NEW EMERGING TRENDS IN ORGANIZATIONAL LEARNING TO BUSINESS ENTERPRISES DEVELOPMENT WITH SPECIAL FOCUS ON EGYPT

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ABSTRACT: *People are an organization's biggest value proposition; the way they develop talent can determine the organization's future and competitive benefits. Providing ongoing learning opportunities and profession development will drive firm success. Among the latest trends in organizational learning is to use a number of learning options as: individualized learning, online learning, use of mobile phones, social discussion forums, and video learning. Hence, this paper concludes that Learning and development (L&D) in the future can be considered as a proper tactical business tool in achieving competitive advantage. Corporations can keep in advance of competitiveness through getting or perhaps building personnel together with the perfect skill sets. Then, L&D will have to illustrate how learning influences the base line. Therefore such paper attempts to prescribe a proposed framework to ease the adoption of such newly organizational learning trends by business enterprises. Furthermore, it tends to shed light on the Egyptian reality; detecting barriers to adopt such proposed framework and suggesting solutions to this dilemma.*

KEYWORDS: Organizational Learning, Knowledge Management, Business Enterprises Development.

INTRODUCTION

Preface

These days, business enterprises - whether they are public or private enterprises - in which cannot fine-tune their learning management tactics and methods typically suffer from company progression and productivity. It seems that every few years a good solid fad throughout organizational learning comes fatal; crashes against the stage and drawing a great deal of curiosity via market insiders exactly that have an interest in cutting-edge learning strategies.

Organizations have, over a time frame realized that behavior change cannot happen consequently of a separated learning incident, otherwise called a training program and learning now is increasingly being viewed as a procedure as opposed to an event. Training days, classroom delivery and power point presentations are very last season. Organizations are trading full day training programs with learning on demand in the proper execution of small chunks which are offered to employees for just-in time learning.

As a result, leading companies –especially at the developing countries as Egypt- had to abandon traditional methods of learning in favor of more effective solutions -often involving technology innovation- that engage talent and improve performance. Thereby, this article strives to answer the following **research questions**: "what are the key trends affecting the future of organizational learning? And how they can be easily adopted?" Therefore, the researcher **aims** firstly to shed light on the organizational learning significance. Secondly, to identify the new

organizational learning context. Thirdly, to interpret the new organizational learning trends and its implications. Fourthly, to prescribe a framework for new organizational learning adoption to business enterprises. Finally, to detect the main barriers to adopt such proposed framework at Egypt and recommending some solutions to overcome these barriers.
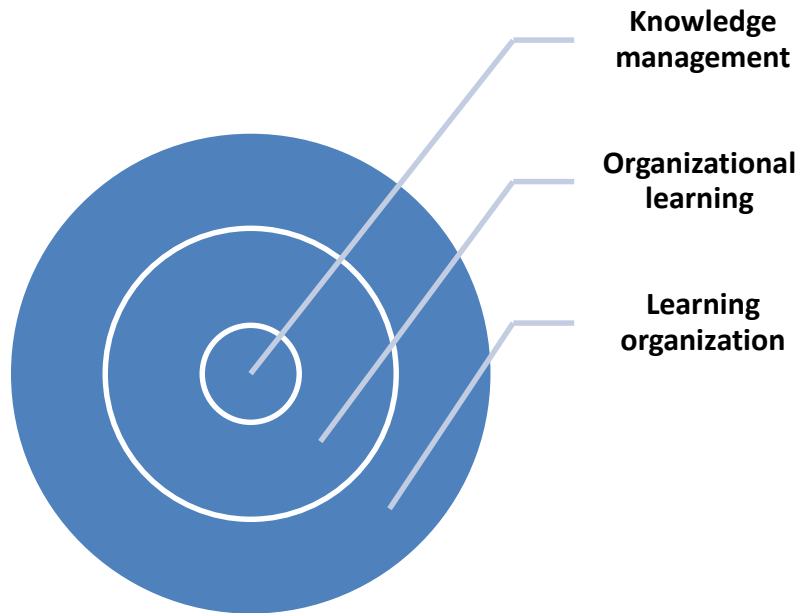
Organizational learning significance

Lately, organizational learning (OL) is considered as great operative plan applied to encapsulate the training process within the organization; whereby organizational learning needs to attain a phase where in fact the switch of learning and discussing of knowledge is simpler (Sun & Scott, 2003). It entails the entire of personal and discussing learning by way of training programs, following, trying out and performing connections in the institution. Furthermore, it's the acquirement, provisions or changing of values distributed through people via cultural tools and through the cooperative movements (Cook & Yanow, 1996). Then, it's a persistence procedure for structure, acquirement and integration of knowledge meant at the development of resources and gain that lead to higher organizational performance (Lopez, Peon, & Ordas, 2005).

Hence, learning nowadays will be contained in the most enjoyable and complicated stage yet. You'll find an assortment associated with modern learning methodologies along with resources showing up to back again up desires; highly relevant to the new era learners. Correctly, the training firm must supply the regular capability to get, maintain along with copy knowledge through an efficient organizational learning method to enable you to manage the action of workers contributors so as to reproduce new knowledge, skills along with insights; which often can be exploited utilizing these varieties of organization with the fulfillment associated with increased efficiency and sustainable moderately competitive advantage.

Meanwhile, there are lots of approaches to contemplate the relationship between knowledge management (KM) and organizational learning. Smith and Lyles (2003) consider OL to pinpoint the process, and KM to identify the content regarding the information which an organization acquires, creates and consequently uses. Another way to contemplate the bond in between each part is to view OL as the goal of KM (William R. King, 2009). By stimulating your construction, dissemination plus app of knowledge, KM initiatives pay off simply by aiding the organization embed knowledge into firm functions to ensure that it might constantly boost its tactics plus habits plus practice your good results of the aims (see figure 1).

From this view, organizational learning is on the list of vital ways that they the organization can sustainably develop its operation of knowledge. Indeed, Dixon (1994), in talking about an "organizational learning circuit," advised that gathered knowledge is of less relevance than the operations needed to consistently revise or create knowledge". These procedures are strongly related to the idea of "continuous improvement" by which an organization consistently recognizes implements and institutionalizes advancements (Nonaka, 1994). The advancements are inserted in the business through routines which may be written policies, approved machine configurations, quality control restrictions or "guidelines" for coping with frequently developing circumstances.

Figure 1: The organizational learning interrelationships

New Organizational Learning context

On the pivot of the changing campaign of learning methodologies, is surely the fast step in technology that people have observed and continue steadily to witness. It performs a crucial role in providing organized learning on demand as well as collective user-generated knowledge building content. CISCO's 'Show and Share' is a demonstration of a technology application that may be used in learning to develop a secure video community which allows trainers to history their own videos and make sure they are designed for learners to gain access to at their own time and pace; colleagues to collaborate in skill creating by submitting, interpreting and commenting on videos and; training managers to see and generate studies on learning statistics (Gautam Bhushan, 2011).

Apparently, what technology has done is that it has permitted for an even more innovative and learner centric design to appear, which provides for distinct components of the learning need to have their own special handling. It's improved, as opposed to declined, the role of the more conventional methodologies (Gautam Bhushan, 2011; Trussler, 1998). But, a very important factor is distinct – the role of the instructive originator, that has been primarily understood best by e-learning enterprises of alternative time, will now get much higher significance as style will undoubtedly be enjoying an integral role in reaching the business outcomes that learning sets out to achieve.

In the meantime, the learning and development of personnel through organizational initiatives gets the potential to greatly enhance their performance in addition to that of the business enterprise all together. In an interval of speedily changing business environment, keeping employees up-to-date and cutting edge are key capacities for success. In recent research from Deloitte, the prevailing trends are uncovered as well as how medium and large Dutch corporates are interesting with the fads in working out and development environment (Deloitte, 2015).

Furthermore, Learning face to face - if done cost effectively - is a win-win for the business and the worker. Self-improvement, in an employment space where to attain it, gets the potential to help both business and personal effects. For increasingly more businesses their fascinated expertise is one of the greatest property and keeping that skill involved and innovating is an integral creativity concern for most businesses (Taylor & Greve, 2006). Developing that capability and can reach its fullest possible to permit working communities to become more successful; is usually the work of learning & Development (L&D) office. The function and range of L&D can vary across various countries and organizational size categories and types.

Thus, Consumers are an organization's biggest value idea; the way they develop talent establishes the organization's potential and competitive benefits. Giving ongoing learning opportunities and work growth will get group success. In therefore doing, Companies should analyze and measure the effect of learning and determine each employee's capacity to exhibit new skills discovered after every training session (Nancy L. Zentis, 2017). Organizations will hold L&D accountable for creating a sustainable learning environment and delivery of outcomes to drive business results.

New organizational learning trends

Currently, Businesses are facing several essential problems, including a quick way to obtain leaders, the necessity to develop and incorporate personnel, and problems with turnover. Locating and keeping capacity is no more an HR concern but a proper business priority. Yet, many businesses cannot create sustained associations making use of their personnel within a project to overcome these challenges. In place of empowering personnel with the various tools they have to succeed, several businesses knowledge threatened by their workforce and fearful of change.

Actually, when asked to define their organization lifestyle, 41 percent of companies identified it as "preventing," or a highly organized and relaxed position to work with small collaboration. With the emergence of a young era and the increase of the independent employee, companies should change their approach to talent and start to prioritize the "individual" (David Wentworth & Mollie Lombardi, 2014). organizations need to have more knowledge about the individual in the work—their actual competence, as well as psychological aspects. Moreover, they had to understand the surrounding world and how people work. Therefore, they need to provide a new system for learning—one that can adjust to the needs of adjusting workforce, promote for individuals collaboration and arrange closely with organizational objectives and the arising needs of its surrounding environment factors as customers, market, competitors etc… (Hansen, 2009).

For lots of agencies, a great up to date grasping and even progress system might be extended overdue. Brandon Community hall Group's -Learning and even Move forward Benchmarking understand 2014- presents more when compared to 50 percent involving agencies get reconsidered the grasping plan notably less than 2 times throughout another all five years. The item may appear spectacular (considering the condition of a in the world economic climate more the previous few years), but grasping carries saved, for the most aspect, sluggish. The most wonderful thing is that often one-third of firms are generally raising their budget for learning and growth around a further 12 months. Utilizing close to 50 percent of them firms right now spending $100 per apprentice on a yearly basis, firms should really become more software concerning their knowing products together with concept admirers (David Wentworth & Mollie Lombardi, 2014). Brandon Hall group research denotes the top instances of learning

investment incorporate interior L&D workers together with external experts. Although having to deal with the right resources and knowledge is very important, corporations could possibly go for to see typically the technology role can certainly play in altering their learning functions.

While learning is one of the very most developed aspects of talent management, it is also one of the very most innovative. With recent technology improvements and the rapid use of social venture, learning and development has come a lengthy way. Where, one-third of businesses are raising their budget for learning and development; 41 percent of businesses identify their lifestyle and culture as scheming. Only 10 percent of companies are running mobile learning solutions; 59 percent of companies are running social learning activities (Brandon Hall Group, 2014). Then, there are new trends that companies should consider to realize an effective organizational learning and development progress; they are as follows:

Social Media-centered Learning

Exactly where hooking up with other sites plus instantly circulating information, social media represents one of the more impactful technological innovation for you to occur during the last decade. It's really not astonishing the fact that companies are already looking at strategies to feature social media to their organizational learning effort (John Wright, 2017). Business enterprises will be rapidly enjoying social media resources, not to mention trying out cultural and social collaboration mechanisms to raised interact workers' along with the adoption of a learning culture. Nevertheless cultural is significant approach, corporations continue to deficiency the knowledge along with perception all over using this equipment for learning and development. Whereby among the 59 percent of companies using social for their learning strategies, only 24 percent say they are effective. One reason is that companies are restricted in the social devices they are using; as Centering learning around social daises may make some learners—like Baby Boomers and other individuals from older generations—out of the ring. Therefore, companies are using document sharing, discussion forms, and blogs, but they aren't usually using video, games and micro-blogs—which can be more effective—to improve their learning functions (David Wentworth & Mollie Lombardi, 2014; Matt Lawson, 2015). Likewise, developments in technology have also generated a deep attention in using technology to reinforce learning retaining in the workplace. Online exercises that "gamify" learning, podcasts and videos to support key training findings, even mobile app-based refresher courses—these types of online mechanisms can and should play an important role in organizational training, and it's encouraging that technological advances have renovated concern in the importance of withholding (John Wright, 2017). Thus, companies must edify themselves on the value of social learning and capitalize in benefactors that propose solutions that urge business outcomes.

Mobile learning

Due to present needs for overall flexibility and mobility, the present day learner learns everywhere and anytime, utilizing their smartphones, tablets and notebooks. Time and location aren't fixed in this manner for learning; with mobile learning increasingly more accepted (Mensah & Shuck, 2014). At Google, they call these micro-moments. They're the occasions when you choose a device-often your smartphone-to do something on whatever you will need or want right now. There're your I-want-to-know, I-want-to-go, I-want-to-buy, together with I-want-to-do events that includes motive, format, together with imminence. Mobile phone has got changed the road suppliers function, socialize, together with directly; whereas suppliers are slow so that you can encompass wireless mastering solutions. Mainly 10 percent associated

with suppliers are selecting wireless Web-based mastering solutions (Deloitte, 2015). A lot of 8 percent are selecting wireless mastering apps, 5 percent wireless operation Web-based online sites; together with 4 percent are selecting wireless operation apps. Most companies know that mobile learning solutions can enhance adoption, enlarge global reach, and involve users better, but do not understand how to implement a mobile strategy. Moreover, some organizations think it is challenging to know what options can be found and which providers to count (David Wentworth & Mollie Lombardi, 2014; Linda Argot, 2011). Whatever the barriers they may be facing, organizations seeking to enhance their learning functions should make mobile part of the game and know what prerequisites they have got in order to choose a technology partner.

Highly Personalized Learning and Micro learning

One of the recent vogues in organizational learning model is Personalization. Whereby, learning mechanisms and strategies that are greatly customized to a learner's relevant needs and favorites. For instant, personalization seems like a tremendous approach to training, whereby it puts employees at the core of learning. Executing such individualized plans for learning, though, may put a lot of pressure on training managers with constricted budgets. Furthermore, personalization presumes that a "one-size-fits-all" approach is always harmful to learners (John Wright, 2017). Then, more learning contents and materials are tailored for the learner, to confirm that learning contents meet the individual's goals, desire and aptitude. Hence, Learning will become more individualized to realize the needs of the individual instead of being generalized for the entire employees. Organizations will permit their employees to possess their learning and take advantage for their own development by finding the right opportunity and resources (Nancy L. Zentis, 2017). Thus, Micro-Learning, which actually concentrates on one single Learning objective with shorter, bite-sized videos, games, podcasts, micro-courses or posts, can tackle this issue. Moreover, Micro-Learning implications are associated with modern reductions in attention extent and the growing leaning to multitask (Seon Barbera, 2015). Then, Micro-Learning can provide information anytime, anywhere, as long as learners have access.

Adaptive Learning

Adaptive learning is a technique that breaks traditional designs and allows workers to understand at their particular leap. Its acquired recognition with instructional institutions, referred to as "adaptive teaching," where a teacher may collect info on specific students to understand what they have to do to boost their learning. In the labor force, adaptive learning is directed similarly. Workers may be monitored separately and in real-time to ascertain what learning method may best fit their needs. It has benefits for younger generations joining the workforce that have anticipations around flexibility and interaction (David Wentworth & Mollie Lombardi, 2014; future think, 2009). Adaptive learning can be effective at enhancing efficiency, as well as employee involvement and recalling as it permits employees to build sureness and global proficiency. Companies may desire to convert conventional learning methods by initiating facets of adaptive learning (Teece et al., 1997; Eisenhardt & Martin, 2000).

The workplace as a learning environment

Many organizations ease learning at the workplace as learning turns out to be a part of the daily work, amalgamated in the work processes by the use of informal learning tools and technologies. Then, Knowledge sharing is progressively used in both digital and personal

forms, with employees sharing their knowledge with others in the same field to learn from each other by discussing and evaluating practices (Deloitte, 2015). More and more organizations are investing time for learning into the work day so employees learn superior skills and uphold a suitable work/life balance (Nancy L. Zentis, 2017). It is noticeable that employees prefer to learn during the middle of the week, or during morning commuting time.

A framework for new organizational learning adoption

A lot of companies had to modify their learning strategies to encounter the requirements for present-day workforce. Classic models of learning carry out little to reduce the actual gap in between employer together with workforce and to develop loyalty together with performance. Just by administrating steroids learning strategies and corporate goals together with ingenious technological know-how, corporations might notably carry out these aforementioned new organizational learning fads and improve their learning functions; which lead to business enterprises development (better adaptivity, better innovation and better productivity). Thus, the proposed framework for new organizational learning adoption to business enterprises should rely on the following prerequisites/indices (see figure 2):

Adaptive learning structure

New organizational structures can make it harder for organizations to construe experience meanwhile affording opportunities to learn from new springs of experience. For example, learning can be stimulating in virtual organizations in which members are geographically dispersed around the world. Virtual organizations usually interconnect through electronic means rather than face to-face (Gibson & Gibbs, 2006).Thus, the creation of an organic learning structure that is flexible and adaptable to changes in the external environment is a must. This lean structure should facilitate the creation, maintenance and adjustment of useful capabilities that can be used inside and across organizational boundaries (Omran, 2016). Then, the preference of lean/flat and independent organizational types: decentralization (i.e. Let the managers operate / the right of managing).

Aligning with Business Objectives

The learning of days gone was functioned through silos where learning experts received minimal effort or even reviews because of other places on the business. The learning vision for the future are required to be very closely incorporated with the aggregated corporate strategies; and even leadership (in just about any organizational levels) must share their strategic learning visions (sharing leaders). This certainly will lead to greater efficacy; for the reason that routine will also be targeted essentially towards goals; as well the more pet individuals who figure out and even impart learning vision, greater would be your number of learning (Neve, T. O., 2015). Moreover, for companies to realize results; any program or technology investment should include inputs from business leaders to guarantee that learning is leading retention, engagement, and performance. Hence, Organizations will have to analyze and measure the outcomes of learning and to determine each employee's capability to exhibit new skills learned after each training session (Nancy L. Zentis, 2017). Learning and Organizational development teams (L&D) need to emphasis on metrics and understand that analytics are an important part of any Learning program. Moreover, organizations will make L&D accountable for creating a sustainable learning environment and conveyance of outcomes to lead business results (Seon Barbera, 2015).

Measuring Effectiveness

To determine if the learning strategy in the workplace is guiding business outcomes, companies must acquire a way to reliably measure its effectiveness. Companies should determine strategic metrics beforehand and incorporate both business metrics and learning/HR metrics (McGrath et al., 1995). Presently, most companies are seeing team reinforcement, employee commitment, and employee satisfaction over more existing business metrics such as retention, turnover, and revenue per full-time employee (Seon Barbera, 2015).

Select the right provider

In the past, organizations had restricted technology choices for learning and development, but today there are new solutions arising every month. Organizations should take into consideration providers with innovative technological abilities such as mobile and social media, and also comprehend the importance of measuring the effectiveness of learning activities (Linda Argote, 2011).

Collaborate with the business leaders

Learning experts must work tightly with business leaders to create the learning program and also to collect input on the right technology sources. With administrative backing, organizations can help alter their approach to learning and create new means for supporting individual success (Robert M. Fulmer & J. Bernard Keys, 1998).

Put the individual first

Companies must change the way they see employees, find ways to motivate them to

share knowledge (convenient rewards systems) and had to focus on the individual unique learning needs. For some companies, this strategy may embrace facets of adaptive learning; for other companies, it could denote a different communication strategy (Aino Pöyhönen & Jianzhong Hong, 2006).

Strategic talent management becomes essential

The strategic elaboration, attraction, combination and retaining of an 'expertise elite' are getting more consideration, with organizations capitalizing in human capital that can boost organizational performance (**Deloitte**, 2015). Then, Learners can become in charge for their particular L&D and determine their specific career tracks, learning substances and techniques. As a result, employees are detained accountable for their employment, motion and transference by such growing proficiency (future think, 2009).

Soft skill training

Learning and development will be seen as a strategic business resource and distinguish tool in achieving competitive advantage. Organizations will be competitive by procuring or providing employees with the right skill arrays to certify individual creativity. L&D will have to reveal how learning affects the bottom line (Gino et al., 2010)**.** Therefore, soft skill training will become cumulative valuable with organizations desiring employees; who can alter into different roles for future leadership situations, while evolving hard technological skills needed in their present role.

HRM activities centered self-learning

Human resource management (HRM) and L&D have to deal with talent management systems which includes career development, career paths, internal promotion, significant possibilities, succession planning, recruitment and onboarding, performance, training and to espouse the employee self-learning/development to produce a sustainable system all over the organization (Nancy L. Zentis, 2017).

Learning organizational culture

Encompassing an organizational culture adopting values as inquiry and dialogue essential to make a learning ambience within the organization, whereby personal mastery, self-development for everybody, knowledge sharing, training and continuing learning are embedded in the best way while the organization strive to realize its potential change (Riane Eisler, 2015).
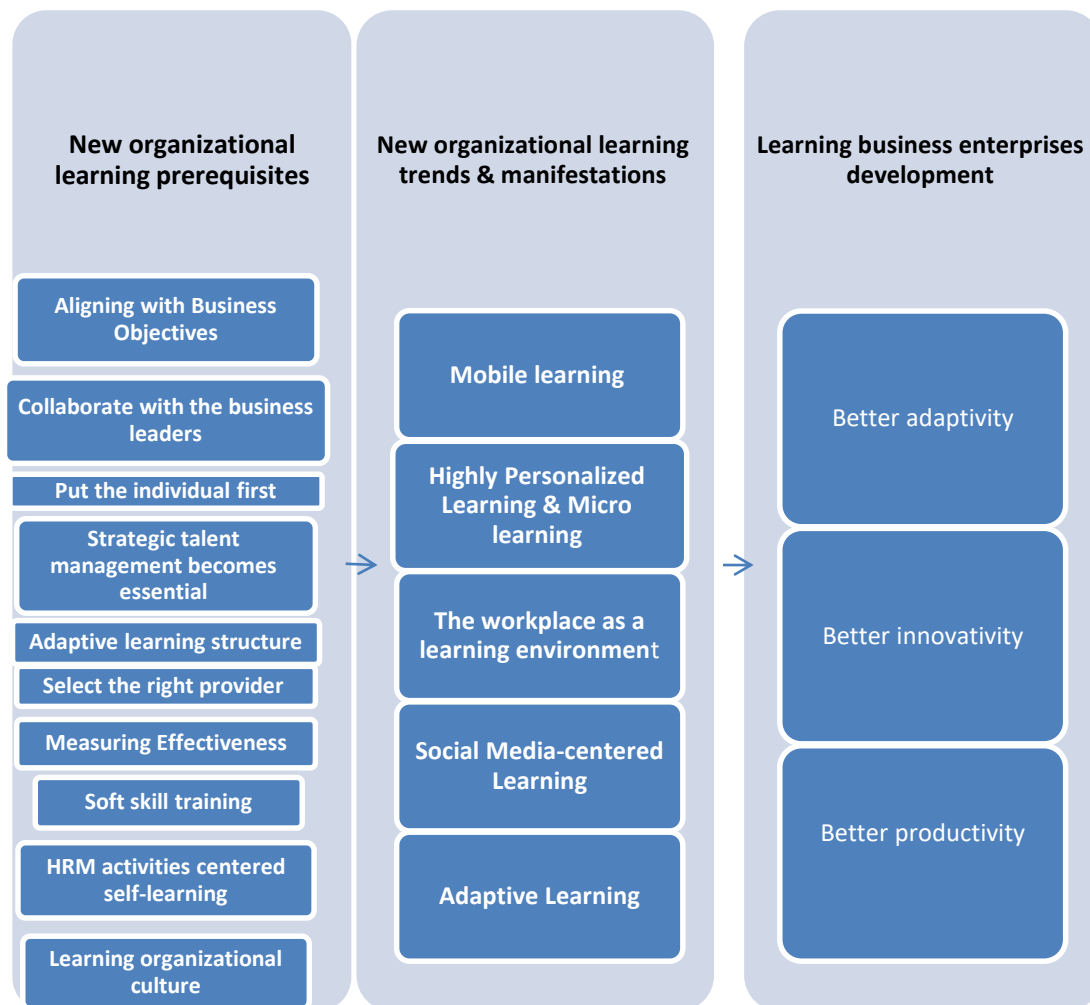
Fig 2: A framework for new organizational learning adoption

The organizational learning reality in Egypt: barriers and solutions

For decades, Egypt suffers - as one of the developing countries - from many problems (economic, political, managerial, cultural, social, technological….) that impede its path to realize the intended sustainable development. Thereby, the Egyptian government strives nowadays- thrusted by the people aspirations embodied at 2011 and 2013 uprisings- to formulize an applicable sustainable development strategy. Such intended strategy had to be implemented collectively -in the context of good governance insights- by all the stakeholders in the society.

Accordingly, one of the government priorities from the dawn of 21st century was to transcend the country into knowledge and information technology era; by converting its traditional business organizations -whether they are public or private- into adaptive competent learning organization able to realize such desired development. Then, in order to make such desire comes true; the government adopted an ambitious. government program to be as a knowledge management platform to all the society.

Hence, the organizational learning indices and its newly trends -as it is prescribed at the previous framework- became an essential necessity to ensure the persistence of knowledge circulation for all the business enterprises in Egypt seeking competitive innovation and creativity. Unfortunately, the Egyptian path towards the organizational learning adoption to maintain knowledge management within business enterprises is crippled by many barriers; which apparently increase after 2011 uprising and its consequences. Thus, these barriers had to be illustrated; suggesting some solutions to such dilemma.

Barriers to organizational learning adoption in Egypt

Business enterprises in Egypt face various barriers to organizational learning adoption due to its deficient internal environment and unstable surrounding external environment. Such barriers can be incarnated as follows:

Managerial barriers

Many managerial barriers impede the Egyptian business enterprises attempt to adopt an effective updating organizational learning process. Such barriers are the followings (Omran, 2013; Yassin, 1994; Chan Paul et al., 2005; Lipshitz et. al., 2002):

- The lack of clear goals and metrics for organizational learning, it becomes that much harder to effectively deploy knowledge resources, measure progress, and influence behavior across the organization. So how business organizations might set clearer goals for learning that clearly advance mission is a crucial issue.

- Leadership does no support the notion of cumulative organizational learning and shared expertise is usually not incorporated.

- The failure of fabricating a culture that motivates each individual in an firm to fully capture and talk about knowledge actively takes a rewards system beyond the clearness of an engaging goal. Businesses leaders neglect to clarify incentives for folks, for clubs, or because of their organization all together. Yet bonuses at multiple levels tend to be precisely what it requires transforming an objective into important that goes up above competing needs.

- The tendency of the business enterprises' structures –especially at the public sector- to centralization and rigidity in a way that impedes its ability to learn and adapt via an appropriate knowledge management process all over the organization.

- The lack of efficient processes necessary to capture knowledge, to share it, and to use it to increase our impact. Whereby the organizations fail to realize the most important first step in closing the *how* gap: by making these processes intuitive, Identifying who needs the knowledge, where the best opportunities lie for learning, and what systems fit best with the way people already work.

Social and cultural barriers

Learning can be a painful process. It may involve unlearning habits and assumptions we have carried for many years. Unlearning involves letting go of what is known, in order to create fresh space for new learning to take root (Boal, A., 2000). It demands a high degree of self-reflection, in order to notice the habits in the first place. It involves risk and being able to cope with not having all the answers, being in-between ideas and acting in the face of the unknown (Egyptian Cabinet IDSC, 2011). Given the challenging nature of unlearning and some of the systemic defenses at play, it is not surprising that we stay with what we know.

Funding barriers

Whilst the focus of this Briefing is more on the internal barriers to learning, it is not possible to talk about organizational learning without looking at the wider funding environment. Funding tied to particular projects or programs does not lend itself to innovative learning initiatives outside the project box or facilitation of organization-wide or inter-organizational learning processes Likewise, there needs to be recognition of the power dynamic of a funder, being in control of the key resources of a partner, and how this may impact on their willingness and openness to take risks, be innovative and share mistakes. This underlines the relational aspect of learning. If learning is seen as one-way, then this does not create an environment for open learning or authentic partnership (Taylor, J., 2002).

Legal barriers

The lack of Legislations that advocate the transparency and the freedom of information exchange in Egypt; necessary to enhance the organizational learning. Furthermore, the law of business corporations in Egypt had to be modified to encourage -via various economic incentives- the transformation of non-learning organization into learning organization; able to produce, disseminate and share the necessary knowledge to realize the competent organizational learning (Abou bakr, M., 2006).

Terrible Information Technology Infrastructure

The information technology infrastructure necessary to enhance the organizational learning in Egypt; is still uncompleted. As Egypt began from several years an ambitious project to apply the e.government; but unfortunately such project is crippled by the red tapes, corruption, and the shortage of technical and financial resources (Khawaga, 2007).

Suggested solutions to overcome the organizational learning barriers in Egypt

Business enterprises in Egypt had to follow an adequate path of reforming; to overcome the aforementioned barriers and encompass an effective organizational learning process adaptive

to its newly technological trends. Then, such enterprises will be able to create, circulate and maintain an adequate innovative knowledge management crucial to their success. Hence, the suggested reforming solutions -relying on the aforementioned framework for new organizational learning prerequisites/indices- in the context of corporate good governance pillars as transparency, collective participation, pervasive accountability, efficient management of economic resources, to overcome the organizational learning barriers in Egypt; can be as follows:

- Supportive leaders

Leaders are committed to organizational learning by setting clear vision and goals for adequate organizational learning process. Furthermore, they had to promote collective leadership by adopting role modeling technique to entrench knowledge creation and circulation all over the organization workplace (Milway, K & Saxton, A, 2011).

- Intuitive knowledge processes

Organizational learning processes are embedded into daily workflows by defining processes to set learning agenda and capture, distill, apply, and share knowledge via adequate newly technology platforms (Bennett, 1998).

- HRM activities centered self-learning

Human resource management (HRM) within business enterprises have to deal with talent management systems by adopting staffing programs, training and human development guides to fortify job effectiveness, efficiency and employees' satisfaction (Nancy L. Zentis, 2017). So, the correct individual whose ready, and persuaded to use the organizational learning procedures and interact with its newly technological trends; will fill into the proper submit.

- **Culture of continuous improvements and organizational learning**

Organizations had to adopt some espoused values to advocate the culture of continuous improvement via the ongoing organizational learning. Then, the notion of organizational learning must be aligned with the organization cultural beliefs and values (Murray, P., 2002). Moreover, some reinforcing incentives had to be promoted to enhance the organizational learning adoption, and to boost the employees' commitment to measurement of organizational learning results (Findlay et. al., 2000).

- Societal Awareness of organizational learning

Countless training programs and media campaigns in Egypt had to be planned and performed to notify publics and workers about organizational learning major position in the cognizance of progress objectives and its positive results on business enterprises (Haque, P., et al., 2013). Accordingly, any competencies resistance for organizational learning adoption can also be evaded, and also to make members and institutions within the society aware about pertinent organizational learning newly trends.

- **Defined lean learning structure**

Lean adaptive organizational structure is aligned to support organizational learning by defining suitable roles and responsibilities for capturing, distilling, applying, and sharing knowledge. Additionally, such organic structure had to be responsive and adaptive to any change via

ongoing learning networks all over the organization; to ensure the organizational knowledge coordination among different individuals (Burnes et al., 2003).

- The Completion of the Information Technology Infrastructure

The information technology infrastructure in Egypt had to be completed. Especially, the e-government matrix; whereby the government had to mobilize -for the achievement of such important project- the necessary technical and financial resources by seeking funds, donations and grants whether from local financial institutions or from international organizations/donors.

- Advocated legislations to organizational learning

Legislations that advocate the transparency and the freedom of information exchange in Egypt and necessary to enhance the organizational learning; had to be issued as soon as possible. Furthermore, the law of business corporations in Egypt had to be modified to encourage -via various economic incentives- the transformation of non-learning organization into learning organization; able to produce, disseminate and share the necessary knowledge to realize the competent organizational learning.

CONCLUSION

From the earlier analysis, it is clearly that conventional models of learning do very little to hone the break between employer as well as employees or even to better engagement as well as performance. Thus, a lot of companies have to modify their learning strategies to satisfy the demand for persistence, employable employees, the short transforming conditions and then the willingness that they are a great deal more ingenious, adaptive as well as client focused.

Accordingly, the new organizational learning trends are recognized as the most key to realize L&D of the organizations, whereby learning focuses on increasing business results and the workplace becomes the learning environment for personalized learning concentrating on the individual learner. Then, organizational learning is becoming a sharable, pervasive, social experience that is as digital and mobile as any industry; which is shifting away from the colossal courses of the past to shorter, tailored, even micro experiences that add up to a modern worker and match perfectly into their daily lives.

Hence, organizations will be able to cope with the aforementioned new organizational learning trends and significantly improve their learning functions**;** by adopting the following prerequisites/indices: aligning learning strategies with corporate objectives, leveraging innovative technology, creating adaptive learning structure, determining metrics in advance and include both business metrics and learning/HR metrics, Selecting the right technological provider, Collaborating with the business leaders, Putting the individual first, enhancing strategic talent management, supporting soft skill training, adopting HRM activities centered self-learning, encompassing an organizational culture adopting values as inquiry and dialogue essential to make a learning climate within the organization.

Unfortunately, there are diverse barriers-as we aforementioned- to the adoption of a vigorous organizational learning process to the Egyptian business enterprises. Such barriers are existed consequential to the deficient internal environment and unstable surrounding external environment of the Egyptian business enterprises. Hence, to overcome such barriers; it imposes

the adoption of some reforming solutions relying on the aforementioned framework for new organizational learning prerequisites/indices and in the context of corporate good governance principles. Such solutions pillars can be briefed as follows: supportive leaders, Intuitive knowledge processes, HRM activities centered self-learning, Culture of continuous improvements, Societal Awareness of organizational learning, Defined lean learning structure, The Completion of the Information Technology Infrastructure and Advocated legislations to organizational learning.

To sum up, organizations want to become a true learning organization. Lamentably, this is not always articulated in backing for the L&D department. Although some of these organizational learning trends already subsist and are simply coming into fore more lately, and some may be in the commencement of their development, all of them make a considerable opportunity for learning leaders to convey greater business value in their organization. Comprehending and knowing these key trends can help progress the Learning practice at any organization.

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