativity with 7 independent variables and the independent variable is also significant correlation between organizational learning 7. The result is a diagram (2). It should be noted that numbers on flash lines, with values between dependent and independent variables is T-Value. As seen in this figure is the amount of P-Value of 0.00711 because this number is less than 0.05 indicates that the model is not a good model and should be corrected. (RMSEA value of 0.288 is also a high error). A closer look reveals that the absolute model T-Value less than the number 2 is in some relationships (relationships that are shown in red) that this is an expression of lack of relationship between the variables.

2. Modified:
   To amend the initial model and to better model the relationships that absolute value is less than 2 to remove their T-Value. The result in Figure 3 is known. As seen in this model as the initial value increased P-Value is equal to 0.01946 and RMSEA value dropped to 0.103, which indicates that the model is improved but still the model is not favorable. Because now the P-Value is less than 0.05. By examining the output software GFI amounts equal to 0.97 and 0.83 are equal to the amount of AGFI.

3. The final version
   The study suggested that charts the path to attaining a desirable model of organizational creativity drawn to organizational learning. By doing this graph (4) be modified to increase the amount of P-Value is equal to 0/12904 RMSEA value has fallen and is equal to 0/071 indicates that this model is the best model, because the P-Value is greater than 0.05. In addition to the 0/98 GFI and AGFI values equal to 0/88, which has increased compared to before. (The GFI and AGFI value closer to the number-one model is a better model.)

---

1 Root Mean Square Error of Approximation
2 Goodness of Fit Index
3 Adjusted Goodness of Fit Index
The results of the tests carried out on variables

Table (1): Results of one-sample t test for independent and dependent variables

<table>
<thead>
<tr>
<th>T-test.</th>
<th>Standard deviation</th>
<th>Average</th>
<th>T-Value</th>
<th>Sig. (2-tailed)</th>
<th>Variable</th>
</tr>
</thead>
<tbody>
<tr>
<td>-1.204</td>
<td>.99140</td>
<td>2.8945</td>
<td>.231</td>
<td></td>
<td>Organizational Culture</td>
</tr>
<tr>
<td>-2.473</td>
<td>.84303</td>
<td>2.8158</td>
<td>.015</td>
<td></td>
<td>Subscribe and share knowledge</td>
</tr>
<tr>
<td>-5.228</td>
<td>.90445</td>
<td>2.5820</td>
<td>.000</td>
<td></td>
<td>Allocating bonuses for staff</td>
</tr>
<tr>
<td>-4.861</td>
<td>.89558</td>
<td>2.6152</td>
<td>.000</td>
<td></td>
<td>Knowledge-based strategies and policies</td>
</tr>
<tr>
<td>-7.234</td>
<td>.91023</td>
<td>2.4180</td>
<td>.000</td>
<td></td>
<td>Senior management support</td>
</tr>
<tr>
<td>-6.114</td>
<td>.88191</td>
<td>2.5234</td>
<td>.000</td>
<td></td>
<td>Human Resource Management</td>
</tr>
<tr>
<td>-0.075</td>
<td>.97708</td>
<td>2.9935</td>
<td>.940</td>
<td></td>
<td>Use of information technology tools</td>
</tr>
<tr>
<td>-8.445</td>
<td>.77080</td>
<td>2.4247</td>
<td>.000</td>
<td></td>
<td>Organizational creativity</td>
</tr>
<tr>
<td>-1.037</td>
<td>.78142</td>
<td>2.9278</td>
<td>.302</td>
<td></td>
<td>Organizational Learning</td>
</tr>
</tbody>
</table>

Table (2): The results of multiple regressions between independent variables and organizational creativity

<table>
<thead>
<tr>
<th>R Square</th>
<th>Coefficients</th>
<th>ANOVA (Sig.)</th>
<th>Independent variables</th>
<th>Dependent variable</th>
</tr>
</thead>
<tbody>
<tr>
<td>.804</td>
<td>B</td>
<td>.317</td>
<td>Organizational Culture</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Constant=.219</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Bonuses=.261</td>
<td>.156</td>
<td>Subscribe and share knowledge</td>
<td></td>
</tr>
<tr>
<td></td>
<td>strategies=.159</td>
<td>.003</td>
<td>Knowledge-based strategies and policies</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Senior management support =.238</td>
<td>.000</td>
<td>Senior management support</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Use of information technology</td>
<td>.113</td>
<td>Use of information technology</td>
<td></td>
</tr>
</tbody>
</table>

Linear equation can be written as follows:

Creativity = .219 + .261 Bonuses + .159 Strategies + .238 Senior management support + .215 Human Resource Management

Table (3): The results of multiple regressions between independent variables and organizational learning

<table>
<thead>
<tr>
<th>R Square</th>
<th>Coefficients</th>
<th>ANOVA (Sig.)</th>
<th>Independent variables</th>
<th>Dependent variable</th>
</tr>
</thead>
<tbody>
<tr>
<td>.742</td>
<td>B</td>
<td>.026</td>
<td>Organizational Culture</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Constant=.636</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Culture =.111</td>
<td>.430</td>
<td>Subscribe and share knowledge</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>.449</td>
<td>Allocating bonuses for staff</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Strategies =.163</td>
<td>.006</td>
<td>Knowledge-based strategies and policies</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>.892</td>
<td>Senior management support</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Human Resource =.416</td>
<td>.000</td>
<td>Human Resource Management</td>
<td></td>
</tr>
<tr>
<td></td>
<td>IT=.165</td>
<td>.001</td>
<td>Use of information technology</td>
<td></td>
</tr>
</tbody>
</table>

Linear equation can be written as follows:

Learning = .636 + .111 Culture + .163 Strategies + .416 Human Resources + .165 IT

Test research hypotheses

The main hypotheses

"Some of the key success factors in organizational knowledge management enhanced creativity."

According to the results presented in Table (2) Allocating can be concluded that factor's bonuses for employees, knowledge-based strategies and policies to support top management and human-resource management will be on creativity. The R Square made the Allocating of bonuses for employees, knowledge-based strategies and policies to support top management and human-resource management suggests that 80/4% change organizational creativity is influenced by these factors. “Some of the key success factors of knowledge management and organizational learning are
enhanced. “According to the results presented in Table (3) it can be concluded of organizational culture, knowledge-based strategies and policies, human-resource management; organizational learning is increased use of information technology. The R Square made between factors of organizational culture, knowledge-based strategies and policies, human-resource management, information technology and organizational learning are influenced by these factors. “Some of the key success factors also enhance creativity; knowledge management and organizational learning are increased use of information technology. “According to the charts (2,3,4) were found in three stages with bonuses for employees, knowledge-based strategies and policies to support top management and human resources management to increase the creativity and culture of the organization, knowledge-based strategies and policies, human-resource management, organizational learning is increased use of information technology. Another result was a structural equation model was that of strategies and policies to increase both knowledge-based and human-resource management and organizational learning is creativity.

Secondary hypotheses:

"Organizational culture has a positive impact on organizational creativity." The ANOVA (Sig.) is less than 0/05 that show a linear relationship between organizational culture and organizational creativity. R Square is equal to 0/361, indicating that the 36/1% of organizational changes under the influence of organizational culture is creativity.

"Subscribe and share knowledge has a positive impact on organizational creativity." The ANOVA (Sig.) is less than 0/05 that shows a linear relationship between participation and sharing of knowledge and organizational creativity. R Square is equal to 0/515, which represents the amount that the 51/5% of Subscribe and knowledge sharing is affected by changes in organizational creativity.

"An allocation of bonuses for staff a positive impact on organizational creativity." The ANOVA (Sig.) is less than 0/05 that show a linear relationship between Allocating bonuses for employees and organizational creativity. R Square is equal to 0/665, which represents the amount that the 66/5% change organizational creativity by Allocating bonuses for employees.

"Knowledge-based strategies and policies have a positive impact on organizational creativity." The ANOVA (Sig.) is less than 0/05 that show a linear relationship between knowledge-based and innovation strategies and policies of the organization. R Square is equal to 0/563, which represents the amount that the 56/3% change organizational creativity is influenced by the knowledge-based strategies and policies.

Table (4): Results of regression hypothesis

<table>
<thead>
<tr>
<th>Coefficients</th>
<th>ANOVA (Sig.)</th>
<th>R Square</th>
<th>Independent variable</th>
<th>Dependent variable</th>
</tr>
</thead>
<tbody>
<tr>
<td>B</td>
<td>.000</td>
<td>.361</td>
<td>organizational culture</td>
<td>creativity</td>
</tr>
</tbody>
</table>

Linear equation can be written as follows:

\[ \text{creativity} = 1.072 + .467 \text{culture} \]

Table (5): Results of regression testing hypothesis the second

<table>
<thead>
<tr>
<th>Coefficients</th>
<th>ANOVA (Sig.)</th>
<th>R Square</th>
<th>Independent variable</th>
<th>Dependent variable</th>
</tr>
</thead>
<tbody>
<tr>
<td>B</td>
<td>.000</td>
<td>.515</td>
<td>organizational creativity</td>
<td>Subscribe and share knowledge</td>
</tr>
</tbody>
</table>

Linear equation can be written as follows:

\[ \text{creativity} = .576 + .656 \text{share knowledge} \]

Table (6): Results of regression testing hypothesis third

<table>
<thead>
<tr>
<th>Coefficients</th>
<th>ANOVA (Sig.)</th>
<th>R Square</th>
<th>Independent variable</th>
<th>Dependent variable</th>
</tr>
</thead>
<tbody>
<tr>
<td>B</td>
<td>.000</td>
<td>.665</td>
<td>organizational creativity</td>
<td>Allocating bonuses for staff</td>
</tr>
</tbody>
</table>

Linear equation can be written as follows:

\[ \text{creativity} = .630 + .695 \text{bonuses} \]

Table (7): Results of regression testing hypothesis fourth

<table>
<thead>
<tr>
<th>Coefficients</th>
<th>ANOVA (Sig.)</th>
<th>R Square</th>
<th>Independent variable</th>
<th>Dependent variable</th>
</tr>
</thead>
<tbody>
<tr>
<td>B</td>
<td>.000</td>
<td>.563</td>
<td>organizational creativity</td>
<td>knowledge-based strategies and policies</td>
</tr>
</tbody>
</table>

Linear equation can be written as follows:

\[ \text{creativity} = .736 + .646 \text{strategies} \]

"Senior management support is a positive impact on organizational creativity."
The ANOVA (Sig.) is less than 0.05 that show a linear relationship between senior management support and organizational creativity. R Square is equal to 0.632, which represents the amount that the 63.2% of senior management is supported by changes in organizational creativity.

Table (8): Results of regression hypothesis fifth

<table>
<thead>
<tr>
<th>Coefficients</th>
<th>ANOVA (Sig.)</th>
<th>R Square</th>
<th>Independent variable</th>
<th>Dependent variable</th>
</tr>
</thead>
<tbody>
<tr>
<td>B</td>
<td>.000</td>
<td>.632</td>
<td>organizational creativity</td>
<td>Senior management support</td>
</tr>
</tbody>
</table>

Linear equation can be written as follows:

creativity = 0.797 + 0.673Senior management support

"Human resource management is a positive impact on organizational creativity."

The ANOVA (Sig.) is less than 0.05 that shows a linear relationship between human-resource management and organizational creativity. R Square is equal to 0.617, which represents the amount that the 61.7% change organizational creativity is influenced by human-resource management.

Table (9): Results of regression hypothesis sixth

<table>
<thead>
<tr>
<th>Coefficients</th>
<th>ANOVA (Sig.)</th>
<th>R Square</th>
<th>Independent variable</th>
<th>Dependent variable</th>
</tr>
</thead>
<tbody>
<tr>
<td>B</td>
<td>.000</td>
<td>.617</td>
<td>organizational creativity</td>
<td>Human Resource Management</td>
</tr>
</tbody>
</table>

Linear equation can be written as follows:

creativity = 0.693 + 0.686Human Resource Management

"The use of IT has a positive impact on organizational creativity."

The ANOVA (Sig.) is less than 0.05 that indicates there is a linear relationship between information technology and organizational creativity. R Square is equal to 0.423, which represents the amount that the 42.3% change organizational creativity is influenced by information technology.

Table (10): Results of regression hypothesis seventh

<table>
<thead>
<tr>
<th>Coefficients</th>
<th>ANOVA (Sig.)</th>
<th>R Square</th>
<th>Independent variable</th>
<th>Dependent variable</th>
</tr>
</thead>
<tbody>
<tr>
<td>B</td>
<td>.000</td>
<td>.423</td>
<td>organizational creativity</td>
<td>Information Technology</td>
</tr>
</tbody>
</table>

Linear equation can be written as follows:

creativity = 0.888 + 0.513IT

"Organizational culture has a positive impact on organizational learning."

The ANOVA (Sig.) is less than 0.05 that show a linear relationship between organizational culture and organizational learning. The R Square is equal to 0.471, indicating that the 47.1% of the changes under the influence of organizational learning and organizational culture.

Table (11): Results of regression hypothesis eighth

<table>
<thead>
<tr>
<th>Coefficients</th>
<th>ANOVA (Sig.)</th>
<th>R Square</th>
<th>Independent variable</th>
<th>Dependent variable</th>
</tr>
</thead>
<tbody>
<tr>
<td>B</td>
<td>.000</td>
<td>.471</td>
<td>organizational learning</td>
<td>Culture</td>
</tr>
</tbody>
</table>

Linear equation can be written as follows:

learning = 1.460 + 0.508culture

"Subscribe and share knowledge has a positive impact on organizational learning."

The ANOVA (Sig.) is less than 0.05 that show a linear relationship between participation and sharing of knowledge and organizational learning. R Square is equal to 0.475, which represents the amount that the 47.5% Subscribe of changes in organizational learning and knowledge sharing is affected.

Table (12): Results of regression hypothesis ninth

<table>
<thead>
<tr>
<th>Coefficients</th>
<th>ANOVA (Sig.)</th>
<th>R Square</th>
<th>Independent variable</th>
<th>Dependent variable</th>
</tr>
</thead>
<tbody>
<tr>
<td>B</td>
<td>.000</td>
<td>.475</td>
<td>organizational learning</td>
<td>Subscribe and share knowledge</td>
</tr>
</tbody>
</table>

Linear equation can be written as follows:

learning = 1.137 + 0.635share knowledge

"An allocation of bonuses for staff a positive impact on organizational learning."
The ANOVA (Sig.) is less than 0.05 that shows a linear relationship between Allocating bonuses for staff and organizational learning. R Square is equal to 0.512, which represents the amount that the 51.2% of organizational learning changes affect allocating bonuses for employees.

Table (13): Results of regression hypothesis Tenth

<table>
<thead>
<tr>
<th>Coefficients</th>
<th>ANOVA (Sig.)</th>
<th>R Square</th>
<th>Independent variable</th>
<th>Dependent variable</th>
</tr>
</thead>
<tbody>
<tr>
<td>B</td>
<td>.000</td>
<td>.512</td>
<td>organizational learning</td>
<td>Allocating bonuses for employees</td>
</tr>
</tbody>
</table>

Linear equation can be written as follows:

\[ \text{learning} = 1.334 + .617 \times \text{bonuses} \]

"Knowledge-based strategies and policies have a positive impact on organizational learning."

The ANOVA (Sig.) is less than 0.05 that shows a linear relationship between knowledge and learning strategies and policies of the organization. R Square is equal to 0.491, which represents the amount that the 49.1% change in organizational learning is influenced by the knowledge-based strategies and policies.

Table (14): Results of regression hypothesis eleventh

<table>
<thead>
<tr>
<th>Coefficients</th>
<th>ANOVA (Sig.)</th>
<th>R Square</th>
<th>Independent variable</th>
<th>Dependent variable</th>
</tr>
</thead>
<tbody>
<tr>
<td>B</td>
<td>.000</td>
<td>.491</td>
<td>organizational learning</td>
<td>knowledge-based strategies and policies</td>
</tr>
</tbody>
</table>

Linear equation can be written as follows:

\[ \text{learning} = 1.342 + .607 \times \text{strategies} \]

"Senior management support is a positive impact on organizational learning."

The ANOVA (Sig.) is less than 0.05 that show a linear relationship between senior management support and organizational learning. R Square equal amount 0.041 which indicates that 41% of senior management support is affected by changes in organizational learning.

Table (15): Results of regression hypothesis twelfth

<table>
<thead>
<tr>
<th>Coefficients</th>
<th>ANOVA (Sig.)</th>
<th>R Square</th>
<th>Independent variable</th>
<th>Dependent variable</th>
</tr>
</thead>
<tbody>
<tr>
<td>B</td>
<td>.000</td>
<td>.410</td>
<td>organizational learning</td>
<td>senior management support</td>
</tr>
</tbody>
</table>

Linear equation can be written as follows:

\[ \text{learning} = 1.608 + .548 \times \text{senior management support} \]

"Human-resource management is a positive impact on organizational learning."

The ANOVA (Sig.) Is less than 0.05 that show a linear relationship between human-resource management and organizational learning. R Square is equal to 0.656, which represents the amount that the 65.6% of human-resource management is affected by changes in organizational learning.

Table (16): Results of regression hypothesis thirteenth

<table>
<thead>
<tr>
<th>Coefficients</th>
<th>ANOVA (Sig.)</th>
<th>R Square</th>
<th>Independent variable</th>
<th>Dependent variable</th>
</tr>
</thead>
<tbody>
<tr>
<td>B</td>
<td>.000</td>
<td>.656</td>
<td>organizational learning</td>
<td>Human Resource Management</td>
</tr>
</tbody>
</table>

Linear equation can be written as follows:

\[ \text{learning} = 1.131 + .712 \times \text{Human Resource Management} \]

"The use of IT has a positive impact on organizational learning."

The ANOVA (Sig.) Is less than 0.05 that indicated there is a linear relationship between information technology and organizational learning. R Square is equal to 0.422, which represents the amount that the 42.2% change of organizational learning is influenced by information technology.

Table (17): Results of regression hypothesis fourteenth

<table>
<thead>
<tr>
<th>Coefficients</th>
<th>ANOVA (Sig.)</th>
<th>R Square</th>
<th>Independent variable</th>
<th>Dependent variable</th>
</tr>
</thead>
<tbody>
<tr>
<td>B</td>
<td>.000</td>
<td>.422</td>
<td>organizational learning</td>
<td>information technology</td>
</tr>
</tbody>
</table>

Linear equation can be written as follows:

\[ \text{learning} = 1.380 + .516 \times \text{IT} \]
Conclusion
The main hypotheses Results
"Some of the key success factors in organizational knowledge management enhance creativity. According to the results presented in Table (2) it can be concluded that factor’s bonuses for employees, knowledge-based strategies and policies to support top management and human-resource management, will be creativity, so the hypothesis is confirmed. “Some of the key success factors of knowledge management and organizational learning are enhanced. “According to the results presented in Table (3) it can be concluded of organizational culture, knowledge-based strategies and policies, human-resource management; organizational learning is the use of information technology increases, so the hypothesis is confirmed. “Some of the key success factors also enhance creativity; knowledge management and organizational learning are enhanced. “According to the charts (2,3,4) were found in three stages allocating bonuses for employees, knowledge-based strategies and policies to support top management and human resources management to increase the creativity and culture of the organization, knowledge-based strategies and policies, human-resource management, organizational learning is the use of information technology increases, so the hypothesis is confirmed.

Results Secondary hypotheses
"Organizational culture has a positive impact on organizational creativity." The ANOVA (Sig.) is less than 0/05 that show a linear relationship between organizational culture and organizational creativity. R Square is equal to 0/361, which represents the amount that the 36/1% change organizational creativity is influenced by corporate culture, so this hypothesis is confirmed.
"Share and share knowledge has a positive impact on organizational creativity." The ANOVA (Sig.) Is less than 0/05 that show a linear relationship between participation and sharing of knowledge and organizational creativity. R Square is equal to 0/515, which represents the amount that the 51/5% share of changes affecting organizational creativity and knowledge sharing; hence this hypothesis is confirmed.
"An allocation of bonuses to staff a positive impact on organizational creativity." The ANOVA (Sig.) Is less than 0/05 that show a linear relationship between the allocation of bonuses to employees and organizational creativity. R Square is equal to 0/665, which represents the amount that the 66/5% bonus to employees is accounted for by changes in organizational creativity, so this hypothesis is confirmed.
"Knowledge-based strategies and policies have a positive impact on organizational creativity." The ANOVA (Sig.) Is less than 0/05 that show a linear relationship between knowledge-based and innovation strategies and policies of the organization. R Square is equal to 0/563, which represents the amount that the 56/3% change organizational creativity is influenced by the knowledge-based strategies and policies, so the hypothesis is confirmed.
"Senior management support is a positive impact on organizational creativity." The ANOVA (Sig.) Is less than 0/05 that show a linear relationship between senior management support and organizational creativity. R Square is equal to 0/632, which represents the amount that the 63/2% of senior management is supported by changes in organizational creativity, so the hypothesis is confirmed.
"Human-resource management is a positive impact on organizational creativity." The ANOVA (Sig.) Is less than 0/05 that show a linear relationship between human-resource management and organizational creativity R Square is equal to 0/617, which represents the amount that the 61/7% of human-resource management is affected by changes in organizational creativity, so this hypothesis is confirmed.
"The use of IT has a positive impact on organizational creativity." The ANOVA (Sig.) Is less than 0/05 that indicate there is a linear relationship between information technology and organizational creativity. R Square is equal to 0/423, which represents the amount that the 42/3% of IT is affected by changes in organizational creativity, so this hypothesis is confirmed.
"Organizational culture has a positive impact on organizational learning." The ANOVA (Sig.) Is less than 0/05 that show a linear relationship between organizational culture and organizational learning. The R Square is equal to 0/421, indicating that the 42/1% of the changes under the influence of organizational culture is organizational learning, so this hypothesis is confirmed.
"Share and share knowledge has a positive impact on organizational learning." The ANOVA (Sig.) Is less than 0/05 that show a linear relationship between participation and sharing of knowledge and organizational learning. R Square is equal to 0/475, which represents the amount that the 47/5% share of changes in organizational learning and knowledge sharing is affected, thus this hypothesis is confirmed.
"An allocation of bonuses to staff a positive impact on organizational learning." The ANOVA (Sig.) Is less than 0/05 that show a linear relationship between the allocation of bonuses for staff and organizational learning. R Square is equal to 0/512, which represents the amount that the 51/2% of organizational learning changes affect the allocation of bonuses to employees, so the hypothesis is confirmed.
"Knowledge-based strategies and policies have a positive impact on organizational learning." The ANOVA (Sig.) Is less than 0/05 that show a linear relationship between knowledge and learning strategies and policies of the organization. The R Square is equal to 0/491, indicating that the 49/1% of the changes under the influence of organizational learning, knowledge-based strategies and policies; hence the hypothesis is confirmed.
"Senior management support is a positive impact on organizational learning." The ANOVA (Sig.) Is less than 0/05 that show a linear relationship between senior management support and organizational learning. R Square equal amount 0/410 which indicates that 41% of senior management support is affected by changes in organizational learning, so the hypothesis is confirmed.
"Human-resource management is a positive impact on organizational learning." The ANOVA (Sig.) Is less than 0/05 that show a linear relationship between human-resource management and organizational learning R Square is equal to 0/656, which represents the amount that the 65/6% of human-resource management is affected by changes in organizational learning, so the hypothesis is confirmed.
"The use of IT has a positive impact on organizational learning."

The ANOVA (Sig.) is less than 0.05 that indicate there is a linear relationship between information technology and organizational learning. R Square is equal to 0.422, which represents the amount that the 42.2% of IT is affected by changes in organizational learning, so the hypothesis is confirmed.

Offers

If you want the key success factors for knowledge management, innovation and organizational learning for both increasing need of knowledge and human resources management strategies and policies for a successful knowledge-based strategy and policies need to create policies and procedures, storage and dissemination of knowledge in vision are set to be given the importance of knowledge sharing and knowledge exchange programs and practices to create a culture be developed. Furthermore, for the successful implementation of human-resource management professionals should be given the discipline in its rightful place. Managers make in their employees need to improve their knowledge and motivation to ensure that their efforts. Provide ample opportunity for staff to operate your knowledge in the workplace, as well as a comprehensive plan to meet the training needs and development of all staff is prepared and implemented.

References

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