



ORGANIZATIONAL LEARNING AND PERFORMANCE: A THEORETICAL REVIEW

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DEGREE IN BUSINESS ADMINISTRATION

AE1049

JUNE 2015-2016

ABSTRACT: In recent years, there have been many articles written on topics related to learning and performance in organizations and numerous studies attempting to demonstrate the positive relationship between these two concepts. Throughout this project, information about each of these concepts is collected and then we try to analyse the relationship between both of them in order to reach a conclusion and prove the veracity of the interaction that occurs between learning and performance in an organization.

KEY WORDS: Organizational Learning, Individual Learning, Organizational Performance, Individual Performance, Employee Job Performance.

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1. INTRODUCTION

Nowadays, organizations are in an increasingly complex and dynamic environment with constant and rapid change. The innovation period is shorter than in the past and the technology is continuously present as these technological changes and advances are frequent. These developments, the competitive environment in which companies continuing need for innovation and globalization are some of the factors that have forced organizations to carry out a continuous search for better tools, programs and strategies that will help to gain advantages over the competition. The role of human resources in the success and development of organizations is of great importance and a key element when the goal they have is to be competitive in a changing environment like the current (Dolan et al., 2003). In this line, there are many authors who defend the claim that the success of an organization is based on its human resources as cited above. We can mention some authors such as Herzberg (1966), Grant (1991) or Nightdress (1997) among others.

It should be noted that for most authors, among whom we highlight some more known in the field of learning, as Argyris and Schön (1978), Kolb (1996), Kim (1993) and Peter M. Senge (1990). They understand this as the capacity of which is arranged to perform a process by which information is transformed into knowledge. This process is carried out both by the organization and by members who are part of it, either group or individual level. These learning processes will be needed to face the continuous change experience by the business world and the organizations which get accommodated by learning and continuous improvement, which last and gain greater success. About learning within organizations, we can identify three levels, individual learning, group and organizational level (Crossan et al., 1999).

When talking about performance in organizations, you can find different variants depending on the type of level to be addressed, whether this individual, group or organizational and according to this, there are many different definitions based on the indicators in which each author focus when processing (Boxall and Macky, 2009). Some authors focus on financial performance indicators and others do in nonfinancial indicators. But if there is something that all these take into account because of the decisive nature and the influence it has on performance is the importance that each member has in the organization, as Dolan et al. (2003) said in their article. As it will be highlighted as the most relevant data obtained in this analysis, a very important relationship between organizational performance and employee performance is

presented. Therefore, it is in this connection that occurs by the individual performance and organizational learning where more attention will be paid in this project.

As above mentioned, technology and processes that are carried out may be similar in organizations, so that people that is, members who are part of this, will have a decisive character in obtaining differences part of the company for the rest of the competition. Will be those organizations with a set of factors of higher quality than others those that get better performance and results. All this is possible through a proper process of training employees and a state of continuous learning in order to achieve the best possible performance by the organization.

Of all the factors that are part of human resources in the organizational sphere, it has been chosen to develop the next study, two of them, learning produced by each of the organizations as well as conducting its members and the yields obtained through such learning. This research is a theoretical review about both concepts presented and the relationship between them. Its main purpose to address the importance that human resources present in business, specifically to collect information about the two concepts discussed throughout the work and reach a conclusion to confirm the veracity of the influence that learning has on the results of the organization.

To carry out this investigation we will proceed with an analysis of documentation and studies that I have used. These have been performed by renowned authors and specialized in the field. After finding a set of sufficient references during the process of gathering information in order to carry out this theoretical review, we proceeded to analyse in detail each of the concepts independently. This step is reflected in the theoretical framework. A section in which both maintain the relationship between them and the way they influence is included after the analysis of concepts as indicated. And finally, we proceed to draw a conclusion based on the results that have been obtained and thus conclude the work.

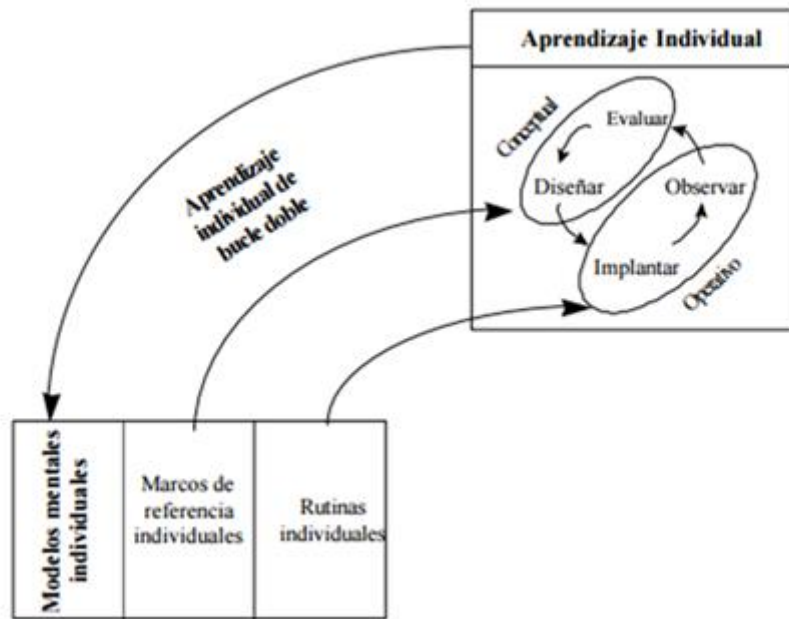
2. LEARNING

2.1. Concept of Learning

Depending on the authors take as a reference and trying to analyse, we can find different ways to address the meaning of learning. According to the dictionary of the “Real Academia Española” defines the word “learn” as a word from the Latin “apprehendere”, whose meaning is to acquire knowledge of something through study or experience (RAE, 2001). So, we can say that learning is the process of learning to react appropriately to a given situation. That is, that there is a relationship between action and thought. Argys and Schön (1978) argue that learning occurs when knowledge becomes a new behaviour. According to Huber (1991), learning occurs if because of information processing, the series of their behaviour is changed potential. We can also find different models with different ways to try to explain how is done the learning process. The best known and influential are Kim’s (1993) model and Kolb’s (1996) model but there are others developed by other authors who are not as well-known but take them as a reference.

Kim (1993) is well aware of the literature psychology and the distinction made between learning and memory. He relates learning acquisition and memory retention of information. But to this author, these concepts have a strong relationship and what you learn certain extent affects memory and just as occurs vice versa. Also, it refers to mental model of P. Senge (1990). In this model presenting this author, we can distinguish two aspects, the acquisition of knowledge of how to perform a particular process or task (know-how), and moreover, the ability to gain knowledge through experience (know-why). Kim (1993) argues that the ability to acquire and store the knowledge that each member possesses, are determining factors. When raising his idea, he divides individual models in frames and routines, these are linked with two learning levels respectively, which have been introduced previously and are known as operative and conceptual. The operative learning is the process in which the individual learns the steps to perform a particular task. This type of knowledge is based on routines, it is that these and operational learning and directly influence each. Instead conceptual learning is the one that is directly related to the causes by which the actions take place. This can lead to new frameworks of mental models, which in turn can cause changes in the process of conceptual learning.

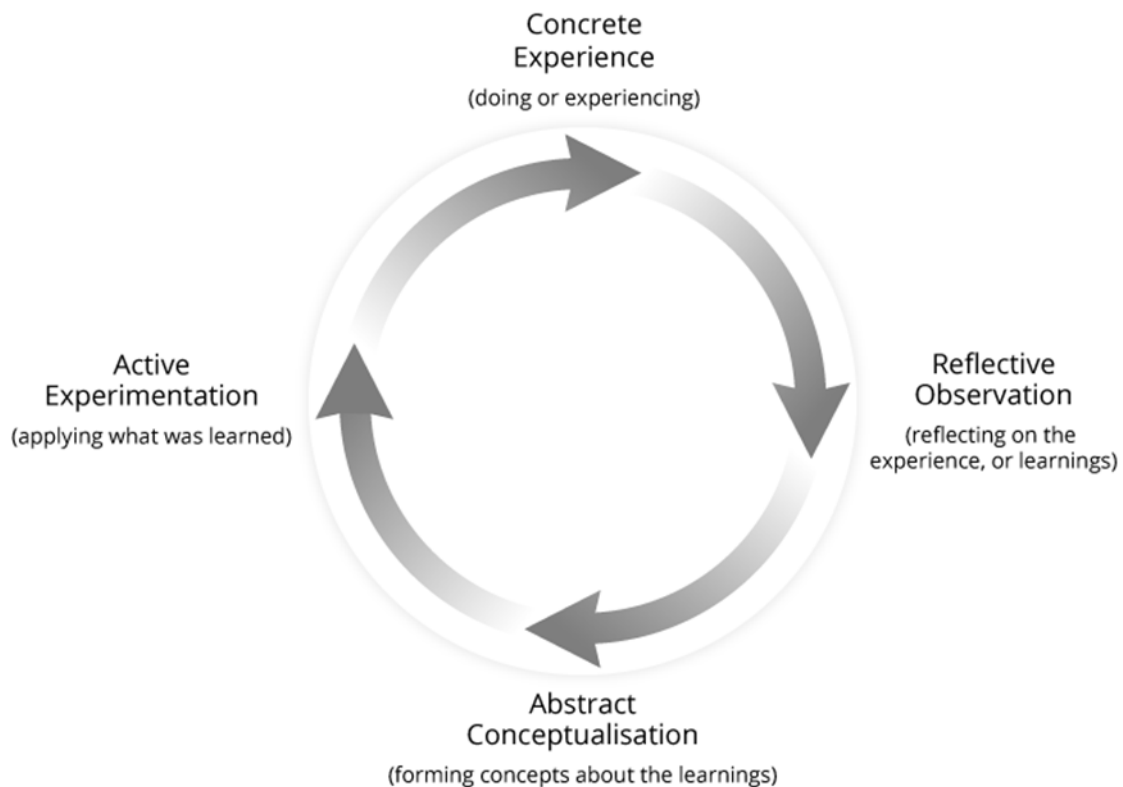
Graphic 1. Kim's Learning Model



Source: Kim (1993).

On the other hand, it is Kolb's (1996) model which can be seen in the graphic 2. This author takes as reference to elaborate Lewin's ideas whom he quotes in his work. Kolb (1996) understands learning as a cycle consisting of four steps, argues that the learning process originates from the information obtained after having both a direct experience as abstract or could also be found in an activity performed by the individual. Subsequently, followed the reflection and proceed to experiment with the information received after the experience and finally, knowledge and new thinking is generated. Based on this the decision to make a modification of the original action is taken, thus achieving learning in order to obtain new targets.

Graphic 2. Kolb's Learning Model



Source: Kolb (1996).

Through this cycle, Kolb (1996) developed a distinction between four types of learning. The first, Reflection or Reflective Observation, would be one in which the individual revises what he does and experiences. This process is based on reflective learning. The second, abstract conceptualization, which is carried out an interpretation of facts and relationships between them occur. It is learned through conceptualization. The third, would be active experimentation. In this type of learning, the individual develops proposals on what can happen in the future or carried out actions to improve the current. The fourth and last, would be the practical experience, which is carried out integration in the work being done by individuals, aims to learn through experience.

Handy's cycle is another example of cycle learning, and this is a variant of Kolb's cycle, seen above. The author begins the cycle after suggesting that organizations can obtain learning through questions that arise about their difficulties and problems and the

difficulties and needs of individuals, groups or organizations. This results in the development of new ideas and after identifying what are the best solutions applicable in the organization is when learning occurs.

As important fact, one can say that learning does not consist only of the process by which information is acquired and skills, it is also characterized by a social level activity to observe and learn from the experiences they have had other members. Everyone learns in order to achieve a common benefit. However, reviewing the literature, it cannot be said in a straightforward manner that learning always occurs, and therefore the consequences and results are always positive or good (Huber, 1991).

Authors such as March and Olsen (1975) refer to the incomplete cycles of learning and dealing four cases where erroneously learning occurs. These are the superstitious learning, audience learning, role-constrained learning and learning under ambiguity. It can also be found authors who defend the existence of differences and problems in organizational learning such as Levitt and March (1988).

2.2. Individual Learning

Individual learning by Martinez and Ruiz (2002) authors defined their work on this, as "a process consciously or unconsciously, by which individuals gain new knowledge from the transformation of information, amending its internal perspectives and sometimes their behaviour, expand your skills and cognitive skills, and improve their behaviour and the results of this. It is the pillar on which processes developed at other levels, such as group and organizational learning support". Dodgson (1993) states that "individuals are the primary institution of learning organizations and these individuals are what create the organizational forms that enable learning and facilitate organizational transformation." Simon (1991) understands that knowledge is generated and acquired by the individuals themselves that an individual learning always precedes organizational learning. As organizations learn through individuals who are part of these, training and personal development are key elements in organizational learning. According to Argyris and Schön (1996), individuals are a necessary element, but not sufficient, for organizational learning takes place. They argue that organizational learning can occur without necessarily part at organizational level.

The organization runs the risk of losses occur between the members as part of this. If this event occurs, also would be lost with each individual who leaves the organization the individual knowledge that each of them possesses. But we must also bear in mind that does not mean a problem for the organization because by having a learning channel, only one member would be lost, that is a link, which could be replaced by another and this would learn the same than the one who left the organization. Therefore, learning systems that had been developed by previous workers will assist learning by future members, whether experimental or other kind of processes by which some knowledge is generated. Crossan et al. (1999) adds that this fact cannot find only a risk, but also an advantage because if the opposite process is given, i.e. the incorporation of new members with knowledge that before the organization did not have to occur, lead to improved levels of knowledge of the company and their ability to learn.

There are lot of knowledge about ideas and ways of thinking about the relationship and influence that presents individual learning about learning in organizations. Reviewing the literature, and as has been done throughout the work, one can say that the influence that present these concepts is important because organizational learning is based on individual learning of the members who are part of the organization (Huber, 1991; Dodgson, 1993). For this reason, human resources and their management are considered of great importance in generating new knowledge and organizational learning (Jones and Hendry, 1992; Crossan et al, 1999). The importance of individual learning is evident, since organizations are composed of individuals and they can learn and gain knowledge that exert an influence at level of the organization (Kim, 1993).

2.3. Organizational Learning

The study of organizational learning and is reflected documents for some time, but the appearance as concept came later. In the decade of the 40s, studies conducted by Elton Mayo (1946) pointed out the importance of human relations and the relevance of technology factors when comes to understanding the behaviour of the individual in the organization (Ramirez Alonso, 2009). It is at this time when you start to give importance to learning curves at organizational level, i.e. it starts looking a shortage errors and a decrease in the time spent as an increased ability occurs and experience at work that performs or product that is manufactured (Ahumada, 2001).

But it is not until the 60s when the organizational learning begins to be studied independently. The term organizational learning first appeared in a publication of Miller and Cangeloti (1965).

During the decades of the 70s and 80s, a reference to increase interest and study on organizational learning occurs. "Learning is a process that presents difficulties, but it is also a natural process in individuals, through which the organization adapts to the changing environment, creates and implements new organizational routines" (Nelson and Winter, 1982). The organizations are in a continuous process of adaptation which favours the development of these and allows them survive in the sector. They will be those that carry out and present a greater ability to anticipate and develop strategies to address the necessary changes that achieve greater efficiency over the competition. This is the reason which is the cause that companies value knowledge that presents each of its members, which must be taken into account for the proper functioning and development of this. What guarantees success, and will get only reach those who achieve become learning organizations that have the capacity to respond favourably to the changes presented the environment around. Organizations that are more available for experimentation, motivate new initiatives, accept more mistakes and are more interactive with customers. Organizations which have an environment that has a large level of information available (Peters and Waterman, 1984)

According to Senge (1990), it is understood that as time progresses and complexity of business is higher, the work was based more on learning and knowledge. As he states, we can emphasize that learning does not occur at individual level of a person for the entire organization, as managers do not teach all members. The organization with better results will be the one that reaches a higher level of promoting learning among its members and levels. "The organization that the person cannot stop learning because learning is part of the everyday fabric" Peter M. Senge (1990). We will say that the learning organization is one that is prepared to anticipate, react and respond against changes. "The rate at which organizations learn may become the only sustainable source of competitive advantage" Peter M. Senge (1990).

The organizational learning occurs when organizational culture establishes processes that facilitate the development of skills based on skills and personal characteristics such as capacity for discussion and analysis, accountability and initiative (Schein, 2000).

Definitions:

Table 1. Definitions of organizational learning

Argyris and Schön (1978)	Method by which members of the organization find failures and mistakes and proceed to the correction.
Fiol and Lyles (1985)	Process improvement actions with a better knowledge and understanding.
Schriavastava (1983)	System shared decision making and subsequently validated by consensus across the organization, by deriving effective action for the same.
Levitt and March (1988)	Process based on routines, depending on the history and aimed to results whereby the subunits encoding inferences from history into routines that guide behaviour.
Dodgson (1993)	Ways in which companies build provide and organize knowledge and routines around their activities and within their cultures and adapt and develop organizational efficiency by improving the use of general skills of their employees.
Barnett (2001)	Defines organizational learning as a process which is based on experiences by which knowledge about the relationships that occur between actions and outcomes is developed, this is coded routines, it integrates into memory and may make changes to the collective behaviour.
Dixon (1994)	Defines organizational learning as an intentional learning use processes at individual, group and system levels, in order to continuously transform the organization in a direction to increase the satisfaction of its stakeholders.
Nicolini and Meznar (1995)	Process through which transforms the abstract cognition demonstrable knowledge acquired, and thus susceptible to manipulation, processing and rational control. Learning can refer both to the process of endless cognitive modification, and the outcome of the process.
Reynolds, Fischer and Margaret White (2000)	Reflection process carried out by members of the organization at all levels, aimed at gathering information internal and external environments; then filtered through a collective process, which are shared and useful to promote actions that produce changes in behaviour and theories in organizational uses interpretations.
Nonaka and Takeuchi (1995)	Process by which, knowledge is amplified created by the individuals and crystallized as part of knowledge system of the organization.

Source: Compiled by author.

2.3.1 Principles of Organizational Learning

It is known two theories about learning principles which are rationalism and empiricism (Schunk, 1977). The first is based on the idea that knowledge comes from reason without the help of the senses and empiricism the idea that the only source of knowledge is experience. Behavioural theories are often in general empiricists, while cognitive theories incorporate more rationalistic positions.

Rationalism, is a learning theory being first formulated by recognized author in the field of learning Peter M. Senge (1990) in the Fifth Discipline. In short, we try to give the explanation that companies are continuously learning from the experiences themselves. For this would be the opposite of an organization of traditional type that is mainly based on author inflexible mechanisms. Rationalism, reflects not only the organization must keep to date progress and change, but must be prepared to anticipate these changes, creating knowledge. The organization must learn to achieve and enhance their capabilities thanks to the experience gained. All organizations learn, i.e. performing a process of adaptation to their environment, either faster or slower. In these organizations, knowledge is transmitted from an explicit and formal way. It is believed that knowledge can be taught only through education and training, while in other areas, companies are focused on innovation. All members are able to make decisions and to enrich the vision of the organization.

Peter M. Senge (1990) lists five disciplines within the organizational learning:

Personal Mastery: Is to have knowledge about our own abilities, i.e. have the discipline to qualify and deepen our vision and seeing reality objectively as well as on the people who are around us. The main thing in this discipline are the connections between personal learning and organizational learning, relationships that occur between the individual and the organization.

Mental Models: Know our models will allow us to carry out forms of communication more clear and effective within the company, because sometimes prejudices and ideas that are present in the mind and we restrict the vision presented. This discipline is to put them together and influence by other individuals to improve.

Building Shared Vision: Ensure that all members discover the ability to create a personal vision to support the central vision developed by the leader. This discipline aims to

achieve a shared vision from an individual, and that members learn by interest and not by imposition of leaders.

Team Learning: Build and strengthen team work, interact all collectively rather than individually and get better ideas. This discipline is critical because in organizations the fundamental unit of learning is the team, not the individual.

Systems Thinking: Think in terms of global systems, i.e. in the whole, not in each part individually. Since reality operates on interrelated global systems.

As the author says Senge (1990), these disciplines reach better results when they happen whole and not each way independent. For this reason, he will define as systematic thinking as The Fifth Discipline, as it is this discipline that includes making the whole theoretical and practical union of all the above. But for this fifth discipline becomes a reality, made a series of laws. These laws I have quoted verbatim from his book The Fifth Discipline:

Table 2. The laws of the fifth discipline

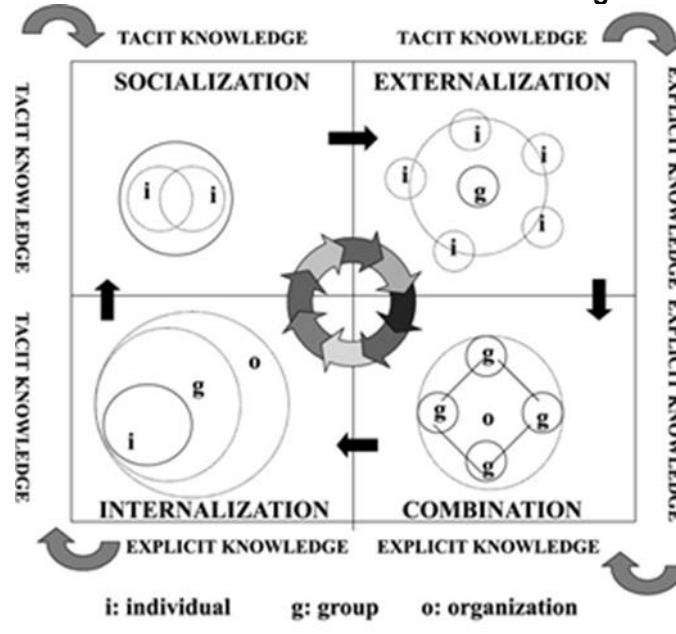
1. Today's problems come from yesterday's "solutions."	"Solutions that merely shift problems from one part of a system to another often go undetected because, unlike the rug merchant, those who "solved" the first problem are different from those who inherit the new problem."
2. The harder you push, the harder the system pushes back.	"The harder he worked the more work there was to do." When make more effort to improve things, more effort is required. Phenomenon known as "compensating feedback". Compensatory occurs when the well-intentioned interventions cause system responses that offset the benefits of the intervention. We all know what it feels like to be facing compensating feedback—the harder you push, the harder the system pushes back; it causes an obstacle."
3. Behaviour grows better before it grows worse.	"Compensating feedback usually involves a "delay," a time lag between the short-term benefit and the long-term disbenefit". In complex human systems there are ways to make things look good the short term, but the effects of balancing feedback inevitably come.
4. The easy way out usually leads back in.	"Pushing harder and harder on familiar solutions, while fundamental problems persist or worsen, is a reliable indicator of nonsystemic thinking."
5. The cure can be worse than the disease.	"Sometimes the easy or familiar solution is not only ineffective; sometimes it is addictive and dangerous." That is, instead of viewing the problem well we opted for the easiest or what we have already implemented before, without knowing if it is right.

6. Faster is slower.	Often you opt for the faster to apply. But as the case was not known specifically, it can be much slower this time. "The systems principles can even become excuses for inaction. For doing nothing rather than possibly taking actions that might backfire, or even make matters worse. This is a classic case of "a little knowledge being a dangerous thing."
7. Cause and effect are not closely related in time and space.	"Cause and effect are not close in time and space", but most of us assume they are and we always look the causes and immediate effects.
8. Small changes can produce big results...but the areas of highest leverage are often the least obvious.	"Some have called systems thinking the "new dismal science" because it teaches that most obvious solutions do not work. At best, they improve matters in the short run, only to make things worse in the long run. But there is another side to the story. For systems, thinking also shows that small, well-focused actions can sometimes produce significant, enduring improvements, if they're in the right place. Systems thinkers refer to this principle as "leverage.""
9. You can have your cake and eat it too ---but not all at once.	"Sometimes, the knottiest dilemmas, when seen from the systems point of view, aren't dilemmas at all. They are artefacts of "snapshot" rather than "process" thinking, and appear in a whole new light once you think consciously of change over time."
10. Dividing an elephant in half does not produce two small elephants.	"Living systems have integrity. Their character depends on the whole." But "Some issues can be understood only by looking at how major functions." Is displayed every problem from the perspective of the entire organization, not thinking that could be specific.
11. There is no blame.	"Systems thinking shows us that there is no outside; that you and the cause of your problems are part of a single system."

Source: Compiled by author.

Empiricism, so that the knowledge that is part of each of the Individuals should become organizational knowledge, a series of actions required to go up in level. It could get to be part of the people to groups and groups to the organization. Four ways by which knowledge makes a conversion and these arise when tacit and explicit knowledge interact to each other. The first is acquired by the individual and it is difficult to formalize and communicate. The individual appropriates it and arises from the observation, imitation and practice and can go from tacit to tacit, when one person shares knowledge another, generally technical skills. The second is systematic and formal and tries to communicate the inexpressible. To learn more about this model has been analysed the article written by Nonaka and Takeuchi (1995). The Knowledge-Creating Company: How Japanese Companies Create the Dynamics of Innovation.

Graphic 3. Nonaka and Takeuchi's Model of knowledge creation



Source: Nonaka and Takeuchi (1995).

- Socialization: tacit to tacit. It occurs when share experiences and thus create tacit knowledge. The goal for a knowledge oriented organization is none other than finding methods to collect this kind of knowledge. Socialization consists in exchange knowledge through social interactions. Example of this would be shared mental models and technical skills. The key to get tacit knowledge is experience.
- Exteriorization: tacit to explicit. It is a process through which tacit knowledge becomes explicit. According to Nonaka and Takeuchi (1995) is defined as "the process of knowledge creation par excellence in which tacit knowledge becomes explicit, taking the form of metaphors, analogies, concepts, hypotheses or models".
- Combination: explicit to explicit. It is a process which improves the obtained so far, no new knowledge is created. the reconfiguration of existing information is carried out sorting, adding, combining and categorizing explicit knowledge, as if database is involved, to achieve new knowledge.
- Internalization: explicit to tacit. It is a process of conversion of explicit knowledge into tacit knowledge and is closely related to the "learning by doing".

The role of the organization in the process takes place for knowledge creation is to provide the proper context for facilitating group activities and the creation and accumulation of knowledge at level of each of the members that are part of this.

There are five conditions required in the organizational level which allow the spiral of knowledge of Nonaka and Takeuchi (1995).

- Intention. The spiral of knowledge is channelled by organizational intent, the company must support the compromise, which is the basis of knowledge creation and offer to their employees. Aspiration is defined as a company is to achieve its goals, takes the form of a strategy.
- Autonomy. At individual level is the ability of all members of an organization act as independently as possible in these circumstances. A creative organization of knowledge generates new ideas and new knowledge.
- Fluctuation and creative chaos. They stimulate the interaction of the organization and the external environment. The possibility that knowledge is generated when crises meaning within the organization given cause. Chaos can be generated naturally or artificially by managers.
- Redundancy. It must be permitted by the organization. The knowledge generated by an individual, is essential that it be shared with others to generate knowledge immediately. It is the existence of information that goes beyond the immediate operational requirements of the members of the organization.
- Required Variety. To maximize the variety, everyone in the organization must have quick access to the widest range of information required in a given time, through the fewest possible steps.

2.3.2. Process of Organizational Learning

Organizational learning needs of knowledge creation and control of both external and internal origin by the company to process both now and in the future (Leonard-Barton, 1992). In the phase of acquisition of knowledge is in this same is acquired. There are different ways to acquire knowledge. Huber (1991) differences between congenital learning (knowledge that has been obtained due to the creation of the organization), experiential learning (is that knowledge is acquired through experience either way

intentionally or not), vicarious learning (the knowledge acquired through the strategies, technologies and management practices of other organizations), incorporation (after the incorporation of new employees with knowledge that the organization did not have) and research and development. The second phase of organizational learning process is the distribution of knowledge. It is to pass the knowledge gained at individual level to organizational level, this process is carried out primarily through interactions between individuals of the organization (Brown and Duguid, 1991; Koffman and Senge, 1993). As Huber (1991) maintains, organizations sometimes do not know the full knowledge that they should possess effective methods and to facilitate the transfer of knowledge among members of the organization. In the third phase, the interpretation of knowledge, it is about giving meaning to information that has been acquired and distributed (Daft and Weick, 1984) and a shared understanding, some conceptual schemes and take joint action unfolds through mutual adjustment (Crossan et al., 1999). This will cause the use of cognitive processes of the individual, creating mental models or frameworks (Levitt and March, 1988) cognitive maps. The organizational memory is the last phase of learning and is storing all the knowledge that has been created to use in the future, when needed. Because knowledge is generated by employees, it is also stored by them. People are not only important because they retain the information but that it also can choose which information will be acquired and subsequently be stored in organizational memory (Walsh and Ungson, 1991). This generates a number of factors present influence on performance, based on the knowledge gained and experience (Stata, 1989) and can be decisive when making decisions (Walsh and Ungson, 1991).

To quantify organizational learning in literature it has used different methods. Some authors, such as Herriot et al. (1985) attempted to quantify individual level and with many limitations. Others have used learning curves that reflect the lower costs that occur when learning experience and the company accumulates (Epple et al., 1991). There are also authors who opt for measuring the codification of knowledge (Kogut and Zander, 1993) or phases that is created (Yahya and Goh, 2002). For the preparation of their work, some authors are referenced empirical studies on organizational learning (Schneider and Angelmar, 1993; Day, 1994; Snell et al, 1996; Kululanga et al, 2001; Armstrong and Foley, 2003).

2.3.3. Types of Organizational Learning Process

According to the literature there are several ways of understanding how organizational learning occurs, but generally agree that occurs as a way to correct errors and to adapt to the demands of Weiss and Duncan's (1979) environment. We can find many ways to learn, depending on each author:

Table 3: Types of Learning Process

Huber (1991)	He differences between three types of organizational learning. The first is congenital learning, which is carried out to obtain a first knowledge. Second is the experiential learning, this occurs after the experience of the organization and may be or not intentionally. Finally, the vicarious learning, this is based on the observation of the experiences made by others.
Levitt and March (1988)	They argue that adaptive learning occurs in two ways, trial and error process in which successful routines are identified and use, and the second is organizational search in which organizations adopts form array of routines.
Fiol and Lyles (1985)	They speak of a lower-level learning and learning at higher-level. The first is done on something that has been done previously and has little short term impact, and the second is made on new shares and otherwise the other, takes place in most critical situations and a long term impact and on the entire organization.
Kim (1993)	He believes that there are two types of learning, single- loop learning, which affects the individual mental models and that this does later on individual learning, and double-loop learning, which has place when simple mental models are incorporated into the organization.
Argyris and Schön (1978)	They argue that there are three types of learning, single-loop learning, which occurs when detect and correct errors without interfering with the normal development of an organization. Double-loop learning, this reinforces the above, detects and corrects errors, the organization questions why things happened and modifies what you already own. This means that it must change the basis of knowledge or skills related to learning first. And finally the deuteron-learning, this occurs when you perform the two types of prior learning mentioned before. Single-loop simple and Double-loop learning will not occur when organizations do not know what to learn and that learning must occur.
Senge (1990)	He differences between adaptive learning and generative learning. The adaptive learning involves making a response in form of adaptation to change, otherwise the generative, try to find new ways of seeing things and understand why happen and change.

Sitkin (1996)	Based on the distinction between adaptation and adaptability Boulding (1978) defends and maintains that organizational learning presents two ways. The adaptation is to develop efficient processes in stable environments and short term while adaptability, occurs in more unstable environments and generated because of errors and failures gaining new experiences.
Lant and Mezias (1992)	They differentiate between organizational learning first and second order. Learning first order is a process of adaptation process maintaining organizational relationships, and the second order is to seek new targets and processes instead of learning only.
Hedberg (1981)	He differences between three types of learning, corrective, the change of address, turnover and the total change, turnaround. Its main difference is that in the first routines and parameters are changed to maintain the same vision and mental models in the second entails changes in the interpretation system generating new visions and mental models, creating innovative responses and the last, consists of a total change in the structure system.
Cyert and March (1963)	They mentioned in their study, only one type of learning level, adaptive learning. Treats organizations as goal-oriented activity systems that learn from experience by repeating apparently successful behaviours and discarding unsuccessful ones.

Source: Compiled by author.

2.4. Learning Organization

"A learning organization is one that learns collectively and continuously transformed to collect, manage and better utilize the knowledge to the success of the company", Marquardt (1996).

Therefore, a learning organization will be that continuously working on creating structures and strategies to enhance organizational learning (Dodgson, 1993). Organizations want to learn and be more adaptable to change. Such organizations seek learning by their members and put into practice those skills they have learned. Argyris and Schön (1996) argue that the whole process starts learning at individual level, and then develops into levels. Also, we can find authors who argue that organizational learning and learning organization are directly related and occur together, as is the case (Elkjaer, 1999). Other authors, such as Finger and Bürgin Brand (1999) argue that it is not necessary to have an organizational learning for a learning organization. They come to this statement by reasons such that a learning organization can have its origin in a

transformation process to carry out the organization and on the other hand can be learning without concluding a learning organization. More learning organizations are not those who take only as an acquisition of new information, but also perform a social activity within them. In short, the learning organization is a place where people expand continuously their capacity to create results they truly desire, where they feed on the vast new ways of thinking, which is left free collective aspiration and where people are continually learning how to learn together (Peter Senge, 1990).

Within the learning organization, we can distinguish several perspectives. To Easterby-Smith and Araujo (1999) to submit a statement as to the theory of organizational learning, it has the same perspective, being these cognitive and social. On the first try to find direction and management tools for the acquisition of cognitive skills in members of the organization. While the social perspective, seek ways to increase the social construction of learning. This is the explanation that keeps Elkjaer (1999) on these two perspectives.

Most authors, who talk about the learning organization, are in the cognitive perspective, such as Peter M. Senge (1990). This author also values learning as a process that generates positive results for the organization. Instead the social perspective, argues that learning occurs in the social field after spontaneous practice (Huysmann, 1999).

In general, organizations seek present better adaptation processes to changes that affect them continuously since learning is a process that always is present in the organization and implies that these are constantly changing. For this it is given importance to not only perform a learning process individually, but so will the organization focused. That is, the learning process in individuals as well as companies needs an adaptation from what the environment demands, but if changes in this occur, a continuous adaptation will be necessary and therefore continuous learning. Organizational learning is directly related to an organizational improvement, so some authors claim that an organizational improvement (Argyris and Schön, 1978) is also produced. Therefore, several authors analysed argue that learning organization generates results positive by learning its members.

3. PERFORMANCE

3.1 Concept of Performance

These days, organizations are subject to a continuous process of change, unlike in the past, traditional organizations were stiffer and not as participatory as required nowadays. The structure of today organizations are flatter and less hierarchical levels, which favours a more active participation and greater performance.

The human factor is important in an organization, but not always the consequences and the results obtained in the workplace are under the complete and exclusive control employee, but other causes can be many and varied practices that do not depend on directly worker and that may reflect poor performance. Such as, organizational practices, job related concerns, personal problems or external factors (Campbell et al., 1993). All the actions taken from the Human Resources Department are to get employees give their best to achieve good results, i.e., that yield the maximum possible. Currently any charge of organizational management is aware of the importance of human resources in the success and development of the same, to remain competitive in a constantly changing environment like the current (Dolan et al, 2003; Street and Ortiz, 2004). The need to acquire specific knowledge and skills to maintain a relationship and influence in obtaining improved performance, including motivation at work or job satisfaction is recognized in the business world. Therefore, having effective and efficient methods for evaluating the performance of the organization is a fundamental requirement (Jaen Diaz, 2010).

According to the RAE (2001), performance is the relationship that occurs between the result or product obtained and the means used to achieve. But this is not the only definition of the term performance. There are other more specific, depending on the approach that is going to give in each case. When we try to find a concrete definition as the case of this work and we review documentation. It is observed that is an aspect that presents different variations both in the ways of defining as indicators that are presented to quantify, of so that becomes a controversial concept. (Dobbs and Koller, 2006). In the case of this theoretical review, the concepts discussed specifically job performance of employees at individual level and performance level of the organization. If individual performance is a critical and important factor, it will be more in certain particular case as it is, in the case of organizations in the service sector. For example, where employees

are those who usually have the first and only contact between the customer and the organization, being workers, representatives of this. Therefore, it will depend directly on them (Bowen and Schneider, 1985).

Usually, the success of organizations is due to a large measure to the use of strategies that provide competitive advantages and this is directly related to the people that run. The quality with which individuals carry out their work is the root cause that the objectives are achieved. For this reason, individuals must have both a motivation and a positive job satisfaction, thus ensuring success in the organization. They are the members of the same, those responsible for the business strategy that has been established by the management of the organization is reflected in financial results (Becker et al., 2001). So we can say as Macky and Boxall (2007) or Den Hartog or et al. (2004) that individual performance is very important when talking about the performance level of the organization concept and there it is essential to carry out an analysis and evaluation on him.

As individuals are a key element in the organization, Baron and Kreps (1999) propose increasing effectiveness as a goal at strategic level, focusing on improving the performance of individuals within organizations and it emphasizes that is essential develop the capacities both at level of individuals as at group level. The authors Kluger and Denise (1996) also focus their thinking in the same direction define performance as the set of actions that are intended increase this individual or group level with the aim of increasing organizational efficiency. But the consequences and results of development work are not under the responsibility and control of the employee, but it may be due to many difficult circumstances that cause poor performance and not depend on directly the worker as such.

For some authors, performance is in terms of outputs or results of the worker. On the other hand, and from a historical perspective, it is considered the employee's conduct as one of the causes of these outputs. This being also one of the ways to evaluate the effectiveness of performance (Waldman, 1994).

Therefore, we can say to measure performance is quantify what the employee has obtained and evaluation is to provide an assessment of the quality presented in this performance (Campbell et al., 1993). Dealing with the concept of worker level performance, understand that the evaluation of the results of that performance relates to the effectiveness presented in the individual. Another way to define performance is as a function of the ability and motivation of the worker (Moorhead and Griffin, 1998). There

is another group of specialists and authors for whom it is right consider performance as a set of behaviours in the workplace as the case of Dolan et al. (2003).

At individual level, there are a lot of elements having characteristics to be evaluated, so it is understood as performance, those results or methods directly related to the strategic goals achieved by the organization, i.e., the performance level each of the individuals, only have meaning if present influence on the scope of the goals of the organization (Griffith and Orgera, 2002). If consider or proceed to evaluate a number of other concepts like performance they were addressed it would not be an efficient process and cause a misinterpretation of this by people seeking information on this area. Therefore, must be taken into account by organizations improve the performance of people who are part of them as already mentioned above. It has a great importance to contribute in their work in the best way possible for get achieve the best results and organizational improvements. Performance is an important point for all organizations, which seek to continually improve in order to achieve increased productivity in workers. So, depending on the purpose of the investigation or the subject being treated, one can find various types of performance and forms quantify because it is complex as mentioned above.

Throughout this work, the types of performance that must be distinguished because they are around being performed research are organizational performance, which deals the whole organization and individual performance, which refers to worker in an environment labour, treated along the research and work performance. It focuses on these elements as they are considered essential and important for organizations.

3.2. Employee Job Performance

When we talk about job performance, for a very important author in this area as Motowildo (2003), we refer to the full value that the company expects a worker in a given period of time. This can be either positive or negative depending on whether the employee has the performance is good or bad.

There are several factors that show influence on job performance of employees, according to the literature we have analysed. Among them, those who are leading by authors that have been reviewed are motivation, the limitations of the situation and the personal skills that workers have (Muchinsky, 2000). For each author the factors

affecting a particular way performance and each has its own way of defining. Some authors argue that motivation is one of the most important factors influencing job performance of employees. Production levels of an organization vary depend on the performance presented on the staff. The better the conditions in which individuals are, greater the performance and productivity of the company. Pinder (1998) refers to the job motivation as the set of internal and external capabilities that cause work related and determine its shape, direction, intensity and persistence.

Analysing the authors addressing this issue, you can see different forms of thinking and should be mentioned that different perspectives are appreciated. For some of them, the job performance of an organization is reflected in results, i.e., inform of outputs by the worker. Campbell et al. (1993) are some of the authors who argue that an individual is effective depending on the result obtained from the evaluation of its performance. Therefore, as it mentioned above, for most of these authors employee behaviour is a factor when we evaluate the effectiveness of performance (Waldman, 1994). For another group of authors, the way they understand the job performance is as a set of behaviours that presents the work environment as the case of Moorhead and Griffin (1998) that define it as a function of ability and motivation worker and not as the result obtained from the combination of these behaviours concerning the working environment, as advocated (Dolan et al., 2003). In conclusion, after observing how each set of authors understand what job performance, it is understood as a definition the exposed earlier this point as it is a very ambiguous and difficult to define clearly.

3.2.1 Theories and Models of Employee Job Performance

We can find several models by which it is intended to explain the job performance. According to the authors Borman and Montowidlo (1993) we can find two different types of performance depending on the consequences that these presented on the organization, performance task, which is presenting behaviour workers from labour obligations. Part of it are several elements, among which is the possession of the knowledge and skills necessary to perform tasks, training for the changes that occur in the tasks and the application of knowledge and techniques to achieve the objectives of the organization. On the other hand, there is the contextual performance, which is one that is understood as the set of behaviours which do not require the organization formally,

but are necessary in obtaining a global success (Bief and Motowidlo, 1986). These behaviours in turn, are divided into voluntary, which are those that are not present among the duties of the position, intentional, which are those in which is the individual who is committed to the company through the behaviours that performs. Also, we find positive behaviours, which are those that are intended to benefit the organization and ultimately disinterested behaviours, which are those that are not made having a personal motivation.

A clear and important example is also found as is the theory of performance presenting Campbell et al. (1990). It is argued that there are three basic determinants of behaviour. They are declarative knowledge, which is knowledge about facts and things, skills and procedural knowledge and skill, which are the different types of skills for the knowledge of how to carry out a particular task. Finally, motivation, which is defined as a set of conditions responsible for variations in the intensity, quality and direction of behaviour.

Also, the model Furnham (1992) which in turn considers five factors related to job performance. These are ability, motivation, personality, intelligence and demographic factors. This model is based on performance analysis focusing on the personal level.

Another model of work performance that includes two points of performance as are the results and behaviours is the Cardy and Dobbins (1994) model. That is differentiating between what workers make or produce and the results obtained with the relevant behaviours considering both as categories of performance.

3.3 Organizational Performance

When we talk of the term performance of an organization can be found several definitions and ways of quantifying, by thus becomes a complex concept of address (Boxal and Macky, 2009).

In the 50s was defined as the degree to which organizations manage to achieve their goals (Georgopoulos and Tannenbaum, 1957). The performance evaluation at this time focused on work, individuals and organization structure. Decades later between 60 and 70 organizations began to incorporate new ways of assessing performance and is defined as the ability an organization presents results for the resources you have access (Yuchtman and Seashore, 1967).

Between 80 and 90 the development and achievement of objectives by the organization is more complex and is considered to be successful if they are carried out effectively and efficiently, i.e. they are achieved to the greatest extent possible and using the least amount of resources (Lusthaus and Adrien, 1998).

The organizational performance for the authors Dyer and Reeves (1995) defined as the measurement and evaluation based on the degree to which management objectives are achieved marked programs set by the organization. To perform a performance measurement various authors and researchers use several indicators. Most of them are choosing dividing them into two groups, financial or nonfinancial indicators although there are authors who perform other divisions (Kaplan and Norton, 1992). Boselie et al. (2005) as example also defined in this way, join them into two groups as previously mentioned being these financial indicators, among which are the profitability, return on investment, the rate of increasing revenue and earnings per share. On the other hand, it presents the yields understood as financial, productivity, market share, level of achievement of organizational objectives, corporate image, customer satisfaction and employee flow.

Boselie et al. (2005) states that it is easier to use closest indicators to the results, more specifically those for which individuals are part of the organization, could influence and contribution in a direct way on performance. The indicator most widely used of these is productivity, although there are others that are also widely used by some authors, such as quality presenting product among others. It should be mentioned a drawback that characterizes productivity, and that this cannot be measured in a particular way, but there are variations depending on each organization. To define the concept of productivity, most authors, when trying to define it say that it is the relationship that occurs between members of an organization and the cost of resources that have been used to obtain. Samuelson and Nordhaus (1992) define the concept of productivity as the results divided between the resources that have been used, then proceed to indicate at what level exerted positive influence on the results the labour force. There are many authors in their works and articles on the field of performance management, argue that productivity is a key indicator of this in business and establishes a direct link between human capital and organizational performance (Datta et al., 2005; Delery and Shaw, 2001). There are two types of factors that may affect somehow to productivity, these being level employees or organizational level. Those who are encompassed level employees, are related to skills and own these skills such as motivation and incentives they get (Paauwe and Boselie, 2005). If there is another feature that is also defended by several authors and is characterized by a great importance for the performance of employees is the motivation,

there are several who claim that a relationship between these concepts. Vroom (1960) analysed this and studied the relationship between workers with high or low motivation and yields they had obtained.

Dyer and Reeves (1995), also separate financial results, among which can be found among others profits and sales. On the other hand, those who qualify as organizational results, within which are productivity, quality, efficiency, as some examples of features when it comes to quantify the result. In addition, the results related to human resources being these attitudes and behaviours of employees, including satisfaction, commitment or intention to leave the organization.

For Lebars and Euske (2006), performance consists of a set of financial and nonfinancial indicators, as already mentioned above. These provide information about the degree of achievement both outcomes and objectives. Other factors that defend these authors to be taken into account to carry out a definition of performance are both the characteristic features of each area as well as the ability to have methods to quantify the results.

When reaching a conclusion and choose a definition for this concept, a complicated situation arises because there are many definitions depending on the factors that each author choose when to elaborate. What stands out is that it is one of the most important variables in the field of organizations and a key indicator of these. There is a point where all authors agree, and say that this directly depends on the performance of individuals within the organization (Godard, 2004; Macky and Boxall, 2007).

3.4 Performance Evaluation

To measure the results at level of an organization, the more used to quantify usually by profitability ratios and business productivity (Regev, 1998), it is the performance of research projects (McDonough, 2000), success in the commercial sector (Moenaert et al., 1994), the concentration of the industry, market share, the intensity of import and interaction between market shares and industrial concentration among others (Geroski et al., 1993). Another way to quantify, usually by the measures of financial performance, such as the return on investment (ROI) or return on equity (ROE), or also can be performed using ratios to quantify the global effectiveness of the company regarding competition from factors of efficiency and service quality (Damanpour and

Gopalakrishnan, 2001). Through this opinion by various authors you can understand that there is not a general method for quantifying organizational performance and that each way to carry it out is directed to a part of this, so it will be important to perform analysis of several indicators in order to have a greater number of references. On the other hand, we must take into account the differences that exist between measures of external efficiency and internal efficiency of the company and not focus solely and exclusively on measures related to the financial field (Quinn and Rohrbaugh, 1983; Venkatraman and Ramanujam, 1986).

For Lawler (1994), performance evaluation has been the practice extolled, criticized and debated of all management practices for decades. Most organizations have some particular method to evaluate this performance individually. However, there are a lot of organizations that have a certain method to evaluate the performance that they show individually to get better results over time. Studies by the authors Martin and Bartol (1998) argue that the actions needed to maintain a performance appraisal system can be divided into three categories. The first is to perform a proper management of the system, followed by a process control it and finally implement feedbacks of information so that those who use have this. This way of thinking coincides with defending Longo (2005) who describes the cycle of performance management as a process that begins with planning and monitoring this, through which it is achieved to obtain the evaluation of a process feedback to re-start the process. In the same vein, the author Aguinis (2009) adds that what has been seen before cannot occur without carrying out a design by the organization about the environment in which to conduct the evaluation.

According to Jaen Diaz (2010), throughout their research argues that performance assessment can be used to achieve several objectives. Among them is the case of decision-making in the field of human resources and that these have meaning. It also serves to improve the performance of workers identifying their weaknesses and also serve as a tool for communicating norms and values of the organization to demand to employees.

In any case, whatever the objective to be attained, performance measures they must present a relationship with the strategic objectives of the organization. Performance measures serve as a guide for workers, because if they do not know the situation presented, will be more difficult to reach the place where they should be. It is therefore essential that assessed know those factors or dimensions of the work of individuals who are measured or evaluated. The main factor for an evaluation system is efficient is that, addition to the criteria are connected with the environment in which the organization is,

they are perceived as fair and keep a relationship with other management practices Human Resources, as it might be the case of the formation. Depending on the final result, if this ends being selected, provide a certain type of performance measurement. You can differentiate between two types, objective measures, which are those in which performance is measured depending on what the employee gets in terms of their work and subjective measures, which are those responsible for carrying out the evaluation, assesses the degree to which the worker has certain characteristics can also be known as evaluation features (Jaen Diaz, 2010).

In a performance evaluation system is required to be present aspects of the task which they have are important in identifying the results that the human resources department expects. The study by Brown et al. (2010) tries to relate employee engagement with your organization positively, job satisfaction and the desire to continue in the organization with quality performance evaluation process. The consequences of this relationship can result improved productivity and efficiency as well as effectiveness when performing tasks. Therefore, the role of a system of quality assessment should take as direct reference the performance of employees (Aguinis, 2009). You must have systems that facilitate the assessment of yields and thus be able to develop successful policies and practices both retribution, especially when has a variable character and promotion practices, conducting an attempt disconnect between this and seniority and finally training practices that occur when trying to diagnose development needs of certain powers, which are intended to help improve employee performance, identifying strengths and weaknesses and what should be improved. No matter what the objective to achieve, performance measures must present a relationship with the strategic objectives of the organization.

4. RELATIONSHIP BETWEEN LEARNING AND PERFORMANCE

Reviewing the available literature and the various studies, it appears that the relationship presented learning and performance in organizations, has been an aspect with considerable controversy in the field of Business Administration (Inkpen and Crossan, 1995). Depending on the author to be taken as reference for attempting to carry out an assessment and try to establish the relationship between these concepts, several factors can be found, have been taken into account either the effectiveness of the company, performance evaluation the group or employee satisfaction (Bontis et al., 2002) and other alternatives to that commonly used, which are objective measures of financial performance (Venkatraman and Ramanujan, 1986). Organizational learning is one of the most prominent in developing a competitive advantage in business concepts, but when it comes to a relationship between the impact of learning and its influence on performance when you notice that becomes a something more complex issue to deal. Many authors who defend the relationship between organizational learning and the results obtained by the company. Noting the different studies, one can say that organizational learning is a key to improve organizational performance element (Brockman and Morgan, 2003).

Organizational learning provides the company an ability to create new knowledge and continually renew this already possessed, generating improvements in processes and routines (Lei et al, 1996; Kogut and Zander, 1992) in order to adapt to constant changes in the environment and in some cases carrying out the process of carrying out previously, that is to anticipate them in order to obtain faster than the competition improves, this causes a continuous improvement of results (Ulrich et al., 1993).

The relationship between learning and performance in an organization has different interpretations by the authors throughout history. On the one hand, there are those maintained that learning causes a performance improvement at organizational level, as the case of Fiol and Lyles (1985) who understand that there will be an improvement in future performance if it occurs an improvement in learning. Dodgson (1993) for his part, understands that a relationship between the actions carried out by the company when obtaining knowledge and improvements occur in the efficiency of the organization is established, thus obtaining an improvement on work skills. Furthermore, Slater and Narver (1995) argue that learning also favours change and improvements will be obtained through this performance. To Garvin (1994) learning is understood as the process by which skills over time are obtained and will produce an increase in

performance. According to the observed literature you can say that for a positive relationship between learning and performance is established, it must be submitted before an alignment in the business strategy of the company (Zack, 2003), in order to generate and renew the capabilities of this in relation to the objectives of the organization. If not so, learning cannot generate any impact or be negative in the results (Suñe, 2004). Crossan et al. (1999) states that an increase in performance does not always occur because learning. So for some authors, there is evidence that this relationship cannot be positive. As Huber (1991), in his work says: "Learning does not always lead to truthful knowledge [...] Organizations can learn incorrectly, and they can learn correct what is wrong." Other authors, such as March (1991) finds that although learning is a key element in any idea of improving organizational performance and strengthen competitive advantage, increased knowledge associated with the learning process can reduce the variability of performance rather than increase. To Marquardt and Reynolds (1994) the size of the organization is considered a point against the development of organizational learning and results.

According to Mintzberg (1990), performance generates important feedback on the efficiency and effectiveness learning process. Inkpen and Crossan (1995) consider that organizations learn more effectively have long term higher performance than the competition. The results obtained in studies by authors like Bontis et al. (2002) allow to observe that there is a positive relationship between organizational learning and performance. In addition, some authors have shown the existence of this positive relationship by empirical studies like Bontis et al. (2002) or Tippins and Sohi (2003) among others.

It is an assertion supported by several authors that companies with greater capacity to learn often have greater sensitivity to changes and market trends (Day, 1994; Tippins and Sohi, 2003) and usually these, the most flexible and responsive to changes faster over the competition (Day, 1994; Slater and Narver, 1995) because organizational learning can generate the creation of new knowledge useful for decision making of the company, allowing it adapt better to environment (Snell et al., 1996) and increases its ability to take effective action (Kim, 1993). It is understood that the process of organizational learning generates new knowledge for the company and its employees. It is also appreciated that organizational learning itself is a key element to improving the competitiveness of the company. In addition, companies that have greater capacity for learning will find easier to get a better adaptation to changes and market trends (Tippins and Sohi, 2003).

Those members who are part of an organization that have the function that the business strategy is set by top management is reflected in financial results (Becker et al., 2001). Everything that is done from the human resources department is aimed at individuals to obtain maximum performance and thus achieving the objectives of the organization. Learning by the management and members of this improves performance. The results obtained in organizations not solely dependent workers as already mentioned, may also be other causes that produce poor performance Campbell et al. (1993).

According to Sastre and Aguilar (2003), in their analysis they tell us that the practice of high training, builds confidence in employees, that knowing that your company invests capital in conduct training processes, establish a better relationship with it. Through this training, learning skills and knowledge produced by each of the members individually, and thus organizational learning that results improve its performance is generated. Also by evaluating individuals and detecting gaps, facilitate training which causes learning by these and result in improved performance. The introduction of improvement groups, quality circles or problem solving groups, causes better interaction among employees and try to improve their performance. When learning occurs by employees, which give them knowledge and skills through a training process, will be achieved products and services of higher quality and more efficiently (Birdi et al, 2008; Delery and Doty 1996). They will produce an improvement in performance and in the organization itself.

Given that each author has a way of understanding the meaning of results and the relationship presents organizational learning. We can say that learning has the ability to positively influence both the results in the financial sector (Lei et al. 1999), as the results related to major groups of an organization, such as managers, employees, customers between other (Goh and Richards, 1997) or on operating results among which is the capacity for innovation (Dodgson, 1993), organizational skills (Lant et al., 1992) and productivity (Leonard-Barton, 1992).

5. RESULTS AND CONCLUSIONS

The methodology followed for the preparation of this work consisted mainly in reviewing all kind of bibliographic material related to the subject. Among which it is possible to mention the consultation of books, documents, articles or publications in journals as well as works and studies concerning the aspects referred to this work.

All this material has been obtained after an exhaustive search such as databases, libraries and on the Internet. The process for acquiring information consisted first in finding each of the concepts independently to develop a comprehensive and consistent theoretical framework. Then I proceeded to carry out a search for information about on the relationship that the two concepts have, always trying to find material that had as common factor relevant information, such as empirical studies or contrasting knowledge and backed by analysis to develop a reasoned conclusion.

As first conclusion of this work, I can say that I was able to develop a theoretical framework with important information about each of the two concepts discussed throughout the investigation as well as the interrelationship between them.

At level of concepts, beginning with learning, you can say that the diversity of definitions that different authors give, all have in common that it is a determining factor at level of the organization. This organizational learning is the process by which individuals acquire knowledge, and therefore it is a key factor to consider in the organization, a key factor in today's society, in constant process of change and innovation. Individual learning is the basis of organizational learning and organizations that become learning organization, will acquire the greatest successes.

Regarding the performance, you will reached the conclusion that there are different ways to define or quantify it depending on the factors that the organization considers, so it is considered a controversial concept. But the more suitable is the one which considers as the measurement and evaluation based on the degree to which the objectives are achieved in the organization. In a general idea, according to most authors, performance indicators are divided into two groups, financial indicators and non-financial, depending on their situation referring the results. As in learning, performance organizational, also depends directly on the performance of individuals, which will be reflected in the results and can be either positive or negative depending on the effectiveness.

I can also say as another conclusion, that the objectives set at beginning of this work have been achieved. The principal objective is to prove that there is an interrelation between the concepts of learning and performance in an organization, and both concepts are directly dependent employees who are part of this, as mentioned throughout the work.

It is an unanimous answer to recognize that organizational learning has an important influence when it comes to getting a source competitive advantage for the company and as a result also has a great influence on the results of the organization.

In order to corroborate this relationship, I have analysed a series of materials about studies and researches that allows affirm the relationship that occurs between both concepts based on studies such as the ones made by Lopez and Hernandez (2006) or Dutchke and Junco (2011) among others and it is worthy that repeatedly occurs due to the fact that the innovation capacity of the organization increases.

The authors, in their work, support the veracity of this statement by empirical studies, which could be considered a weakness in this study because it does not appear as such no empirical review. These empirical reviews consist of obtaining a series of data based on the selected items and techniques measurement used, and proceeds to perform mathematical calculations and search variables to find results and thus to come to a conclusion that responds to a series of previously made assumptions. But as it a work of a theoretical review, it is carried out a fundamentation on analysis and studies made by other authors such as the ones mentioned throughout the project to support it. We must also mention that a positive influence by learning does not always occur in the performance of the organization (Lopez and Hernandez 2006).

Following other limitations of this study, is also its transverse nature. Due to gradual and cumulative nature of learning, longitudinal studies may provide other elements to observe, over time, the influence of learning in the redeeming of organizations. Also, in this research they have not considered the environment variables, so it could be an element to be considered and other studies of this type use as moderating factors in the learning process. Similarly, it is proposed that future research in this field include performance indicators objective character. A line of research could be a longitudinal study, having measurements at different points in time that allow us ratify the relations established in the proposed theoretical model.

The main aspects that establish a link between learning and performance are configuration as dynamic capacity and its relation to knowledge. However, these

elements do not ensure that what It was learned is what the organization really needs, for it must be an alignment with company strategy, i.e., an intention of learning, in which knowledge is defined and how they need acquire, share and store to achieve organizational goals.

To end, it could take into account another future line of research. It can be said that this research increases knowledge about organizational learning and characteristics that relate to performance, which information will enable organizations and their members, analyse new alternatives to make decisions about strategies and new forms of management to be taken forward towards their goals offers. Similarly, these results are valuable and provide knowledge to academic, researchers and individuals interested in the subject, who can complete their studies and continue work on new relationships of learning with respect to other factors relevant in a changing environment and influenced as the actual. Among which we can mention organizational culture, business strategy, participative management, technological capabilities and innovation among others. Organizations that manage develop a greater capacity to adapt to a particular factor would present better results.

Also, this theoretical review can be used to further investigate and relate to other indicators as a tool to understand from another perspective learning and its implications in the organization. For instance, outside knowledge from the groups of interest of the company is dealt, such as customers, suppliers and competitors, which represent valuable sources of information and new ideas.

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