

EXAMINE THE RELATIONSHIP BETWEEN KNOWLEDGE MANAGEMENT WITH ORGANIZATIONAL LEARNING AND EMPLOYEE EMPOWERMENT IN NATIONAL COMPANIES OF SOUTH OIL PRODUCING (CASE STUDY: OIL WELFARE SERVICE COMPANIES)

YOUSEF RAVANPYKAR^{a1}, JAFARSADGHE FYZI^b AND YOUSEF PASHAZADH^c

^aM.A of Management in Islamic Azad University , Science and Research Branch, West Azarbaijan, Iran

^{bc}Ph.D, Department of Management in Islamic Azad University, Science and Research Branch West Azarbaijan, Iran

ABSTRACT

Toda, knowledge management, organizational learning and employees' empowerment are accounted as the important issues of HR management. This research investigates the relationship between knowledge management with organizational learning and employees' empowerment in Oil welfare service companies. Research methodology is descriptive- correlation method and statistical population is 400 employees of Oil welfare service companies. Among them, 200 persons have been chosen as a statistical sample using krejcie & Morgan table and random sampling method. Required data has been collected using questionnaire mean. Content reliability of questionnaires was verified by experts and scholars of management. Durability of questionnaires of knowledge management, organizational learning and employees' empowerment were calculated %91.7, %91.1 and %82.5, respectively using Cronbach's alpha. To test hypotheses, Pearson's correlation coefficient and regression were used. Research results indicate that there is a significant relationship between knowledge management and organizational learning, employees' empowerment and knowledge management, organizational learning and employees' empowerment. Results of multiple regression showed that dependent variable is influenced by both independent variables and they are able to determine 66 percent of employees' empowerment.

KEYWORDS: Knowledge Management, Organizational Learning, Employee Empowerment

Extensibility of knowledge and movement toward knowledge based society is one of the issues which everywhere has been discussed and challenged. Such as considerable developments in management area is appearing and emerging phenomena like knowledge management, organizational learning and employees' empowerment.

Changes in external and internal environments of organizations is so fast, complicated and comprehensible that organizations are not able to survive; grow and develop without predicting, correct planning and setting appropriate strategies. Knowledge is rapidly changing to the most important sustainable competitive advantage of organizations. Resource based knowledge has changed to knowledge based management. At the present, the most important multidimensional growth variable of organization and enterprises is knowledge (Yaghoobi et al, 2011). Nonak and Takevchi (1995) consider knowledge management as a process which via that organization produces wealth from knowledge or intellectual invest. In Malhotra's opinion (1997), knowledge management is a process that is used by organizations to gain skills in the context of learning (internalizing knowledge) and codifying knowledge

(externalizing knowledge) and distributing and transferring it (Abtehi and Salavati, 2005).

Above all, occurred changes in technology causes increase in communication speed and necessitate organizations to response and investigate customers' needs. Giant organizations with traditional structures don't have required ability and flexibility for aligning with these changes. To survive, they are forced to change their structures or are equipped by tools to gain ability in order to face and align with global changes. One of the most important tools is to institutive learning process in the organization. The conception of organizational learning has been considerably paid attention by many of university and industrial centers since 1990. The result is 2 important factors:

1. The nature of fast-pace world which we are living in.
2. Competitive environment which firms are operating in (Azarhoosh, 2001, p 2).

In recent years, many attentions have been paid to organizational learning and many researchers have studied and analyzed it from various angels. Templeton et al (2002) consider organizational learning as a set of organizational learning such as achieving knowledge,

distribution information and interoperation information and memory which intelligently and unintelligently impact on organization's positive developments. As creativity, innovation and flexibility in providing customers' needs is accounted as firm's challenges, today, learning is also changed to one of organization's strategic challenges (Sharifzadehand Bodlaei, 2008).

Zhang et al (2009) believe that organizational learning is a dynamic process that enables organization to rapidly adapt with changes. This process includes producing new knowledge, skills and behaviors (Khanalizade et al, 2010).

On the other hand, changes in organizations' condition in the third millennium along with technologic and scientific changes and developments have led organizations to new attitudes toward HR as organization's capital. Whetten and Cameron (1998) believe empowerment is the process of empowering people. In this process, we help our employees to progress the sense of self-confidence and overcome the sense of inability and helplessness.

Empowerment is a modern and effective technique in order to promote organization productivity by taking advantage of staffs' ability. Employees via their knowledge, experience and motivation have latent power. In fact, empowerment is to free this power (Khanalizade et al, 2010). Tomas & Velthoisehas considered it as the motivation to do main tasks. Some expressed it as the appropriate motivational reflect between employee and job (Conger & Kanvngo, 1998). Scott & Jaffe (1991) have defined delegation, Spreitzer (1996) has defined participation and Foy (1997) has defined empowerment as the distribution of decision making power to the people who don't have it.

Human force has been as the biggest capital of country and the major factors of growth and improvement of different societies. With intelligent look at human force in different organizations, we can distinguish the relatively considerable quality of HR which is driven from knowledge, expertise, skill shortage and lack of required ability. National companies of oil producing areas in South are such organizations which have a great deal of experienced and knowledge employees working in. Most of these people leave organization due to retirement in upcoming years. Lack of these people is considered as deprivation of company from valuable knowledge, expertise, experience and skills which have

been accumulated during years and have been saved in these employees' minds.

Taking control, sharing and use of these people knowledge before retirement would be one of the main problems and risks of governments (Noroozian, 2005). Kally et al (2007) believe that latent and implicit knowledge of people is not saved in the organization and it would be hold by people and staffs. With considering this issue that knowledge based employees might leave organization and extract mentioned key asset, their management method would find importance (Mir Bagheri et al, 2010). Scholars believe that from now on in knowledge based era, each individual must not consider his information and experience as a personal property or take it as a capital of his work and profession (Elahi and Ahmadi, 1998). So that, documentation methods to techniques and learning of human are the certain strategies in transferring individual and social experience in accumulation of employees' personal knowledge to the maintenance knowledge era for the collective benefits (Mirsaidi, 1998).

With considering this issue that documentation and transferring knowledge is accounted as one of the underlying factors in employee's empowerment, it is necessary to take advantage of people's experiences and knowledge (especially implicit knowledge) in an appropriate way in order to provide the context for employees' empowerment. Therefore, this research aims to investigate the relationship between knowledge management, organizational learning and employees' empowerment of employees of Oil welfare service companies. In this regard, following hypotheses were tested:

- 1- There is relationship between knowledge management and organizational learning.
- 2- There is relationship between knowledge management and employees' empowerment.
- 3- There is relationship between employees' empowerment and organizational learning.
- 4- There is relationship between knowledge management with organizational learning and employees' empowerment.

LITERATURE REVIEW

Since, learning and knowledge are 2 major and linked elements in the context of organization's development, so in recent decades, many researches have

been done in the field of knowledge management and organizational learning. Also, a great deal of experimental studies about effective designing of learning and knowledge systems in different environments have been conducted (GhorbaniZade, 2008).

Kary (2008) in the research about knowledge management in organizations showed that to implement knowledge management, organizational culture is considered as one of the very strong prerequisites which have the intimate relation with knowledge management (Karroubi and Matani, 2009). Martin (2000) in his study emphasizes on learning importance and need for creating processes which are supporting organizational learning and building organizational knowledge. In another research, Rinhart and Shert (1999) came to this conclusion that improvement in teachers' information causes professional growth; increase in more opportunities to make decision and ultimately their empowerment. In Iranian researches, we can also refer to Ghorbanzadeh and Khaleghinia (2009) entitled "The role of tacit knowledge transfer in employee empowerment". The results of this study showed that tacit knowledge transfer plays an underlying role in the employees' empowerment in the studied university and the more increase in tacit knowledge transfer, the more increase in employees' empowerment. Memar Zade et al (2007) also came to this conclusion that knowledge management has the important role in individual, group and organizational empowerment. The results of research by Rajab Beigi et al (2009) showed that management support, providing information needs, participation in decision making; organizational culture and competitive job atmosphere along with friendship are the effective factors on empowerment of Knowledge Workers of Petroleum Industry Institute. Shafi (2006) also showed that there is a significant relationship between employees' empowerment and organizational learning in National Company of Distributing Petroleum Products.

KNOWLEDGE MANAGEMENT

While studying knowledge management, knowledge definition is accounted as necessities. Without exact definition, managers don't understand which item they are managing or principally have such knowledge for management or not (Rading, 2009, p15). Blaker (1995) believes that knowledge is the conception with some layers, complicated, static and abstract which is laid in human mind. To perceive conception of knowledge

management; applying and using different analysis and interoperations is so important (Carlucci, 2004). Rastogi (2000) defines knowledge management as systematic process and the combination of coordination between organizational practices such as gaining, building, saving, sharing, publishing, development and applying knowledge by people and groups in regard with main goals of organization. Knowledge management is the process that is applied by organization combined by organizational learning and producing and distributing knowledge in order to build their organizational and collective knowledge and use it. In another hand, knowledge management is an effective learning processes along with create; organize; apply and interact knowledge (Including both implicit and explicit which are achieved by using a technological and cultural environment) (Jashpara, 2004). Despite of small differences among definitions, researchers believe that knowledge management is an important issue for business in all over the world (Martin, 2000; Nonaka & Takeuchi, 1995).

The main processes of knowledge management have 6 factors which are expressed as following:

Build knowledge

Knowledge is driven from employees' skill and experience. Knowledge is created by people with determining new methods of doing activities and science development. Sometimes, if it is not in the organization, external knowledge enters the organization.

Acquisition of knowledge

Organizations provide most part of their knowledge from external resources. Relationship with customers, provides, competitors and partners has a great deal of potential to create knowledge. Organizations in the parts which they are not able to develop, it is provided by experts and other organizations.

Knowledge development

It is one of the underlying and important elements of knowledge management which concentrates on development of new skills, new productions, better ideas and more efficient processes. Knowledge development includes all of management attempts which organization via them intelligently attempts to achieve capabilities which organization doesn't have them or creates capabilities which still are not in or out of organization (Probest et al, page 45).

Sharing and distributing knowledge

Sharing and transferring knowledge is one of the very important elements to help organizations in order to distinguish their internal and external knowledge (Masa and Testa, 2009). Knowledge transfer includes a set of practices which are done in order to transfer knowledge among members (Alvani et al, 2007).

Knowledge maintaining

The especial knowledge (data and information) owned by organization have to be saved in the place which can be managed and protected and would be available for others (Rading, 2009, p 29).

Applying knowledge: applying knowledge includes activities which show that organization has applied his knowledge such as applying new ideas of employees in organizational processes or paying attention to the sale of organizational knowledge (Alvani et al, 2007).

ORGANIZATIONAL LEARNING

As human creature has talent and capability to learn and can learn through performing effective practices and discovering and modifying their errors. Also, he is able to produce modern conceptions and attitudes. Organizations also have these capabilities. Of course, organizational learning occurred when organization's employees use their learning power to solve common organizational problems (GhorbaniZade, 2008, p 11). In the environment that its main symptoms are to increasingly develop of knowledge and technology, business arena has lost its traditional form and it appears in the modern forms. This condition has changed business environment to the competitive and challenging environment and has asked for new paradigms. In the new paradigms of business, the biggest competitive advantage is learning ability. Therefore, organizations are more successful which learn better, faster and sooner than competitors (Behnami, 2005).

Organizational learning provides the context for state organizations to get rid of traditional hierarchy and bureaucratic structure which is accounted a desirable form of public services in 10 recent years and become an organization that learn from its mistakes and successes. Learning organizations are emerged when knowledge and experience are continuously shared, valued and encouraged. Thus, these organizations are the result of

organizational culture in which hierarchy and bureaucratic structures have changed to the flat, participatory and team based organizations including able people (Maknab, 2010, p 53).

Organizational learning is formed using shared attitude, knowledge and mental models based on the past knowledge and experience. Organizational learning is all of methods, mechanism and processes which are applied in order to achieve learning within the organization. Thus, organizational learning can be known as the organization's ability as a whole in discovering and modifying errors and also changing organization's values and knowledge so as the new skills of problem solving and new capacity for job are created (Stata, 1989).

Nief (2001) has expressed dimensions of organizational learning as following:

Shared vision

The importance of shared vision to become a learning organization: first, shared vision provides concentration and energy for learning. Second, vision leads people to the action and it indicates their wishes and dreams and also it gives them meaning. Third, pulling toward higher desirable goal will oppose forces governing current condition. Shared vision creates the final goal and encourages innovation and risk-taking. Forth, shared definitions and values have proportion in determining the knowledge type which is saved and transferred by organization (Markorad, 2002, quoted by Khanalizade et al, 2010).

Organizational learning culture

When members of each society, organization or group make attempts to adapt with external environment and solve internal integration problems, they spontaneously take an action to learn. Due to this issue that in term of theorizing, learning and problem solving not only are not different, but also we have to say that different viewpoints have the similar underlying process (Senge, 2009).

Group learning and job

Group learning emphasizes on the importance of the alignment of organization's forces and employees in order to prevent from wasting energy. Group learning is the process that develops group activities and somehow aligns them that the result is what everyone really wants to have (Senge, 2009, p 298).

Sharing, transferring and distributing knowledge

Identifying and distributing knowledge in the organization provide the circumstance for organizational learning of organization's employees. They can easily use others people's idea, experiences and knowledge (Faideston et al, 2003). Knowledge and skill acquainting is beneficial when is directly used by employee in his job and if it was transferred to other parts of the organization , it would be more useful (GhorbaniZade, 2008. P 89).

Participatory leadership

Employees in the competitive environment are encouraged to take risk and face uncertainty and use innovation and creativity in activities. These practices necessitate having participatory leadership in non-hierarchical structure. In such structure, managers are the coordinator leaders not controller (the same reference, p 89).

Development of employees' competency

Competency in HR literature is a set of knowledge, skill and measurable and transparent behaviors which contribute to the success of one job or post. To appropriately manage HR, employees' knowledge, information, skills and capabilities have to be promoted and create competency in them (Khanalizade et al, 2010).

EMPOWERMENT

Another issue discussed in this paper is employees' empowerment. If in organization, we don't take advantage of creative, knowledge based, opportunist and problem explainer people, we lose many chances and opportunities. To reach globalization or even stay in this level, fostering and substitution of new forces is necessary in order to continue the growth and improvement path (Talebian and Vafai, 2009).

Opposing environmental changes and complexes; increasing growth of knowledge and need for able employees have been regarded more than past. So, building required contexts for empowerment and using desirable organizational knowledge and learning can aid organizations to reach these goals.

Many researchers have considered employees' empowerment as one of the vital factors for success of implementation knowledge management (Anahotu, 1998; Bat, 2002; Choi, 2000; Martinez, 1998; Senge,

1991).Verespej (1999) believes that without real employees' empowerment, the real advantages of knowledge management can't be achieved. If employees feel empowered, they need knowledge in order to make them able to perceive and cause organization's performance improvement (Bowen & Lawler, 1992).

Lawler (1992) expresses that without required knowledge and skill, effective doing of actions for employees is almost impossible. When people are able, they accept more responsibility to solve organizational problems via new skills which ultimately leads to more competencies (Anahotu, 1998).

In foex viewpoints (1998), employees' empowerment is a process which a empowerment culture is developed via it. In this culture,ideals, goals, decisions boundaries and their attempts' and influence's results will be shared in the entire organization(Aghayar,2003).

Based on viewpoints of Tomas &Velthoise (1990) and Conger &Kanvngo (1988), empowerment has been defined as a factor to increase internal incentive for performing tasks including four domains: cognitive; meaningfulness, impact, feelings of competence and choice. Mishra's study (1990) has added trust to these dimensions which is defined as following:

Meaningfulness

It is an individual internal interest in the job or the valuable task which has to be valued, ideal and relevant with individual standards (Tomas &Velthoise, 1990). Activities with meaningfulness additives create a kind of purposefulness sense, passion or having mission for people. Rather than wasting people kin and force, provides them a resource of enthusiasm and force (Whetten& Cameron, 2002, P 28).

Impact

Impact or as Whetten& Cameron mentioned, acceptance of personal consequences, it is the place wherean individual can have impact on the strategic, administrative and operational results of jobs. Able people have the personal control over results. They believe that they can make change with having effect on the environment where they are working in or the results which they are producing. Impact sense means personal beliefs in a certain time about abilities to change in a desirable direction (same reference, p29).

Competency sense (sense of self-effectiveness)

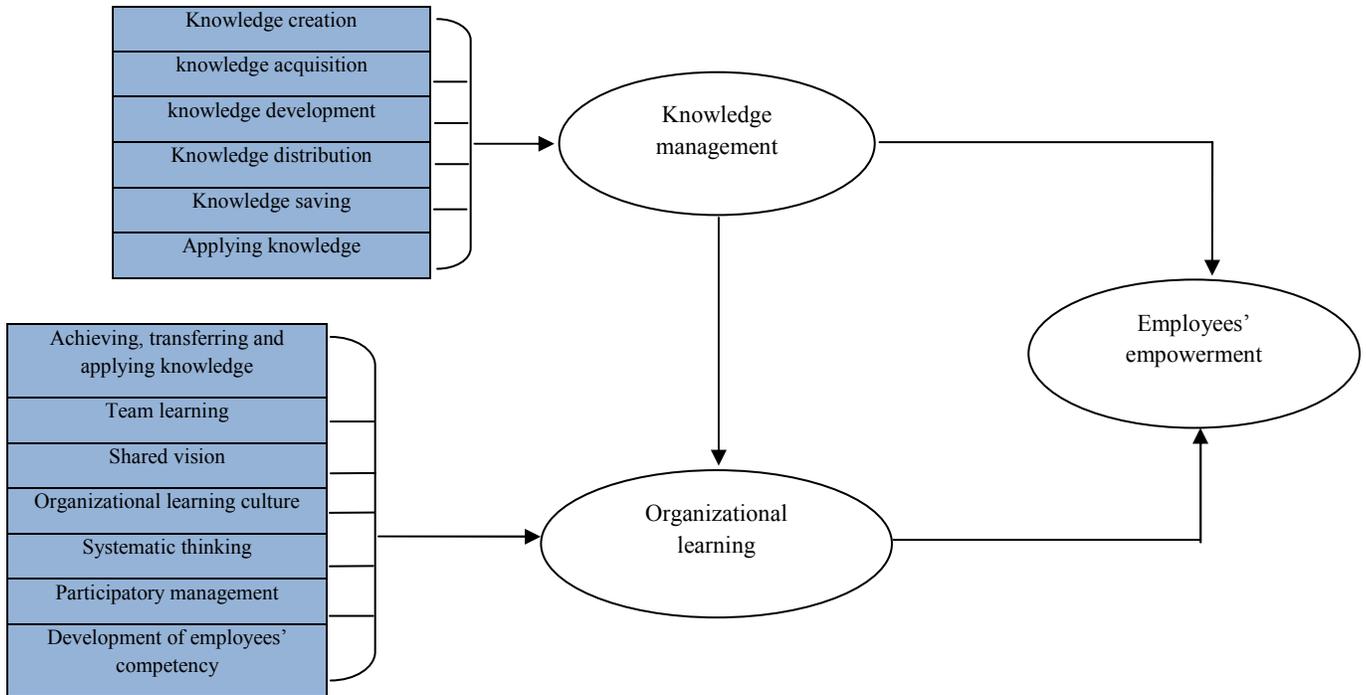
It is called individual beliefs in someone ability to do tasks with skill. People having competency sense feel that they can do their task with high skill (Singler& Pearson, 2000). In Bendora’s belief (1989),self-effectiveness is the most important element of empowerment which 3 following conditions have been proposed for that:

- Believe that you can do the job.
- Believe that you have the capacity to make required attempt.
- Believe that there is no external force to avoid them doing their job.

Choice (self-determination)

When people voluntary and deliberately do their tasks rather than forcefully involving in a job or giving the task up, they feel self-determination and see himself as self-beginner (Whetten& Cameron, 2002, P 26). In another words, able people have the sense of responsibility and ownership about their activities (Littell, 2007).

Analytical model



Sense of trust

Able people, who have the feeling called “trust”, are sure which they are behaved fairly and similar. These people are sure that even as subordinate, the ultimate results of their practices would be justice and friendship. Usually, the meaning of this feeling is that they are sure the power owners don’t harm them or they will be treated fairly (Wall et al, 2002).

Employees training, their development and professional growth is the underlying basis of empowerment plan. In new organizations which are known as learning organizations, managers show the considerable interest to empowerment and management practices based on empowerment. This interest is due to this issue that empowerment plays a considerable role in promoting learning culture.

According to aforementioned contents and viewpoints of theorists and scholars, analytical model was drawn as following:

Research methodology:

In current study, correlation-descriptive method has been used. Statistical population is all employees of Oil welfare service companies. After determining sample size using krejcie & Morgan table (1997), 200 persons were investigated. To collect data, library studies and questionnaires were used. To measure knowledge management, Moghimis’ questionnaire (2011) including indicators like knowledge acquisition, knowledge creation, knowledge storage, knowledge distribution and utilization and development of knowledge was used which has been verified by experts and scholars. . To measure organizational learning variable, Nief questionnaire (2001) was used and to measure empowerment variable, standard questionnaire by Spreitzer was used. This questionnaire has been developed by empowerment pattern of Tomas &Velthoise. Then, based on Mishra studies (1992), trust dimension is added to empowerment dimension and has been expressed as following:

- 1- Feelings of competence (self-effectiveness)
- 2- A sense of independence (having choices)
- 3- Impact
- 4- Meaningfulness (being important)
- 5- Sense of trust to others

Content reliability of questionnaires was verified by management experts and scholars and durability of questionnaire was evaluated using Cronbach’s alpha. To analyze data, Pearson correlation coefficient and multiple regression coefficients were applied. In this regard, SPSS software was used.

RESERCH FINDINGS

Kolmogorov - Smirnov test

This test is an adaptation of distribution for quantitative data. In this study, this test has been applied to calculate three variables of organizational learning, knowledge management and employee empowerment. Obtained results show that afore mentioned sample has Normal distribution. Therefore, parametric tests can be used.

Table 1: Results of Kolmogorov - Smirnov test

Significance level	Statistics	Standard deviation	Mean	Frequency	Measured variable
0/715	0/698	16/25184	67/7800	200	Knowledge management
0/725	0/692	16/00171	67/4250	200	Organizational learning
0/175	1/104	11/40320	70/3350	200	Employees’ empowerment

Hypothesis test

To study the relationship between research variables according to their scales, we take an action to calculate coefficient correlation between them and investigate their significance levels.

First hypothesis: There is a significant and positive relationship between knowledge management and organizational learning.

Table 2: The results of Pearson’s correlation coefficient between organizational learning and knowledge management

Coefficient of determination	Significance level	Correlation coefficient	Dependent variable	Independent variable
0/75	0/000	0/866	Organizational learning	Knowledge management

Table 3: The results of Pearson’s correlation coefficient between components of organizational learning and knowledge management

Organizational learning		Components of knowledge management
Significance level	Correlation coefficient	
0/000	0/654	Creating knowledge
0/000	0/575	Achieving knowledge
0/000	./655	Development of knowledge
0/000	0/649	Distributing and sharing knowledge
0/000	0/497	Saving knowledge
0/000	0/488	Applying knowledge

According to the results of table 2, there is a significant and positive correlation between knowledge management and organizational learning. The significance level 0.000 shows this relationship is significant. Due to the results of table3, this relationship is also verified in relation between components of knowledge management and organizational learning. It

means that there is a significant and positive relationship between each of components of knowledge management and organizational learning.

Second hypothesis: There is a significant and positive relationship between knowledge management and employees' empowerment.

Table 4: The results of Pearson's correlation coefficient between empowerment and knowledge management

Coefficient of determination	Significance level	Correlation coefficient	Dependent variable	Independent variable
0/59	0/000	0/77	Employees' empowerment	Knowledge management

Table 5: The results of Pearson's correlation coefficient between components of empowerment and knowledge management

Employees' empowerment		Components of knowledge management
Significance level	Correlation coefficient	
0/000	0/363	Creating knowledge
0/000	0/382	Achieving knowledge
0/000	.482	Development of knowledge
0/000	0/499	Distributing and sharing knowledge
0/000	0/549	Saving knowledge
0/000	0/764	Applying knowledge

According to the results of table 4, there is a significant and positive correlation between knowledge management and empowerment. The significance level 0.000 shows this relationship is significant. Due to the results of table5, this relationship is also verified in relation between components of knowledge management

and empowerment. It means that there is a significant and positive relationship between each of components of knowledge management and empowerment.

Third hypothesis: There is a significant and positive relationship between employees' empowerment and organizational learning.

Table 6: The results of Pearson's correlation coefficient between empowerment and organizational learning

Coefficient of determination	Significance level	Correlation coefficient	Dependent variable	Independent variable
0/64	0/000	0/803	Employees' empowerment	Organizational learning

Table 7: The results of Pearson's correlation coefficient between components of empowerment and organizational learning

Employees' empowerment		Components of Organizational learning
Significance level	Correlation coefficient	
0/000	0/529	Achieving, transferring and applying knowledge
0/000	0/431	Team work and job
0/000	0/575	Common vision
0/000	0/589	Organizational learning culture
0/001	0/233	Systematic thinking
0/001	0/216	Participatory management
0/004	0/204	Development of employees' competency

According to the results of table 6, there is a significant and positive correlation between organizational learning and empowerment. The significance level 0.000 shows this relationship is significant. Due to the results of table 7, this relationship is also verified in relation between components of organizational learning and empowerment. It means

that there is a significant and positive relationship between each of components of organizational learning and empowerment.

Fourth hypotheses: There is a significant and positive relationship between knowledge management with organizational learning and employees' empowerment in Oil welfare service companies.

Table 8: Inserted variables in regression model

Method	Eliminated variable	Inserted variable	Model
Enter	-	Knowledge management-organizational learning	1

Table 9: Model summary

Adjusted squared R	Squared R	R	Model
0/664	0/667	0/817	1

Above table shows that variables of knowledge management and organizational learning in total have explained about 66 percent of changes in dependent

variable (empowerment). Obtained regression coefficient is also shown in the following table.

Table 10: Inserted variables in regression model

Significance level	T	Beta	Standard error	Regression coefficient (B)	Variable
0/000	3/631	0/299	0/066	0/239	Knowledge management
0/000	6/618	0/544	0/067	0/440	Organizational learning
0/000	9/556		2/372	22/667	Constant coefficient

The results of table 10 about effect of knowledge management variable and organizational learning on employees' empowerment show that there is a significant relationship between knowledge management with organizational learning and employees' empowerment.

CONCLUSIONS

This research aims to investigate the effect of knowledge management on organizational learning and employees' empowerment of employees of Oil welfare service companies. To reach this purpose, due to theoretical principles and literature review, 4 hypotheses were tested that obtained results showed that research's hypotheses were verified.

First hypothesis: According to SPSS output, correlation coefficient between 2 variables is .866 and significance number is 0.000 that due to this number which is less than error level (0.01), the first hypothesis was verified. It means that with %99 confidence, there is a significant relationship between knowledge

management and organizational learning. This conclusion is in line with the following researches:

Marakas (1999) believes that knowledge creation and subsequently organizational learning is the introduction of knowledge management. Knowledge creation in fact refers to the organization's abilities in creating new ideas and solutions. Creating new knowledge and finding substitution solutions is driven from individual learning which can be changed to the organizational learning via education (quoted by Mir-Esmaeili, E. 2007).

In Moralez et al's viewpoint (2007), organizational learning is firm's capability to protect and improve performance based on the past experiences. He sees this capability as an ability to gain and exploit tacit and explicit knowledge, sharing and using it in the organization.

Without knowledge transfer and acquisition, organizational learning will not occur. When employees

are encouraged that moreover gain new knowledge, share their tacit knowledge with other staffs, organizational learning is occurred.

Second hypothesis: Based on data analysis, correlation coefficient between these 2 variables is 0.77. Due to this issue that significance level is 0.000 which is less than error level (0.01), it can be concluded that there is a significant relationship between these 2 variables and this hypothesis with %99 confidence is verified. These findings are in line with GhorbaniZade and KhalghiNia (2009) and also a study by MemarZade et al (2007).

It seems that the more information and knowledge employees have, the more feeling that they are able to do tasks without need for managers' help and control; involve in important decision making; feel empowered because of this issue that they are more effective person and subsequently accept the responsibility of their decisions.

Third hypothesis: Based on data analysis, correlation coefficient between these 2 variables is 0.803. Due to this issue that significance level is 0.000 which is less than error level (0.01), it can be concluded that there is a significant relationship between these 2 variables. These findings are in line with Rajab Beigi (2009) and results of the study by Shafi (2006).

Achieving to empowering is not only individual and group attempt, but also it is macro factors like structure, policy, values, reward system and organizational learning that all have to encourage and reinforce individual and group behaviors. Attempt to create and rebuild these factors is possible through learning process (Khanalizade et al, 2010). Organizational learning can be known one of the most important factors causes employees' empowerment. When information and knowledge in the organization are distributed among all of employees in different levels, it causes promotion in employees' skill and knowledge and subsequently their empowerment. Also, it causes increase in organizational performance.

Forth hypothesis: According to SPSS output, multiple regression coefficients is 0.817 and significance is 0.000. Due to this issue that this number is less than error level (0.01), the main hypothesis was verified. It means that there is a significant relationship between knowledge management with organizational learning and employees' empowerment with %99 confidence.

Variables of knowledge management and organizational learning in total have explained about 66 percent of changes in dependent variable (empowerment). So far, there hasn't been any research to measure the relationship between these 2 variables like here.

REFERENCES

- Abtahi, SH, and Salavati, A. , (2005). Knowledge Management, Journal of Management Development, No. 25, pp. 64-53
- Alvani, Seyed Mahdi, Nategh, T. and Farahi, M. (2007). The role of social capital in the development of organizational knowledge management, Journal of Management, Issue 5, Spring, pp. 70-35.
- Elahi, ShabanBahari Far, A. &salhy, A. (2000). Organization structure design documentation, organizational experiences, Professor of Humanities, No. 42, Fall. Pages 52-23.
- A. Vatan, DavidCameron, Kim. Feed. (2002). Empowermentanddelegation(translated byBadroddinoraiYazdani).Tehran: Institute of ManagementEducation Research.
- BehnamiJoseph(2005). Organizational learning, managementmagazine, Issue 161.Pages25-19.
- Carlucci, D, Marr, B & Schiuma, G 2004, 'The knowledge value chain', international Journal ofTechnology Management, 27(617):575-589.
- Proust, Gilbert. Rob, StephenandRomhart, K, (2006).Knowledge management, translation, byAli Hosseinikhah, Tehran: PublicationYastoroun.
- Karroubi, Mehdi and Matani, M. (2009), empowerment of human resources through training Innovation challenge
- Khanlizadeh, R. Kordnaich, Asadollahh. Qani, A. Asgharomshki, A. (2010). The relationship between empowerment and organizational learning (Case Study of Educational Institution), a change management research, second year, No. 3, first half.Page 43-20.
- Rading, Ellen. (2009). Knowledge Management Success in a global economy based on information, translated by Mohammad Latifi (1998). Tehran: publisher Samt.

- Senge, Peter (2009). *The fifth commandment: the learning organization*, translated by and by Hafez Kamal Hedayat and Mohammad Roshan (1990) Tehran: Industrial Management Organization.
- Sharifzadeh, and Bodlaei Fattah, H. (2008). *knowledge management administrative, production and service*, first edition, Tehran: Jahad.
- Shafi, A. . (2006). *The relationship between empowerment and organizational learning in the national company distributing petroleum products*. MSc Thesis, Tehran University.
- Talebian, AR and Vafaei, F. (2009). *Comprehensive model for empowering human resources*, management magazine, the twentieth year, No. 203. Pages 20-16
- Faigeston Wall roy, Joseph and Mark Mac. (2003). *Key issues in the new knowledge management*, translation Ahmad Jafarnejad and KhadijahSafiri, Tehran: Institute KetabeMehrban publishing.
- Ghorbanzadeh, vajhollah , (2008), *organizational learning and learning organization with a view on knowledge management*, printing, Tehran; Publications Baztab.
- Ghorbanzadeh, V. ,Khaleghinia, Shirin (2009), *The role of tacit knowledge transfer in employee empowerment*, Journal of Research in Human Resource Management University of Imam Hasan (AS), the first year, No. 2. Pages 108-85.
- Mir-Esmaeili, E. (2007), *Evaluation and comparison of knowledge management and organizational learning in smart schools and normal schools of Tehran*, the Iranian new ideas in education, second year, No. 2, Spring. Page 169-149.
- Maknab, D. ,, (2011), *Knowledge Management in the Public Sector: A Guide for innovation in government*, translated by Noor Mohammad Yaghoubi M. Kazemi, and M. JamaliPaghale, Zahedan University Press in collaboration with HarandisSistan Baluchistan.
- Mirbagheri, S. A. ,Tahmasebi, Hamoon&Hashemi, A. (2010), *effective strategies in maintenance of knowledge-based workers*. Monthly prudence, No. 219, August. Page 29-22.
- Mirsaeedi, M. (1998), *documenting the experiences, petrochemical inquiry*, No. 42.
- Noroozian, M. , (2005), *the application of knowledge management in the public sector*, Tadbir magazine, Issue 156 Pages 29-24
- Yaghoubi M. ,Karimi, S. . Javadi, M. and Nikbakht, A. (2010). *Determine the relationship among organizational learning and knowledge management staff in selected hospitals in Isfahan*, Health Management, Year 13, No. 42. Pages 74-65.
- Anahotu, N. D. (1998). "Empowerment and production workes: a knowledge-based perspective". *Empowerment in Organizations*, 6(7), pp. 177-186.
- Banadura, A, (1989), *Self-Efficacy: The Exercise of control*. Freeman Publishing New York.
- Bhatt, G. D. (2002). "Management strategies for individual knowledge and organinistional knowledge". *Journal of knowledge management*, 6(1), pp. 31-39.
- Bowen, D. E. ,& Lawler, E. E. (1992). "The empowerment of service workers: What, why, how and when". *Sloan Management Review*, Spring, pp. 31-39.
- Choi, Y. S. (2000). *An empirical study of factors affecting successful implementation of knowledge management*. Unpublished academic dissertation .university of Nebraska.
- Conger, Jay A, and Rabindra N. Kanungo (1988), "The Empowerment process: Integrating Theory and Practice", *Academy of Management Review*, 13(3),471-482.
- Jashpara, A (2004), "Knowledge Management" financial times limited
- Lawler, E. E. III. (1992). *The ultimate advantage: creating the high involvement organization*. San Francisco: Jossey Bass.
- Lynton R. P. &Pareek, U. (2000). *Training for Organizational Transformations*.Part 1. California: Sage publications INC.
- Littell, Romie F. (2007), *Influences on Employee Preferences for Empowerment Practices by the*

- "Ideal Manager" in China, *International journal of Intercultural Relations*, 31(1), 87-110.
- Massa, S & Testa, S (2009), 'A knowledge management approach to organizational competitive advantage', *Evidence from the food sector. European Management journal*. 27, 129-141.
- Malhotra, Y. (1997). "Knowledge Management in Inquiring Organizations. "Proceedings of 3rd Americas Conference on Information Systems (philosophy of Information systems Mini-track), Indianapolis, In. August 1997. Retrieved Feb 13, 2002 from www.brint.com/km/km.htm.
- Martin, B. (2000). Knowledge Management within the Context of Management: An Evolving Relationship. *Singapore Management Review*, 22(2), 17-37. Retrieved Jan 29, 2001 from EBSCO (Business Source Elite).
- Martinez, M. (1998). "The collective power of employee knowledge". *HR Magazine*, 43 (2), pp. 88-94.
- Mishra, B & Bhaskar, A (2010). "Empowerment: A necessary at tribute of a learning organization", *organizations and markets in emerging economies*, No 2 (2):48-70.
- Nonaka, I & Takeuchi, H (1995), ' The Knowledge – creating company. How Japanese Companies Create the Dynamics of Innovation', Oxford University Press, New York. O'Reilly.
- Nonaka, I. and Takeuchi, H. (1995). *The Knowledge-Creating Company: How Japanese Companies Create the Dynamics of Innovation*. New York, New York: Oxford University Press.
- Rastogi, P. N. (2000). Knowledge Management and Intellectual Capital – The New Virtuous Reality of Competitiveness. *Human systems Management*, 19 (1), 39-49. Retrieved Jan 12, 2000 from EBSCO (Business Source Elite).
- Spreitzer Gretchen. M (1995), "Psychological empowerment in the work place: dimensions, measurement and validation" *academy of management journal*, vol. 38, No. 5, pp:1442-1465.
- Singler, T. , Pearson, ch. , (2000), *Creating and Empowering culture: Examining the relationship between organizational culture and perception of empowerment*, *journal of Quarterly management*, Vol. 5, pp:27-52.
- Stata, R. (1989). *Organization allearning :The key to management innovation sleam management Review* 30(3). Spring , p. 63-74.
- Thomas, Kenneth W. , and Betty A. Velthouse (1990), "Cognitive Elements of Empowerment", *Academy of Management Review*, 15 (4), 666-681.
- Verespej, M. (1999). "Knowledge management: System or culture?" *Industry Week*, 248-, pp. 20-21
- Wall, Toby D. , John L. Cordery, and Chris W. Clegg (2002), "Empowerment, Performance and Operational Uncertainty: A Theoretical Integration, *Applied Psychology: An In International Review*, 51(1), 146-169.
- Rajab beigi, M., forouzandeh, lotfollah Vvayzy, afsoun (2010) *Factors Brtvannndsazy Knowledge Workers of Petroleum Industry Research, Management Science*, No. 14, Summer . Pages 93-119