

Identifying the Barriers of Developing Organizational Learning in Administrative Organizations

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Abstract:

Management scientists state that for the purpose of surviving and developing, it is necessary to be engaged in learning forever. Learning can help organizations with any changes, innovations, and creations. According to studies, the learning capacity in nationwide administrative organizations is rather low. In this article, first the concept and also the necessary characteristics for learning development are mentioned. Then in accordance with them, the characteristics of learning capacity in organizations are recognized. Second, the barriers of organizational learning are studied and considering them, the essential proposals for the development of learning are offered.

Keywords:

Learning Capacity, Learning Organization, Barriers of Learning Development

Studying the Potential and Barriers of Developing the Organizational Learning in Organizations

Introduction

In Iran, organizations are mostly managed traditionally and the respective dominant management is more suitable for stable environmental conditions. But the majority of managers have found out that to achieve an optimal productivity and to compete with domestic and international rivals, the management must be flexible, innovative, and creative. To be successful in this arena, leaning and adopting new approaches must be intended.

The author of creativity, innovation, and approvable changes is learning. Facts show that governmental executive organizations do not have a high potential for learning. This problem must be studied and then solved. Though most of organizations enjoy dutiful experts, the process of learning is weak in some organizations. This problem is resulting from the method of management, improper systems, structures, laws and regulations.

To change an organization into a leaning organization, what factors must be developed? What are the attributes and behavioral models of learning organizations? What are the barriers of developing the potentiality of learning? By knowing attributes and barriers, some measures for developing learning can be proposed.

Research Objectives

The purpose of learning is development of proper change. The most important attribute of the current world is change. Management scientists say that managers must know how they can create a learning organization. Necessary attributes for changing a traditional organization into a learning one is the first objective of this research. Studying the current conditions of organizations from the viewpoint of learning capacity and knowing barriers of development of leaning is the second more important objective of this research.

Importance of Subject

Any proper change and development is caused by learning. Consequently knowing how to learn is one of the most necessary skills for

knowledge-based organizations (Mark Easter, 1999). If organizations want to survive effectively and if they want to compete other organizations, they must speed up leaning.

Among theoretical discussions of management, many books and essays have been written in recent years about organizational learning and learning organization. The importance of learning organization in the knowledge of management is due to the role that it plays in the following dimensions:

- Development of creativity and innovation in organization
- Development of personal leaning during job career and personal life
- Development of collective intelligence
- Development of entrepreneurship
- Development of personnel
- Providing customers and clients with better services
- Increasing the competitive potentiality of organizations
- Optimizing productivity, efficiency and effectiveness of organizations
- Proper changes and developments in organization

Research Necessity

Research necessity is about the importance of subject in the viewpoint of current and dominant conditions of related organizations. In current conditions, the problems that our society mostly faces are as follows:

unemployment, job satisfaction, low efficiency, low profitable working hours, development of demands, the issue of respecting clients, the necessity of creating a system for receiving and studying propositions, growing changes of international and domestic environmental factors and so on.

All these factors indicate that organizations must be changed into learning organization, because learning organization can somehow solve these problems. One of the most important problems of society organizations is their lack of potentiality for learning and avoiding similar mistakes. Learning organization can increase the capacity of learning from failures and successes and it encourages employees to learn lessons from their experiences and other organizations'.

Research Statistical Population

This research is carried out in Qom Province. The provincial administrative and executive organizations are the population of this

research. In studying barriers, senior managers of executive organizations are also considered. Attempts have been made to take all executive organizations into consideration, so no sampling process is taken place.

Instruments of Data Collection

The instruments of data collection for knowing attributes of a learning organization was the writings of index card from management resources and those on the subject of learning organizations. For studying current conditions questionnaire were developed by the researcher and for studying barriers, different interviews were carried out.

Learning Organization

Management as the most important pillar of man's social activities dates back to a long time ago. But what is stated as the history and course of development of organization theories and management starts from the time that theories of management and organization were brought out and management was presented as a scientific course. The beginning of theories of management and organization can be sought in the first years of the century, when Weber presented the Theory of Bureaucracy and Taylor and Fayol presented the principles of scientific-official management. Then the movement of humane relationships and behavioral management was formed in 1930. The last school with systemic expedient theories was formed.

The course of management developments still continues and everyday a new theory is presented. Nowadays these developments are increasing progressively. This matter shows that former scientific matters will get dated. As Deraker says "principles that we learn in the knowledge of management get old very soon". He says that we can not bring changes under control, but we can get in front of it. Organizations must welcome changes and developments; they must not stand against them. Successful managers are those who are always after these developments and make themselves and their organization ready to face future challenges. Nowadays this theory that organizations learn like men shines among discussions and subjects.

On the other hand, knowledge is a valuable property in contemporary organizations and the management of knowledge is one of the priorities of

management. To materialize such an affair, contemporary organizations carry out strategies that help having intelligence: In the age of learned persons, managers and wise expert embark on development of management of knowledge so that intelligent and learning organizations are formed and explicit knowledge is developed and in this way organization functions better (Shabane Ilahee, Making Organization intelligent,1381). These increasing developments compel organizations to change traditional management and traditional organization into learning organization and management.

Learning organizations are those organizations in which personnel continually increase their skills, so that they achieve the intended results. Learning organizations are places in which new thought grows, collective ideas are propagated and persons are thought in a group how to learn. Thus learning organizations learn, develop and their function gets developed as time passes. (Shiravaanee, Folad Magazine,63 No.)

There is a difference between leaning organization and organization learning. One of the management scientists (Marguart,1995,5, 19) says that in learning organization quality is focused upon and we study systems, principles and attributes of organizations that learn and produce as a collective identity. But organizational learning is more about skills, processes of knowing and using knowledge. In this sense organizational learning is only one dimension or one element of learning organization.

Organizational learning in which personnel and intra-organizational groups learn is different as general system from learning organization which means learning of organization. A learning organization learns and develops its function as times passes. As a matter of fact organizations become learning and knowledge-producing organizations when they can somehow infer from their history and experiences and apply them as guide of their behaviors. (Leritt, March, P.198).

On the whole, we can say that learning organization is an organization that is good at producing, achieving, and transferring knowledge and makes changes and reforms according to the new learned matters. According to the above-mentioned definitions, producing knowledge, innovation, and creativity is the main pillar. But creativity and achieving knowledge is not enough to count an organization as a learning one, but organization must be able to apply this knowledge to its behaviors and

functions and it optimizes and reforms its activities by the help of them. In this case this organization can be an example and model for other organizations. (Alwanee, Governmental Management, 26).

Another important matter about learning organizations is that producing knowledge and new information, innovation, and creativity is not a specialized job in them, but it is a common behavior and method that all members of organization stick to it. In fact most of organization members are creative and produce knowledge. All employees in all levels are encouraged so that they seriously and regularly learn from their intra-organization and extra-organization work environment as well as the result of their organization function. And then according to its results, they make a better future for themselves and so increase efficiency and productivity of their organization. According to the title of research, objectives and main questions of research, data are gathered in three parts:

A) Results of Research Done in Library

According to these studies, attributes of learning organization are explained. These attributes are as follows:

- Creative and learning employees
- Forming and developing a shared vision
- Systemic and Strategic Approach
- Development of Group work
- Organizational Structure of Learning Organization
- Multilateral Empowering
- Development of culture of Learning
- Reward for a behavior leading to learning
- System of receiving and studying propositions
- Client-Oriented Approach
- Providing Information
- Transformational Leadership

B) Examination of Learning Capacity of Organizations

The studied attributes were changed into a 26-question questionnaire and according to Likert Scale, the learning capacity was measured. According to the first inspection and average statistics, most of answers to variables of learning were less than the average level of quintuple Likert scale. In other words, the necessary attributes of a learning organization are less paid attention in executive organizations of Qom Province. Some attributes

comparing with other ones are located in lower levels, including client-oriented approach and rewarding for a behavior leading to learning.

Table and diagram No.1 shows conditions of executive organizations with regard to the explained attributes. On the whole the results show that according to the opinion of those who answered the questionnaire, the leaning capacity of organizations is under the average level. Moreover the analysis of data shows that attributes do not have the same importance. The table 1 and the diagram 1 are available in the original report of the research.

C) Knowing barriers of Development of Organizations Learning

This part was done with the help of interviews and questionnaire. First, according to the result of the first part, a half-open questionnaire was planned and it was sent to managers of organizations along with a summary of the first part results and an educational book so that they could state the most important barriers. Also open interview was done with some of managers and high-ranking experts of organizations.

Since the mentioned factors were numerous and extensive and because half-open questioner and open interview were used, it was impossible to use statistical methods. Thus the collected factors are presented as the general results of this part.

If managers try to remove them, they have taken a step toward development of learning and official development. These results are mentioned in the next part.

1. Paralyzed Paradigms

The age in which we live is forming a modern civilization. This modern civilization is associated with information technology and so it can not be compared with the previous periods. In this age, most of the modern organizations face new challenges such as increase of customer effect, intensity of competence, speed-up of technology change, shortening of production line, and many other factors that affect the function of organizations and managers. This change and development of the current age needs intellectual development of managers.

However, researches show that intellectual paradigms of many managers are out of date and their education and knowledge is not appropriate for the age of information technology. Development and transformation of learning organization needs utilization of related

intellectual paradigm by high-ranking managers. Many changes and propositions will not be materialized for they are against managers' intellectual paradigms (Peter Sanj , 1377).

Intellectual paradigms, thoughts, and beliefs of any man function like an intellectual filter. He examines and filters all entering data and information and sends them to his mind in form of his own criteria. If these paradigms do not get repaired and rebuilt, they keep us in the past and prevent organization from being creative and accepting thoughts and new propositions. Dominant paradigms do not make persons intellectually ready for proper future jobs. The essence of jobs is changing, that is to say that many jobs will no longer exist in the future. So minds must be ready to live in the future and accept it. It must be able to adapt itself to the world of information. Development of learning organizations depends on intelligence of men, especially managers, who work in them.

Thomas Can counts paradigms as filters that purify data and individuals accept only those paradigms that are in line with intellectual paradigms. These paradigms are the most important factor in resistance against change. Not accepting new paradigms will cause us to suffer from paralyzed paradigm. So what is more important than creativity and leaning is prevention of factors that refrain them from functioning. If mind gets rid of paradigms, we see creativity and growth. Rajer Fun Oj interprets them in the book, *A Fillip on Mind* , as intellectual locks that limit individual's mind and make creativity difficult (Mateen, 1383).

Regardless of our inner willing, effective paradigms change as time passes. We must change according to it. Our intellectual assumptions, our managerial models, and our vision of man, customer, work, knowledge, and effective managerial method must change. Unfortunately most of managers think that their conception is correct and never try to change it. If our management is according to some wrong imaginations and conceptions, it makes our deeds inconsistent with existing facts. Individuals must be able to doubt their mentally accepted assumptions and they must always form them according to the outside world (Tasavoree and Puraspree, 1379).

Therefore we conclude that the prerequisite of organizational transformation and development of learning organization is transformation of managers' intellectual models. Researches show that any change in

organization depends on managers' transformation.

Managers who are after transformation and have conceptions consistent with new conditions can cause organization and other individuals of organization transformed.

Especially we need new paradigms in the field of human resources. New paradigms produce new opportunities and if opportunities are understood correctly, they will pave the ground for development of human resources. These paradigms provide man the potentiality of analysis of complex problems and systematization of its parts. In new approaches, opportunities depend on paradigm and so it can be said that the root and foundation of a strategy lays in transformation and learning proper paradigm.

2. Client-Oriented Culture (Chain of Providing Client Services)

To revolve around customer is the most important factor of success in every institution. Customer is the magnificent capital. Customer pays all of our wages and salaries. Universal researches show that to be successful in treating customer and customer's consent is one of the secrets of organization elevation (Moghadamee, 1383 [2004]).

In organization, we face two kinds of client, extra-organizational client who enjoys organization services and products and intra-organizational clients who are the employees of organization. Thus client is someone who is provided a service or a product. Each individual in an organization is a client who himself has got some clients. Even if he has no extra-organizational client, he has a lot of intra-organizational client. When you need another person's service and help for doing your job, you are an intra-organizational client. Other employees of firm or organization who need your help and service for doing their jobs are your client (Hapson and other, 1381)

Chain of providing client services is a chain that join products and services that are prepared by organization and employees to client. Employees and their jobs in this chain are linking loops. In recent years, executive organizations pay proper attention to extra-organization customers. Therefore organizations have been somehow able to take measures for proper change and to learn valuable lessons from propositions and criticisms and so to take steps toward development of organization. But what is not found here is the chain of providing client services and management of service. In this chain enough

attention is not paid to intra-organizational client. In this chain each person must provide top service to next loop, so that extra-organizational clients enjoy benefits of best service. What is good for client is good for employee, too. Employees who are not well minded do not stick to providing good services to others. By providing model and services, organization managers make others and employees understood that client is the main focus of organization attention, for employees transfer the quality of services that they are provided to clients. Those employees that are treated positively and appreciatively treat clients the same way. The effective factor or oxygen of positive atmosphere is appreciating and respecting individuals, for they treat others as they themselves are treated.

We live in the age of services. Now most of employees work in serving organizations, that is to say they do jobs for which people pay money. The age of services has not accidentally come up, but it is a part of society development. In this age people like to be treated in way that they feel they are important, valuable, famous, and respected. The main subject of age of services is the quality of services. The quality of services is a factor that plays role in attracting and satisfying clients. In a scientific research it is concluded that γ percent of those who change employee said that the main factor of this change has been weak services to client. In services chain each employee is the client of other employees and other employees are his clients. The quality of his services to client is influenced by the quality of services he is provided by others. The quality of all employees' services depends on services that are provided by their managers. And finally the quality of product or services that extra-organizational client is provided depends on the quality of services in this chain. According to researches and observations of the researcher, these services chains are not defined and explained. The program of respecting clients has taken only one dimension of it into consideration.

If this chain is defined and explained, all employees learn from each others. All will be influenced by each other's criticisms and propositions. Each employee's idea and thought will be respected. This is a factor of development of learning and transformation.

1. Lack of Meritocracy

Meritocracy is one of the attributes of elevated and developed organization. Meritocracy is appointing worthy persons for proper jobs that they can do it in Merit System. These jobs may be managerial, operational, or serving. Attributes such as personality, knowledge, specialization, experience, and moral commitment are some characteristics of a worthy or meriting person. Meritocracy is usually specified through following ways: (Seyyed Hussein Al-Husseiny,1379).

- Appointing proper person for a predetermined job
- Specifying proper job for individuals
- Continually making jobs proper for employee

Leaning employees are the soul of leaning organization. It is clear that the first condition is that every person must be appointed for a job for which he is proper in all aspects.

4. Lack of Reward System in The system of Propositions

In a learning system, there is a system for studying and receiving propositions. Some executive organizations have applied this important managerial approach, but some of them were not as successful as they were expected or some of them do not hope for its carrying out. The most important reason is lack of reward system. Reward system plays an especial role in the system of propositions. It means that to make return for thoughts and propositions that employees have provided a proper reward should be awarded. Awarding reward is not only necessary for recompensing services of and appreciating one who presents propositions, but also it plays a culture-creating role in system. Thus, although the feeling of being worthy and appreciation is the best inward reward for individual, it is necessary that organization paves the ground for providing financial and spiritual rewards. (Sheik Mohammadi).

To avoid the influence of personal taste on paying reward a system must be planned. But the problem that managers face in executive organizations is that they do not have enough authority to pay proper reward for propositions. They do not have any special budget for this. They can not use well their own powers to pay reward to the kind and number of propositions, for example, financial rewards such as increase of rank, declaring as example and model employee, overtime, preparing scientific and vocational journeys and so on. It is necessary that high-ranking authorities of government provide enough

budget and powers for managers of executive management to carry out system of propositions and paying reward.

5. Lack of Valuation of Correct Performance

The process of evaluation of employees' performance is one of the factors of forming culture, development and transformation. For this aim, we must put emphasis on factors of evaluation of employees' performance which are development of culture of learning. In evaluation of executive organizations employees' performance, less attention is paid to effective factors of learning. On the whole, enough attention is not paid to this matter in management of human resources and evaluations are mostly mental and according to personal characteristics. In evaluation, performance, work and effort of employee is less taken into consideration. Regardless of the importance of performance evaluation, most of organizations do not have any systemic method that is in line with culture of learning for evaluation of performance. Studies show that most of organizations do not value evaluation of employees' performance. One of the most important effective factors of performance evaluation is measures that employees have taken for learning, change, presenting propositions and criticism. These factors must be count as criterion of employee goodness and reward should be paid according to them. This is a problem for which culture and a system must be formed.

6. Weakness in Management of Knowledge

In current conditions, management of knowledge has presented itself as key means of management. Management of knowledge means process of creative, effective, efficient use of all sciences and data that are available for organization for increasing productivity. In scientists' opinion there are two kinds of knowledge, hidden knowledge and evident knowledge. (Jack Mac Donald, 1381)

Evident knowledge that is explicitly and precisely presented is used and changed into practical systems and methods and has effect on optimization. In fact it is changed into organizational knowledge. Hidden knowledge is not explicitly presented. It is in the mind of persons. It is in the form of personal knowledge that lays in person's experience and it includes subjective factors such as personal ideas, values and insights.

Acquiring these factors of knowledge and mixing them together is an

important managerial challenge in this age of challenges. The function of management of knowledge is changing hidden knowledge into evident knowledge. In fact it is using methods that can apply man's implied and hidden knowledge. Learning organizing is capable to acquire, produce, and transfer knowledge and to modify its behavior for reflecting knowledge and new insights. This process is challenge of knowledge management. Managers can practically develop management of knowledge by development of cooperative management, collective decision-making, work groups, scientific inspections, transformation of work systems and structures, consignment of duties and responsibilities, meritocracy, development of conversation and discussion, execution of PDCA method and many new methods of management. On the whole for execution of knowledge management we must be after those key managerial, behavioral, cultural affairs that help to use knowledge more beneficially. (Raonepart and Brusak,1379)

7. Lack of Culture of Dialogue and Discussion

As we said before, dialogue and discussion is necessary for the development of learning of groups and organizations. Expressing opinion and carefully listening to others opinions as well as criticizing and defending expressed opinions must become a culture. Development of learning organizations requires culture of reviewing performance results, learning experience and conception from one's performance and prosperous organizations. This culture is still immature in our society. All culture-forming institutions of society including educational and training centers, radio and television, and especially families must try for this purpose. Managers must empower effective listening.

8. Lack of Learning and Creative Employees

Another problem that is faced in executive organizations is that we mostly have employees that have low actual capacity of learning and creativity. This problem is itself caused by many other factors including management method and dominant conditions of organization. Creative and learning employees live in a continual process of learning. They learn and experience and are satisfied by leaning and knowing. For them, learning and knowing is a holy aim and the nature of leaning is motivating for them. Creative men learn how to accept and use changes and transformations. Resisting changes is not good for creative and learning

persons. Any new phenomenon makes learning person to think and he learns a point from every event. Attempts carried out in learning organizations are intended for developing employees and training creative innovative men.

Why human resources in our organizations do not have such mentioned attributes is because of many factors that must be scientifically identified and measures must be taken to bestow organization a learning soul. Other researches about the habit of learners show good results. Therefore during lifetime learners do have following attributes. (Cutter,1382)

Risk-taking: willing of persons to face difficulty and trouble

Humble reflection of oneself: frank evaluation of successes and especially failures

Willing to know others' opinions: bravely gathering others' information and thoughts

Carefully listening: inner tendency to listen to others

Expansion of mind to encounter thoughts: willing to face life open-mindedly

9. Lack of Confidence

By studying all managerial discussions about confidence, it is understood that confidence is a key element in relationships of organization. Confidence is a main and fundamental assumption for all management systems, for they and all open and clear relationships depend on confidence in a way. Without it, any management system will suffer harm and damage.

Confidence is counted as a must for consigning power, participation, system of propositions and system of learning. Having confidence in each other makes employees regard system, management, and colleagues positively and friendly and this way of regard is the base of cooperation, dialogue, and development of learning.

Continuance and development of confidence in future relations depend mostly on current performance of managers. If managers can logically and rationally answer what others want, they can be sure that others will again return to and trust them. (Mehrabnaee 1381,40.)

Factors such as merit, justice and fair behavior,

organizational decisions, behavioral stability, participation, frankness, open relations and transparency of respect, effective listening, and welcome-ness can play role in development of confidence.

One of the vital and important grounds of confidence is innovation. Innovation includes risk-taking, possibility of mistake, and its acceptance by system. In this field, confidence functions like an informal process that helps management of risk-taking. (Wara, 2001,97).

Managers must know this matter about development of learning that employees do not learn anything unless they make mistake.

10 . Maintenance of CulTent Stratus (more emphasis on management than leadership)

Many new resources of management say that the key of creation and survival of prosperous organizations in the 20th century is leadership, of course, not only at the top of organization but also throughout organization. (Cutler, 1382). Leadership is the main attribute of organizations that are after providing better services. Moreover, now many of services-providing organizations need manager that can lead. To know the difference between leader and manager is important. As changes speed up and competence increases, organizations need persons who can be leader in stead of being manager. (Hapsen and others) 1381⁽²⁰⁰²⁾.

Nowadays, cultures that resist changes and managers who do not learn to create change are fatal and deadly for organization. (Kutler,) 1381)) For in all of their lifetime, they are asked to keep status quo. They have learnt to deal only with program and budget and they can not present any strategy or perspective. They have not learnt any matter about empowering employees. They have learnt to think officially and not culturally. If environment of business were more stable, transformation of organizations would be easier and more comfortable. But transformation of environment and increase of pressure on organization will grow in the next decades. In such conditions, the only logical way is learning and then transferring it to other groups and the skill of leadership is to create such capability.

11). False Security-Mindedness and Superfluous Comfort-seeking

Security needs are one of the primal and basic needs of any employee in work environment. So they must be fulfilled. But in the modern

world of today, security-mindedness is supplied by skillfulness and merit. That is to say specialization, creativity, innovation, change, and continual attempt lead to create sense of security. An employee who is skillful and has made organization dependent on himself must not be worry about his future and supplying his main needs. But what happens in our country is that official employment causes the sense of security. That is to say, up to time employees are not officially employed they work well, but when they are officially employed they do not try to learn and their performance subsides. Systems of reward and reprimand have no effect in changing persons who are officially employed. This issue has led to false security-mindedness and employees do not face many challenges in their work environment and they are less in the state of competence.

This false security-mindedness leads them to sink in the sea of comfort-seeking. It causes employees to feel no necessity and emergency for learning and change. This issue not only does not empower employee and it prevents knowledge to get dominant, but also makes meriting and knowledge-seeking employees less motivated.

12. Organizational Structure

Organizational structure of a learning organization is level and with least formality and lack of centralization of decision-making. But what is most seen in executive organizations is long structures with dated jobs-description, detailed laws and regulations, extra controls, lack of practical freedom for employees, concentration of decision-making and lack of consigning powers to lower levels. All these are barriers of development of culture of learning, change and acceptance of failure.

13. Weakness in Circulation of Learned Matters and Experiences

As we know in the definition of leaning organization, we read that learning vision and insight from one's and others experiences and applying them is one of the necessities of development of learning organization. This must happen in organizations, groups, and organizational personnel as well as among executive organizations of a province. This is seen to a good extent in organizations. But it is faded away among organizations and through gatherings of managers and educational seminars. So they do not use each other's experiences. It is especially seen about execution of propositions system and statement of

executive problems.

Research Results

1. Studies done in library show that for development of learning organization education and development of 12 attributes of learning organization that were mentioned must be intended.

2. According to field work of this research that has been done through questionnaire and studying the condition of organizations with regard to these 12 attributes, the capacity of learning of organizations is less than average level. That is organizations of the province do not have necessary conditions for development of learning.

3. In studying how much these attributes are paid attention, the results show that some attributes are less important. These attributes are as follows: 1. Client-oriented approach 2. Paying reward according to behavior that leads to learning 3. System of propositions 4. Systemic vision. 5. Information providing. This is while client-oriented approach is one of the main factors of development and survival of organizations.

4. In the next part of research, barriers of development of learning were specified by open questionnaire and interview. The results are listed below under the title of barriers:

Intellectual paradigms are not appropriate for management of transformation. Chain of providing client services is not taken into consideration in organizations. There is no meritocracy in appointments, selections, consignment of powers, and so on.

There is no budget and power for paying reward in system of accepting and studying propositions.

Criteria of performance evaluation are not based on propagation of leaning and transformation.

Management of knowledge is weak at applying knowledge that is in the mind of persons and changing it to clear knowledge.

Culture of dialogue and discussion that is necessary for collative learning is not incorporated.

Employees mostly have low capacity of learning and do not have creative, dynamic and learning vision of their activities.

There is a low confidence between employees and managers. So consignment of powers and providing information is no done well.

Managers try more to manage than to lead. In other words they put emphasis more on discipline, stable program and setting up. They embark less on defining a common perspective for future and paying attention to changes, transformation and encouragement of employees. So they try to keep status quo than to change and optimize.

Most of employees feel secure and are not worried about future. They are in pleasant sleep because of official employment. So they do not feel any need for change and learning.

Structure of many organizations is the barrier of learning. It is like a machine and relations are written and vertical. Works are less defined collectively.

Organizations that have experienced transformation do not publish their learned things and do not transfer them to others. So we see that sometime failure repeat.

Discussion and conclusion

Results of research about barriers of development of learning organization can be divided in three parts, cultural ones, managerial ones, and structural ones:

1. Cultural barriers include:

- Lack of cultivating culture of dialogue and discussion among employee
- Lack of acceptance of criticism and tolerance of others
- Lack of acceptance of failures and so lack of opportunity for learning from failure
- Lack of culture of consultation and council and acceptance of various opinions
- Lack of confidence in society and organizations

2. Managerial barriers include:

- Dominance of traditional and dated intellectual paradigms
- More emphasis on management than leadership in organizations so maintenance of status quo
- Lack of planning a multilateral answering system
- Machine-like managements
- Lack of meritocracy

- Absorbing not the client-oriented culture

3. Structural barriers

- Machine-like structures and centralized decision-making
- Lack of facilities and necessary capital for learning, transformation, and analysis of solutions
- Lack of system for warning performances and lack of a system for recompensing weak services
- Dated descriptions of jobs

Among barriers, perhaps the most important factor that is lack of mental readiness of managers for carrying out learning and transformation programs ranks first. Other studies show that sometimes barriers exist in the mind of persons and the only challenge is to conceive them that there is no extra barrier (John, Pee, Cuter, 1989). In our universities and organizations, mostly management is taught, for learning is easier, while we need leaders who can specify a common perspective.

Cultures that withstand transformation and managers who have not learnt to create changes are fatal and deadly for organization. This method of management is not consistent with rate of environment transformation and increase of pressure on organizations for their transformation in the next decade. When transformation grows increasingly, the only logical solution is to learn the thing that brings successful transformation and then to transfer this knowledge to group of many people.

Harvard University researches about the reason of success show that two factors that are competence and lifetime learning make persons and organizations successful. Lifetime learning in environment that is transforming is always encouraged by many scientists as a model of development. Successful persons test new ideas as they learn, even if this means risk-taking and suffering difficulty.

Listening broad-mindedly, testing new issues, frank reflection of successes and failures need leadership skills and organizational behavior that are necessary for development of organization. Lifetime learners have some attributes which must be learnt and experienced in order to be internalized. They are as follows:

1. Risk-taking instead of seeking conformability
2. Frank evaluation of failures and success

3. Willing to know others' ideas
4. Carefully listening to others and having expansion of mind for listening others' opinions

Conditions and systems should be provided in order to make managers and employees worried about leaning.

Another point that must be taken into consideration is that there is not enough common meeting for learning between managers of executive organization of the province. If this is developed, learning organization will be changed into teaching organization. Teaching organization ask high-ranking managers to teach what they have learnt to others. According to new views of management, manager is an instructor and leaders' mission is to teach persons. In these organizations the most important responsibility of leaders of organizations is to educate. Thus not only must organizations teach, but also inside an organization, the most important role of a manager is education and learning. In this way managers and organizations become learning ones and embark on teaching persons and other organizations.

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