# Organizational Learning and Employee of Literature Positioning: Bibliometric Overview

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**Abstract**- Organizational Learning has significantly emerged in the field of management development. This is a study but there is no overview of the scientific literature on Organizational Learning and Employee that shows the big picture using data from all countries. This paper aims to examine the status and position of the visual map of Organizational Learning and Employee publications indexed by Scopus using Bibliometry. The research was conducted using Bibliometric techniques. Data analysis and visualization using the VOSViewer program and the Scopus function to analyze search results. In this review, details are collected for 1,038 documents issued from 1982 to 2019. The study reveals that Dimovski, V. and the University of Ljubljana are the most active individual scientists and institutions affiliated in Employee and Learning Organizations. In the Literature of Organizational and Employee Learning, Business, Management and Accounting and Learning Organizations are most of the fields of study and sources of dissemination. There is one map of groups around the world with collaborative researchers. To identify bodies of knowledge created from thirty-seven years of publication, this study builds a convergence axis grouping consisting of Organizational Learning and Employee Literature: Knowledge Management, Innovation, Human, Organization, and Learning Organizations, abbreviated as KIHOL.

**Keywords: Employee; Blibliometrics; Organizational Learning; Vosviewer**

## I. INTRODUCTION:

The In the last few decades, significant organizational impact has emerged in the field of management development (S. Pool and B. Pool, 2007). It has been recognized that in order to gain a competitive advantage, training must involve more than just developing basic skills (V. Kumpikaite, 2008). The perceived support and participation of organizations in times of change will increase affective and normative commitment to change, as well as reduce ongoing commitment to change (Purwaningrum et al., 2020). Information created through learning is a strategic input that can help organizations to achieve their goals and be one step ahead of their peers (M. Atak and R. Erturgut, 2010). Dynamic customer demands, increasing globalization, blurring of organizational boundaries, and increasing competition create a more turbulent organizational environment than ever before (K. Parry and S. Proctor-Thomson, 2002), (R. Bates and S. Khasawneh, 2005). This requires employees to work together collectively in increasing their capacity to create meaningful results for technological advancement with the presence of Organizational Learning (P. Senge, 1990). Organizational Learning is a fundamental concept in organizational theory which has drastically aroused renewed interest among researchers and practitioners in recent years (R. M. Cyert et al, 1963). Generally, individual learning is agreed as the basis of Organizational Learning because it is considered that organizations arise from the presence of a collection of several individuals (E. P. Antonacopoulou, 2006), (I. Richter, 1998). However, individuals can share their knowledge not only in one organization (B. A, 1998) and as a result build organizational memory to facilitate knowledge exploitation, they can also develop new knowledge (V. J. Marsick and K. E. Watkins, 2003). Learning culture is also considered to be directly related to improving sustainable organizational knowledge management (G. SJ, 2009).

Organizational Learning is a place where employees excel at creating, acquiring, and transferring knowledge (D. A. Garvin, A. C. Edmondson, 2008). Applying the concept of "Organizational Learning" as a management and educational method is a way of preventing mistakes and creating strategic business advantages (M. Adamska and M. Minárová, 2014). The model of "Organizational Learning" is especially

suitable for those who are looking for ways to conceptualize organizational structures and processes to promote responsiveness, effectiveness, and sustainable efficiency in administering higher education (J. T. Dever, 1997). Organizational Learning encourages employees to refresh their knowledge, become skilled in new technologies and to improve their abilities to keep up with changing environments (A. Pantouvakis and N. Bouranta, 2017). Organizational Learning is useful for building job resilience consistently (M. Nicolletti et al, 2019), so it is very important for employees and organizational performance (T. Grohnert, 2019) and can make employees who are substantial (C. H. Adolfsson and J. Håkansson, 2019) and have sustainable work values (J. Navío Marco and M. Solórzano García, 2019). To maintain competitive ability, organizations must continue to learn and collect knowledge. Organizational learning, although not identical with individuals, is closely related to individual learning (E. Jasinskas et al, 2015). They are led and managed in such a way that the individual learning is utilized to improve the way things work. The organization itself as a "system" is able to change proactively because it constantly uses new information to improve its performance (P. Garside, 1999). Although school should be considered as Organizational Learning, due to the career success opportunities of smart people students are very closely related to their soft skills (Sugiarti et al., 2018), most of the research on Organizational Learning comes from an economic perspective and involves studies on market valuation (N. Brennan, 2001), aspects of organizational performance and profit making (K. Hang Chan, 2009) by business firms (P. M. Senge, 2006).
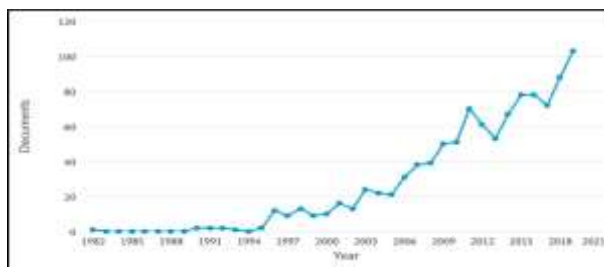


*Fig.1 - Number of Documents per Year from Organizational Learning and Employee Literature*

In general, previous research related to Learning Organization only examined one institution (R. K. Fowler, 1998), (Qahtani et al, 2013), one field (S. D. Rowley, 2006), (F. F. Ahmed, 2015) and a certain period of time (M. Visser, 2008). Unfortunately, although it presents a broad image map visualized from year to year with details from several studies published on a global scale, there is not much literature on Organizational Learning and Employee. The strong positive relationship regarding affiliation, scholars, and the impact of scientific studies has not been explicitly addressed by any study. We monitor the increase in the number of scientific documents related to Organizational Learning and Employee published and indexed by Scopus from 1982 to 2019 as shown in Figure 1.

## II.    LITERATURE REVIEW

Organizational learning and organization Concept Learning was published in (1963). Their definition appears in the writings of P. Senge (2002) and Marqurdat (2011). In the late nineties organizational learning and organizational learning became one of the fundamental concepts that appealed to managers, researchers and practitioners (N. Ayoub, 2004). The earliest beginnings of the definition of organizational learning focused on improving organizational performance. In the nineties appeared P. Senge (2002) who is the creator of the concept of learning organization and a pioneer in the field of organizational learning, he presented his book (The Fifth Discipline) in (1990) and stated that organizational learning is the way in which individuals are constantly detected in organizations and how they shape and change the reality of their workplace (P. Senge, 2002). In addition, organizational learning is a complex process that requires planning, organizing, follow-up and evaluation of its leaders, including obtaining and storing information in organizational memory and then accessing it for use in solving current and future problems.

## III.    RESEARCH METHOD

This review maps the status of studies carried out in the last 37 years at the global level in the field of Organizational Learning and Employee. In December 2020, this study collected data from Scopus using a document search query. The research was conducted using bibliometric techniques. Data analysis and

visualization using VOSViewer program and Scopus function to analyze search results (A. Purnomo et al, 2020).

The study identified Organizational Learning and Employee keywords to identify and search the Scopus database publication with 1,038 documents published globally from 1982 to 2019. This study limits data collection to 2019 and excludes 2020. (TITLE-ABS-KEY (" Organizational learning ") AND TITLE-ABS-KEY (employee)) AND PUBYEAR <2020 is an input query command that is implemented when mining academic publication data in the Scopus online database.

This study applies authorship analysis together with author analysis unit and full calculation systematic technique using VOSViewer to obtain research network of international collaborative researchers. This study performs an in-depth co-event analysis with keyword relationship analysis as well as a fully systematic computation technique using VOSViewer to generate a network of keyword maps.

## IV. CORRELATION ANALYSIS:

The Organizational Learning and Employee literature seems to tend to increase and develop every year. The highest point for international publication was 103 documents in 2019. Since 1982, the publication of Organizational Learning and Employee Literature has started.

### A. Literature of Organizational Learning and Employee Affiliation of the Most Common Organizations

The most productive research affiliation in Organizational Learning and Employee is the University of Ljubljana with 13 documents, followed by Islamic Azad University with 13 documents, University of Minnesota Twin Cities with 12 documents, UniversitiTeknologi Malaysia with 11 documents, Hong Kong Polytechnic University with 10 documents. , University of Valencia with 9 documents, Norgesnikk-NaturvitenskapeligeUniversitet with 8 documents as shown in Figure 2.
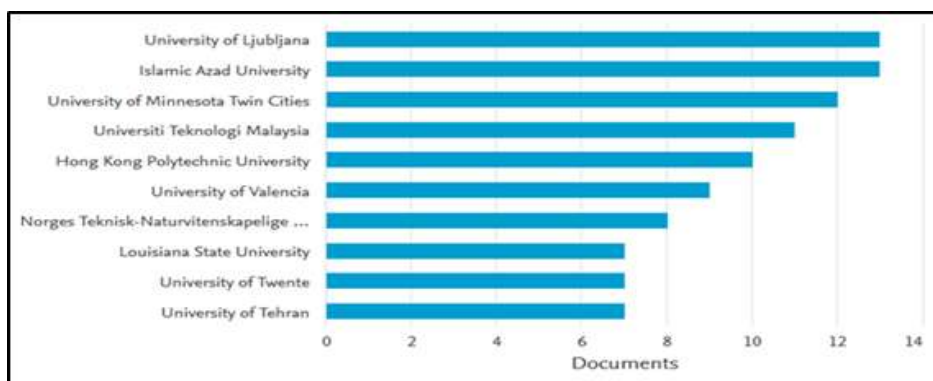


*Fig.2 - Organizational Affiliations Number of Annual Publications of Organizational Learning and Employee Literature*

### B. Organizational Learning and Employee Publications Mostly Individual Researchers
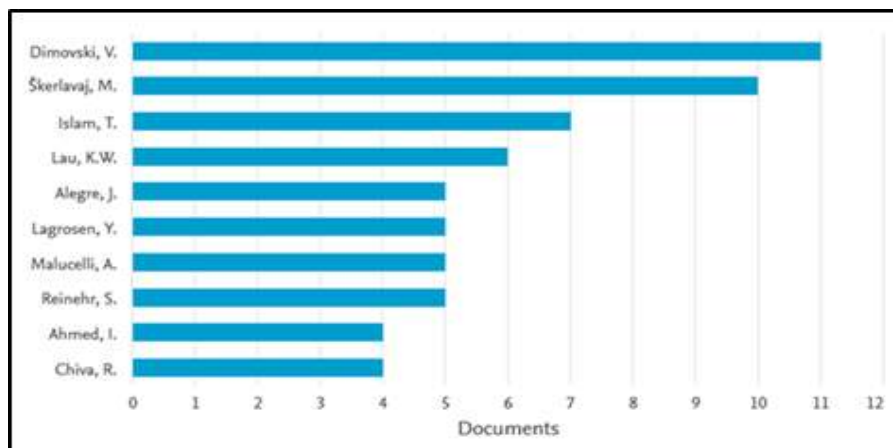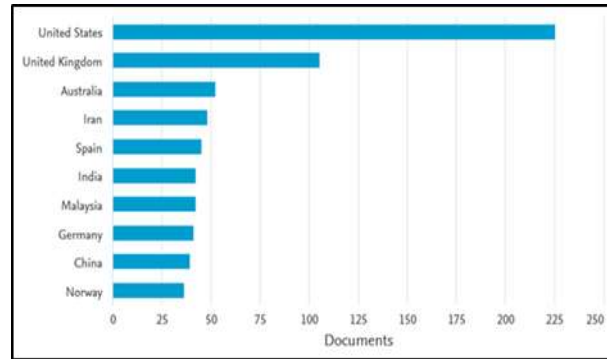


*Fig.3 - Most Researchers of Organizational Learning and Employee Publications*

The researcher in Organizational Learning and Employee literature with the highest number of writings was Dimovski, V. with 11 documents, followed by Škerlavaj, M. with 10 documents, Islam, T. with 7 documents, Lau, K.W. with 6 documents, Alegre, J. with 5 documents, Lagrosen, Y. with 5 documents, Malucelli, A. with 5 documents, Reinehr, S. with 5 documents.
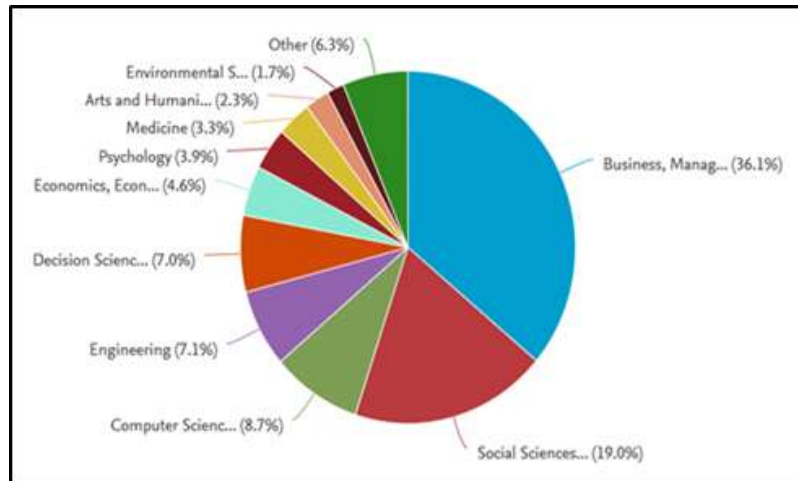
**C. Organizational Learning and Employee Publications Most Common Nation**



*Fig.4 - Nation Number of Annual Publication of Organizational Learning and Employee Literature*

In Organizational Learning and Employee Literature, United States with 225 academic documents became a leading research country, followed by United Kingdom with 105 documents, Australia with 52 documents, Iran with 48 documents, Spain with 45 documents, India with 42 documents, Malaysia with 42 documents. Documents, Germany with 41 documents, China with 39 documents, Norway with 39 documents.

**D. Most Frequency of Organizational Learning and Employee Literature by Subject Area**



*Fig.5 - The Largest Frequency of Publication of Organizational Learning and Employee Literature by Subject Area*

With 653 documents (36.1%), Business, Management and Accounting in the field of study is the most widely used field of study in international publications on Organizational Learning and Employee. Followed by Social Sciences with 343 documents (19%), Computer Science with 157 documents (8.7%), Engineering with 129 documents (7.1%), Decision Sciences with 127 documents (7%), Economics, Econometrics and Finance with 83 documents (4.6 %), Psychology with 70 documents 3.9 (%), Medicine with 60 documents 3.3 (%), Arts and Humanities with 42 documents (30%), Environmental Science with 30 documents (1.7%), and others 1.7%.

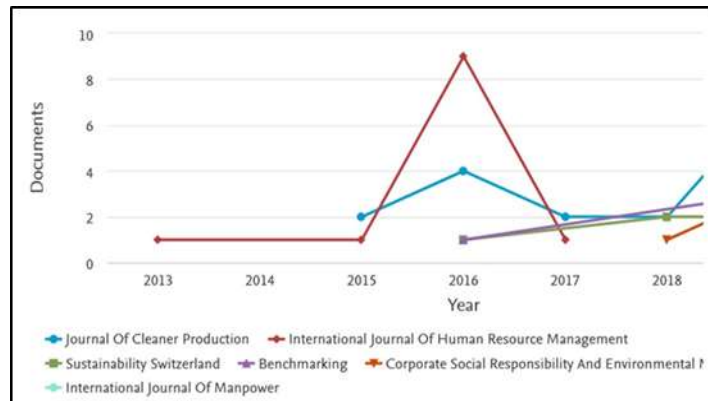## E. Year Documents of Organizational Learning and Employee Literature Sources



*Fig.6 - Number of Annual Documents Based on the Organizational Learning and Employee Literature Sources*

The leader in the annual number of Organizational Learning and Employee publication sources is the Learning Organization with 46 documents, then followed by the Journal of Workplace Learning with 18 documents, Development and Learning In Organizations with 17 documents, Journal Of European Industrial Training with 13 documents, Journal Of Knowledge Management with 12 documents, International Journal Of Human Resource Management with 11 documents as shown in Figure 6.

## F. The Document Cited from Organizational Learning and Employee Literature

The Hurley study, R.F., Hult, G.T.M. is the most cited publication in 1998 entitled "Innovation, market orientation, and organizational learning: An integration and empirical examination" cited by 2109 documents [35].
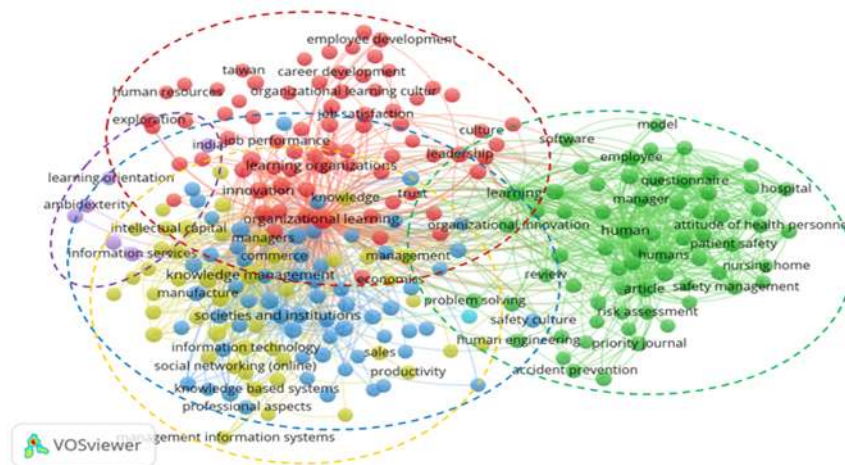
## G. Map of Study Themes



*Fig.7 - Map of Study Themes*

With the analysis and visualization of the VOSViewer program, constructs were developed on the Organizational Learning and Employee keyword framework for the theme map of Organizational Learning and Employee publications. Five repetitions is the criterion for the minimum number of keyword-related documents. Therefore, 256 keywords among 3933 keywords reached the threshold. From the picture. There are five groups of publication themes that depend on the study keywords of international academic publications Organizational Learning and Employee Literature, which are simplified and shortened to KIHOL themes.

- Knowledge Management Cluster (yellow). Keywords such as industry, knowledge, quality management, information technology, competition and others related to Knowledge Management dominate this cluster.
- Innovation Cluster (purple). Keywords such as innovation management, exploration and exploitation, learning orientation and others dominate this cluster.
- Human Cluster (green). Keywords such as employee, adult, manager and others related to humans dominate this cluster.
- Organization Cluster (blue). Keywords such as organizational change, societies and institutions, personnel training, strategic planning and others related to organizations dominate this cluster.
- Learning Organizations Clusters (red). Keywords such as innovation, workplace learning, leadership, culture, employee attitudes, and others related to Learning Organizations dominate this cluster.

## H. Author Collaboration Network
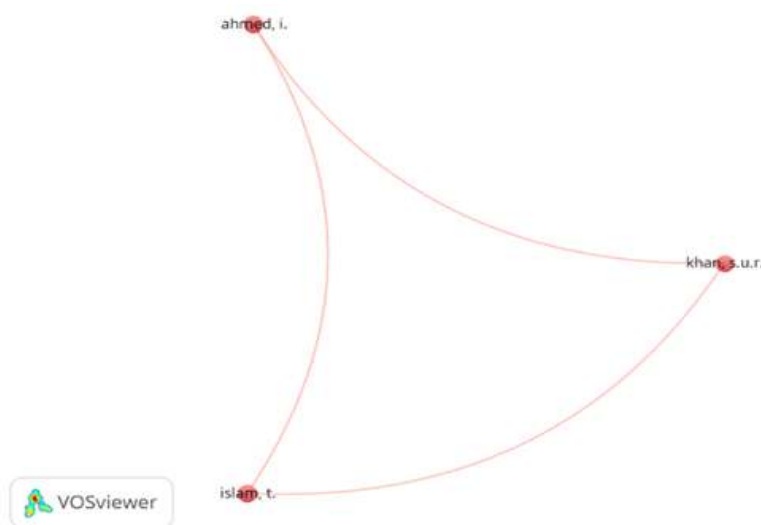


*Fig.8 - Author Collaboration Network*

With the VOSViewer program, constructs were developed on the Organizational Learning and Employee literature framework for authorship network maps. Three documents are one of the minimum requirements for a publication collection per author. Thus, from 2156 researchers, it was known that 58 researchers reached the threshold. As shown in Figure 8, there is a network of group partnerships between international researchers in Organizational Learning and Employee. There is a collaboration between the authors between Islam T., Khan S.U.R., Ahmed I. as with the literature title "Organizational learning culture and leader-member exchange quality: The way to enhance organizational commitment and reduce turnover intentions" [36].

## V. CONCLUSION

The results showed that every year there is a trend of increasing the number of international publications in the Organizational Learning and Employee literature, namely maps and visual patterns. With 225 papers, the United States is the country with the largest contribution to publication in the Organizational Learning and Employee literature. In the publication of Organizational Learning and Employee literature, the University of Ljubljana is the most active research institute with 13 papers. In the Organizational Learning and Employee literature, the individual academic researcher with the most productive publication is Dimovski, V. with 11 documents. With a proportion of 36.1%, the most intensive fields of study published in the Organizational Learning and Green Employee literature are Business, Management and Accounting. "Learning Organization" with 46 documents is the majority annual document according to sources in the Organizational Learning and Employee literature. With 103 papers, the highest publication of scientific publications worldwide in the Organizational Learning and Employee literature was in 2019. The works of Hurley, R.F., Hult, G.T.M. are mostly the publications with the most citations. In 1998, 2109

documents were cited entitled "Innovation, market orientation, and organizational learning: An integration and empirical examination". There is a research partnership group related to the publication of Organizational Learning and Employee literature.

In terms of the implications of contributing knowledge, this study recommends a classification of the convergence axis consisting of publications in Organizational Learning and Employee to classify bodies of knowledge created from thirty-seven years of academic publications: Knowledge Management, Innovation, Human, Organization, and Learning Organizations, abbreviated as KIHOL theme. Identification of key themes in the field of Organizational Learning and Employee, as practical implications, contributes to the awareness of the creation of practical studies to clarify contexts and general topics, as well as research gaps. All of this will lead to new research that addresses a lack of study and specific expertise in scientific disciplines. The most studied themes often reflect the ability to contribute Organizational Learning and Employee literature to Organizational Knowledge and management.

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