

HUMANIDADES E CIÊNCIAS SOCIAIS:

Perspectivas
Teóricas,
Metodológicas
e de
Investigação

Luis Fernando González-Beltrán
(organizador)

VOL IV



EDITORA
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PRÓLOGO

En este cuarto volumen de Humanidades y Ciencias Sociales: Perspectivas Teóricas, Metodológicas y de Investigación, mantuvimos el objetivo de ofrecer a los lectores obras de diferentes disciplinas que, desde sus propias trincheras, intentan el análisis de diferentes aspectos del ser humano y sus relaciones sociales.

De esta manera, el lector encontrará en este único lugar una gran variedad de temas científicos y autores, que de otro modo requeriría una enorme cantidad de trabajo para encontrar. Pero la obra no se limita a la diversidad disciplinaria: las investigaciones presentadas son urgentemente relevantes. Este volumen contiene 24 estudios agrupados en seis grupos temáticos:

Protección y Regulación de Derechos: Abrimos el libro con dos textos que exploran la protección de los derechos de los pueblos indígenas: el primer artículo aborda el encuentro y posterior choque cultural entre los pueblos indígenas Waorani, que habitan la selva tropical ecuatoriana desde hace más de 10.000 años, y la cultura occidental moderna, que llegó a través de los misioneros protestantes en los años sesenta. El segundo trabajo trae reflexiones sobre los derechos políticos, sociales y culturales de las mujeres indígenas en el norte del Cauca-Colombia. El tercer texto trae una importante discusión acerca de las reformas laborales brasileñas en las últimas décadas, con reducción de derechos y aumento de la desigualdad social y económica en el país. El cuarto artículo, sobre derecho penal, analiza la afectación de la figura jurídica del *actio libera in causa* en la determinación de la culpabilidad. El quinto texto trata de abusos contra la población LGBTQIA+ en Filipinas, y apunta a la necesidad de una intervención de los gobiernos para preservar derechos y para la necesidad de aprobación del proyecto de ley contra la discriminación en el Congreso del país. El texto final de esta sesión, de importante valor histórico, nos trae el resultado de una investigación que catalogó, utilizando fuentes judiciales, 109 Sesmarias¹ concedidas por la corona portuguesa, en el actual Triángulo Mineiro, entre 1772 y 1816.

Arte y lenguaje: Tener la capacidad de comunicar la experiencia humana a través del lenguaje y las artes es lo que da propósito y significado a la existencia y permite el desafío de motivar y cambiar mentes. El capítulo 7 examina las cartas del poeta brasileño Murilo Mendes a Guillermino César, enriqueciendo la comprensión de la literatura, la sociedad y la cultura brasileña de finales de los años 20 del siglo pasado. El capítulo 8 analiza cómo las innovaciones tecnológicas contribuyeron a la recuperación del patrimonio

¹ Sesmaria - sistema judicial creado por Portugal, a finales del siglo XIV, para regularizar la colonización en Brasil). Las Sesmarias fueron las primeras propiedades legales de tierra en Brasil - en ellas nacieron muchas ciudades y fortunas actuales.

cinematográfico, permitiendo un redescubrimiento de la cinefilia. Complementando y cerrando este tema, el capítulo 9 examina la relación técnico-artística que existe en el proceso de restauración de copias cinematográficas, y más específicamente el trabajo llevado a cabo por Acácio de Almeida en el contexto de la digitalización del cine portugués.

Aprendizaje – Adquisición y Transferencia de Conocimiento: Los capítulos 10 a 14 traen temas relacionados con el aprendizaje, tanto a nivel organizacional como en el contexto escolar. El capítulo 10 explora un tema original, en el sentido de que busca comprender, en el aprendizaje organizacional, el papel del aprendizaje informal. El texto 11 trae la temática de las universidades públicas como centros de innovación por sus actividades de docencia, investigación, y más recientemente como centros de transferencia de conocimiento y la tecnología. En la misma línea temática, el capítulo 12 explora las posibilidades didácticas de la herramienta WebQuest, que consiste en plantear una tarea o un problema a los estudiantes y proporcionarles una serie de recursos y orientaciones para que puedan resolverlo de forma autónoma y colaborativa. El capítulo 13 presenta un estudio que analiza el impacto del programa «Entender para leer, leer para comprender» en la promoción del desarrollo de la comprensión del lenguaje oral y el desarrollo de la comprensión y metacompreensión lectora em Portugal. El capítulo 14, que cierra esta sesión temática, aborda el importante tema del currículum oculto en el proceso de enseñanza-aprendizaje.

Emprendimiento, Cooperación y Desarrollo: Los cinco textos agrupados bajo el tema emprendimiento, cooperación y desarrollo aportan importantes reflexiones sobre: los factores que inciden en el ecosistema del emprendedor (cap. 15); la implementación de un proyecto de mejora continua en una empresa de transporte urbano en México (cap. 16) ; las formas de promover el desarrollo emprendedor sostenible en las regiones latino-americanas, desde el contexto de Perú y Colombia (cap. 17); una contribución sobre los diversos aspectos de las inversiones y la cooperación entre China y los países del centro y sur del continente americano, en particular, Guyana (cap. 18) y finalmente, el capítulo 19 trae un tema de importante valor filosófico-práctico, que es la propuesta de un Código de Ética para Gestores de Información.

Sostenibilidad y medio ambiente: el conjunto de artículos agrupados bajo el tema de sostenibilidad y medio ambiente traen diferentes perspectivas que son urgentes para la preservación ambiental, cómo presentar una propuesta sociopedagógica para construir un turismo acorde con los valores de la comunidad Guajira em Colombia, (cap.20), estudiar los gases de efecto invernadero y su relación con el cambio climático(cap. 21) y el uso del compostaje y de compuestos orgánicos para mitigar los impactos ambientales

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Salud y Rehabilitación: Los dos textos finales de este volumen realizan importantes aportes al área de la salud, la rehabilitación y los cuidados inclusivos, como la elaboración de planes de cuidados de enfermería para la prevención y tratamiento de úlceras por presión (cap. 23) y el relato de una importante experiencia inclusiva con jóvenes con discapacidad visual, basada en el diseño gráfico y la fotografía (cap. 24).

Intentamos, una vez más, haber representado lo más actual de las Humanidades y las Ciencias Sociales, y esperamos seguirlo haciendo en el futuro inmediato.

¡Les deseamos a todos una agradable lectura!

Luis Fernando González-Beltrán
Universidad Nacional Autónoma de México (UNAM)

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ORGANIZATIONAL LEARNING AND INFORMAL ORGANIZATIONAL LEARNING: A CONCEPTUAL ANALYSIS

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ABSTRACT: Over the years, researchers have focused on organizational learning as culture and behaviours, but recently, researchers started to highlight the importance of the processes and the need for identifying the organizational learning processes and activities. Organizational learning includes two types formal and informal learning. Most of the previous research focused on formal organizational learning, but few studies focused on the informal organizational learning processes. This research aims to better understand formal organizational learning and the differences between organizational learning and informal organizational learning. This research used a literature approach to collect all the relevant literature and to

highlight the gaps in the literature. Also, in this study, it is mentioned that developing a scale that is mainly focusing on organizational informal learning processes is needed in the future. The findings of the study show the need for assessing informal organizational learning as it improves organizational efficiency. Also, the findings of the literature search show that informal organizational learning activities include informal knowledge dissemination and informal knowledge acquisition. The originality of this research lies in the theme. This research is about understanding informal organizational learning and identifying the differences between organizational learning and informal organizational learning. Few researchers have focused on investigating this concept in organization and management studies. This study's future is to empirically assess informal organizational learning and validate the scale so human resources practitioners and organization researchers can use it.

KEYWORDS: Organizational learning. Formal learning. Informal organizational learning. Organization development. Informal learning.

1 INTRODUCTION

Learning encourages organisations to adapt to change faster (Watkins and Kim, 2017). One of the types of learning is organizational learning. Organizational learning is defined as the change that occurs

in an organisation, resulting from knowledge memorised in organisations gathered from experience and changes in behaviour resulting from such knowledge (Argote and Miron-Spektor, 2011). Learning occurs naturally in an organisation; knowledge exists in individuals (Tsang, 1997). Moreover, other scholars added that the concept of organizational learning goes further than the interest in individual learning in organisations (Rebelo and Gomes, 2008). Organizational learning includes the proposal that organisations can learn through workers' learning, and knowledge and sharing that knowledge, i.e. it consists of the idea that organisations learn, and that learning can take place at an organizational level (Rebelo and Gomes, 2008). Learning can only occur on an organizational level when the employees start sharing their information, knowledge and experience throughout the organisation (Rebelo and Gomes, 2008). Scholars have attempted to define organizational learning throughout the years. Crossan et al. (1995) and Huber (1991) agreed that organisations learn when there is a change in organizational behaviour; however, Huber (1991) added that this change might not lead to better organizational performance (Bontis et al., 2002). Other scholars indicated that organizational learning signifies a complex relationship that links people, peoples' actions, symbols, and processes in an organisation (Bontis et al., 2002). Most researchers have established that organizational learning is a process that is naturally found in an organisation; it includes interrelated relationships among people (Ortenblad, 2001). The process enables the transformation of the experience of the main organizational processes into shared knowledge, skills and ideas among employees (Huber, 1991). However, Bontis et al. (2002) claimed that the learning process includes all organizational levels (i.e., individual, team and organisation). Moreover, Argote and Miron-Spektor (2011, P. 1124) have defined "organizational learning as a change in the organisation that occurs as the organisation acquires experience." The definition is quite like what has been proposed earlier, but Argote and Miron-Spektor (2011) added that the organizational learning process is a process that happens over time.

The main research gap emerged as defining and understanding the organizational informal learning concept and relevant activities. This gap has been mentioned since 1999 by Marsick and Volpe. The gap remained and has been requested to be addressed in 2022 by Karnopp. Subsequently, in this study, we explore the concept of informal organizational learning. As well as explore the differences between both organizational learning and informal organizational learning.

The next sections of this chapter include the literature review, methods, results, discussion and conclusion.

2 LITERATURE REVIEW

Organizational learning is described as learning which facilitates the creation of knowledge relevant to achieving the organization's goals (Chiva et al., 2014). Organizational learning includes four processes. The processes are information acquisition, shared interpretation, organizational memory, and knowledge dissemination (Huber, 1991; Santos-vijande et al., 2012). Whereas Hoe and McShane (2010) proposed information acquisition knowledge dissemination as the activities related to organisational learning depending on the study developed by Huber (1991). The process of information acquisition helps in acquiring information from different sources, either internal or external (Flores et al., 2012; Hubber, 1991). Internally is gathered from inside the organisation and from the company's founder. As for externally, it is gathered from the competition and the marketplace, through acknowledging, understanding and acquiring the implicit analysis of the actions of the competitors. On other occasions' firms look for the best practices, and the firms solve the problems by identifying key trends, collecting external information and comparing their performance with the competitors' performance (Santos-Vijande et al., 2012).

Shared interpretation relies on analysing the information from a global point of view. Hence, the available information and how to use it is a priority for the organisation (Santos-Vijande et al, 2012). Also, the organisation will develop shared mental models, and the help of solid communication fosters shared interpretation. Moreover, another factor that is involved in the development of information is the assessment and questioning of the current mental models that are found in the organisation. Where organisations need to check if the available information is accurate, need to assess the stored knowledge and reject obsolete and ambiguous beliefs or data, that affect the decision-making process organisations (Santos-Vijande et al, 2012).

As for organizational memory, collective learning is always a part of organizational learning, then it is automatically connected to organizational memory. Organizational memory shows all the knowledge that the organisation collects in both processes of information acquisition, and shared interpretation (Flores et al., 2012; Santos-Vijande et al., 2012). The organizational memory process depends on adequate storage of knowledge so that individuals can easily retrieve the information over time (Flores et al., 2012; Santos-Vijande et al., 2012). It is vital to have organizational memory (Cross and Baird, 2000; Santos-Vijande et al., 2012), as staff rotation won't lead to the loss of information, same as to the turnover of personnel (Flores et al., 2012; Levitt & March,

1988). The organizational memory process focuses on several processes, such as storing and retrieval of knowledge and encoding (Flores et al., 2012).

As for the last process, knowledge dissemination is a process that takes place in both formal and informal interactions (Hoe & McShane, 2010; Santos-Vijande et al., 2012; Elbawab, 2021). Formally the interactions occur at department meetings, training, and discussions of future needs. On the other side informally, knowledge dissemination occurs in the daily interactions among team members. Formal networks and databases that are created inside the organisations help in a faster communication process among the team members with accuracy and a better spread of information. Formal networks should be backed by an informal exchange structure, allowing the team members to transform the gathered implicit knowledge into explicit and more precise knowledge (Santos-Vijande et al., 2012).

To sum up, Organizational learning includes two different forms: formal and informal. In research developed by Elbawab in 2021, the author advised that informal learning is part of organizational learning and needs to be explored. Since formal organizational learning has been explored extensively in previous studies, while informal organizational learning has been understudied. Therefore, this chapter focuses on understanding informal organizational learning and the relevant processes.

The proposed research questions for this study are:

RQ: what is the concept of informal organizational learning?

RQ: What are the differences between organizational learning and informal organizational learning?

3 METHODS

In this research, our objective is to conceptually review the organizational learning and informal organizational learning. We started by collecting all the articles and book chapters relevant to the topics and understanding them. In this study, we collected the relevant literature using online databases like PsycInfo, Scopus, Web of Science, and Google Scholar. The following keywords were used Organizational learning, Organisational learning, Informal organizational learning and Informal organisational learning.

Then, we decided to focus on understanding informal organizational learning and define the differences between organizational learning and informal organizational learning from the previous literature.

4 RESULTS AND DISCUSSION

The results of this study show the importance of considering both formal and informal organizational learning in all types of organizations. As important as having formal learning in an organization, it is also recommended that the organization provides a learning environment that encourages continuous informal learning. (Marsick and Volpe, 1999). The main goal behind formal and informal learning is that the organization helps employees integrate their goals with the company's goals. Whereas learning will be maximized in the organization's tissues and veins, which will lead accordingly to organizational effectiveness (Marsick and Volpe, 1999).

After highlighting the need for developing informal organizational learning, unfortunately, little is known about it, and more studies are needed to better understand how the informal organizational learning process works.

Marsick and Volpe (1999) defined informal learning as “learning that is predominantly unstructured, experiential, and noninstitutional. Informal learning takes place as people go about their daily activities at work or in other spheres of life. It is driven by people's choices, preferences, and intentions.” Moreover Marsick & Watkins (2015) added that informal learning is not linked to a deliberately designed learning setting, e.g. self-directed learning, networking, coaching, mentoring, performance planning, and trial-and-error. Gerards et al. (2020) discovered that informal learning is guided by new ways of working including more access to organizational knowledge.

Informal learning works as an organization that helps individuals set goals but leaves the learning process to the individuals. Informal workplace learning occurs in several forms as mentioned by previous researchers: “teaming, meetings, customer interactions, supervision, mentoring, peer-to-peer communication, cross training, exploration, on the job training, documentation, execution of one's job and site visits.” (Marsick and Volpe, 1999, P.4). Also, Marsick & Volpe (1999) added that informal learning occurs as a continuous on the job activities, as what people see when they observe other people's learning. Moreover, informal learning is found in employees' daily work and routines, it normally happens just in time during a situation or a problem.

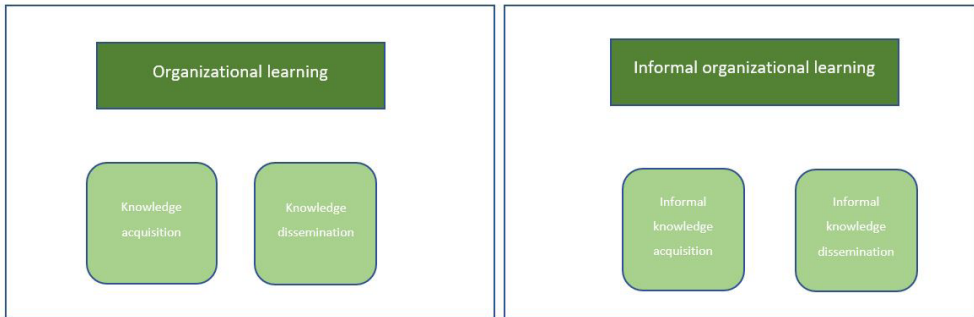
Informal organizational learning is a special type of informal learning. Leščinskij (2020) proposed that it is characterized by learning by doing, while Elbawab (2021) proposed that organization becomes induced in a high order of learning and later becomes a learning system that allows members to put their new wisdom, knowledge, and skills into action.

While Hoe & McShane (2010) differentiated between organizational learning and informal organizational learning by identifying two activities that could be applied in a formal setting (organizational learning) and an informal setting (informal organizational learning). The major difference proposed by Hoe & McShane (2010) is the development of a different structure. Where organizational learning occurs in a formal structure, and informal organizational learning occurs in an informal structure that is characterized by voluntariness and spontaneity. Moreover, the informal structure is defined in that it is not affected by the hierarchy (for example, the organization chart) and is not affected by formal authority. Activities in an informal knowledge process are generally more ad hoc and casual in nature, as they are acquired in a less formalized structure and format (Storck & Hill, 2000). Employees in the organization do not need to formalize the process to acquire informal knowledge or to informally disseminate that knowledge. Organizational learning is also proposed to occur on all organizational levels, as well as informal organizational learning is proposed to occur on all organizational levels (individual, team and organizational levels).

Another important difference that is not highlighted in the previous literature would be the development of the context of learning, whereas organizational learning is always developed in a formal context and is developed by all the entities that are related to the organization formally. On the other hand, since informal organizational learning is described as casual and ad-hoc learning, the learning context relatively occurs in informal contexts and is developed by all the entities that are related to the organization formally and informally. Hence the acquiring of more knowledge in informal organizational learning as proposed by Gerards et al. (2020). An example would be the collaboration and sharing of knowledge between two members of different teams that happen to have the same issue / concern that met at a dinner outside the organization.

In this chapter, the results have addressed the proposed research questions after conducting the conceptual review and analysing the previous literature. The following activities have been identified and proposed to be informal organizational learning. These activities include informal knowledge acquisition and dissemination (check Figure 1). Hoe & McShane (2010) also proposed these activities. Where they proposed that these activities applied to both organizational learning and informal organizational learning.

Figure 1: Differences between Organizational learning and Informal organizational learning activities.



5 CONCLUSION AND IMPLICATIONS

In conclusion, the proposed informal organizational learning activities are deduced from the conceptual review developed in this study. These activities show that there is a structure for informal organizational learning identified in the literature, which facilitates the understanding of informal organizational learning for both organizational behavior theorists and human resources practitioners.

Organizations are advised to promote a learning environment which would promote the informal learning among the employees. It is also recommended that informal meetings (e.g., employees having lunch and coffee breaks together) be promoted, which would also help in informal learning.

Previous research has suggested that organizational learning has a positive impact on organizational performance (Pham and Tran, 2016). Furthermore, studies developed by Marsick and Volpe (1999) and Hoe & McShane (2010) have mentioned the importance of informal learning to organizational learning and specifically to organizational effectiveness. Since the importance of learning processes and activities have been highlighted in previous research and in this chapter, this study calls in the future for developing an informal organizational learning process reliable scale that could be used in organizations.

This study is considered a contribution to the organizational development studies and human resources management studies, as it helps in tackling a gap in the conceptual research that is related to the informal organizational learning.

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