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The integration of Information Systems Shared Services Center with E-Learning for Sharing Knowledge Capabilities

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Abstract

Continuous learning became a fundamental element in any organization as a tool for managing development, sustainability and innovation from knowledge capabilities. In this paper, we start by describing the combination of two phenomenon', Shared Service Center (SSC) and E-Learning that expand the knowledge capabilities. Then, we produce a conceptual model for developing a continuous learning organization. This model conceptualizes and integrates SSC as managing the organizational knowledge and memory repository and E-Learning as the enhancer for a pull and push communication process. Then, from the conceptual model, we mathematically deduct a Δ (Delta) factor. This factor presents characteristics that allow its use for determining the viability of the continuous learning from sharing knowledge capabilities.

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1. Introduction

Beginning in the 80's, the concept of a learning organization, start being articulated by scholars and practitioners. The learning organization aroused as a conceptualization defining a structure where, knowledge is fully utilized for capability enhancing, behavior change, and competition improvement. As knowledge management evolved and developed, the learning organization conceptualization became an interesting sustainability metaphor for contemporary organizations. It focused the importance and plausible relationship between sustainability and knowledge, and as a foundation for innovation and business performance. This process of building a learning organization founded to be fundamentally sustained under the availability of the organizational memory. With the development of the Information Communication Technology (ICT) were created conditions to increase the amount of organizational memory, its availability and its relational power. The fundamental conditions were the systems interoperability and knowledge communication tools.

Shared Services Center (SSC) and E-learning characterize this evolution respectively as promoting interoperability and knowledge communication, respectively. These two ICT developments are the focus for two reasons. The first reason is the adoption of the Shared Services Center by the organization to construct a common organizational memory (interoperable). Shared Services Center in its concepts is a repository of different organizational memories, integrating diversity. The second reason is the adoption of the E-learning as a knowledge communication tool. The E-learning is in its concept, a communication tools for knowledge. These two ICT developments respond to two of the enablers of knowledge management, the existence of diversity and ability to communicate. We expand that if organizations have access to other experiences they could develop unique knowledge. Additionally, if this knowledge is available to be communicated can allow an organization to chose to learn.

In this paper, we conceptually explore the organization knowledge management and consequently its ability for continuous learning. This results in the development of continuous learning as a dependent variable from Shared Services Center (SSC) and E-learning. We focus on the question "The use of a SSC and E-learning conceptual model positively influences knowledge management?" We follow the resource-based view (RBV) of the organization where there is an independent live organizational memory and combined memory, supported on resources stored into the information technology and communication systems. These resources develop capabilities to support the sharing of knowledge. We are in the edge of defining the Δ (Delta) factor for these sharing knowledge capabilities. This factor, instantiated to a SSC and E-Learning conceptual model for sharing knowledge can positively affect the knowledge management and support the sustainability of the learning organization.

A sustainable organization mostly results from its responsiveness and adaptability to the surrounding environment. This surrounding is a competitive environment and requires an organization to pursue the dimension of sustainability, mostly from learning and innovation. This paper points out that this dimension integrates the continuous learning, from a knowledge management perspective. As "the tool", knowledge management is able to promote the aiming to develop and sustain a continuous learning organization. Two knowledge management elements are pointed out to promote the continuous learning: firstly, the management of the diversity and secondly, the communication of that diversity. These two elements are presented in any environment.

This paper starts with addressing the theoretical assumptions, section 2, next discusses the conceptualization of the structure that can support the learning organization, section 3, and in section 4 describes the development of the Δ (Delta) factor and the section 5 presents conclusions and future work.

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