The role of internal communication in the organizational learning process in the organization

دور الاتصال الداخلي في عملية التعلم التنظيمي في المنظمة

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Abstract:

The basic idea of this research paper is based on identifying and analyzing the elements and requirements of the organizational learning process within the organization. In which, we dealt with the role of internal communication in every essential element and requirements of organizational learning: in sharing and managing knowledge, in linking between learning levels, in empowering and engaging individuals, in the shift towards flexible structures, in leadership's exercises that supervises the learning process, and in establishing a friendly learning organizational culture in the organization.

Keywords: internal communication, organizational learning, knowledge management, organization.

الملخص:

تستند الفكرة الأساسية لهذه الورقة البحثية على تحديد وتحليل عناصر ومتطلبات عملية التعلم التنظيمي داخل المؤسسة, وتبيان دور الاتصال الداخلي في كل عنصر أساسي من عناصر ومتطلبات التعلم التنظيمي: في إدارة المعرفة وتشاركها وفي الربط بين مستويات التعلم, وفي تمكين الأفراد وإشراكهم, وفي التحول نحو الهياكل المرنة, وفي ممارسة القيادة التي تشرف على عملية التعلم, وفي إرساء ثقافة تنظيمية محابية للتعلم في المنظمة

الكلمات المفتاحية : الاتصال الداخلي، التعلم التنظيمي، إدارة المعرفة, المؤسسة

1- Introduction:

With the quick development of the world in all life fields, and its widespread resonance thanks to globalization and its requirements. Organizations are actively trying to keep up with this change by varying scale degrees to meet the needs of the ever-changing external environment.

Nowadays, organizations may face significant challenges to adapt to new realities. With the presence of creativity and development in this ever-changing environment, where these requirements have imposed the emergence of new concepts in ways of thinking, practices, and methods of management. The most important one was the concept of an educated organization. That is based on knowledge through organizational learning.

Since organizational learning is based on creating value through knowledge investment and sharing with the use of its outputs. This requires major and fundamental changes in structures and methods and even in individuals and their practices.

Researchers in this field have devoted themselves to enumerating some basic requirements. That is related: to the importance of establishing knowledge management and sharing it among individuals in the organization, to link between levels of individual and collective learning. It is also revolved around empowering workers and engaging them in management, and organizational change towards flexible structures. As in Provides transformational leadership that encourages learning and innovation, adopting an effective communication system that is open and effective, and establishing an organizational culture that is conducive to learning among individuals in the organization.

Understanding these general requirements and principles, communication may appear to us as one of the prerequisites for organizational learning. Particularly as it is linked to the transmission and exchange of information between individuals in the organization. Moreover, individuals in the organization with the external environment through learning from others.

Communication appears in the external apartment as a means of interaction between individuals in the organization with the external environment. But in the internal apartment, which is more important, the process of organizational learning is generated between individuals through their interactions in the organization, through their ability to learn, and through a range of other organizational requirements. In which internal communication may play roles in each element.

1.1 The problematic :

From this standpoint, the problem of our research arose in an attempt to reveal the extent of direct interference of internal communication in the organizational learning process on the one hand, And in revealing its role and impact on the basic factors and requirements on which the organizational learning process is based, on the other hand, This is what prompted us in this study to ask the following logical question: How does internal communication affect the elements and processes that are associated with organizational learning in the organization?

1.2 *The importance of the study:*

This study shed light on internal communication as a fundamental pillar upon which the organizational learning process is based at all its levels and in all its elements. In addition, it identifies the areas of intervention not in one variable, but in a set of variables that govern the organizational learning process.

1.3 Objectives of the study :

This study aims to try to reveal the role and influence of internal communication in organizational learning processes in its individual form, then collective, and then organizational, which includes the organization as a whole. The study also aims to diagnose the level of indirect influence of communication on the various processes that support the organizational learning process.

1.4 Methodology:

In this study, we relied on the functional approach, by describing functions and roles of internal communication in each process of the organizational learning processes within the organization, in order to know its total or partial impact on the organizational learning pattern in the organization.

2. Internal Communication and Its Importance in The Organization

2.1 - *The concept of organizational communication:*

Communication, in general, is the mean of expression through which information is transferred and exchanged between two or more parties, to achieve various goals, including understanding, influence, or information.

Carl Hovland defines it: "The process by which an individual conveys stimuli [linguistic symbols] to modify the behavior of other individuals" (Stephen & Karen, 2009,p50).

One of the definitions of communication is "The process of transmitting and exchanging meanings, in such a way that the parties to the communication understand and act accordingly." (Willey and Ric,1933,p6).

As for organizational communication, several definitions are formulated according to researchers and specialists. We find among them that: "communication is one of the guidance pillars, as it involves the flow of information, instructions, directives, orders, and decisions from an individual or group to individuals or groups to inform and influence, or effecting change towards achieving Predetermined goals "(Alalaq, 2009, p2).

Through our review of what has been written about the concept of organizational communication, we formulate the following definition:

Organizational communication is a dynamic and continuous interactive process. In which pieces of information, ideas, and directives are transferred and exchanged between the parties within the organization using several recognized symbols and signs to express the contents of the messages using one or more means of communication to achieve multiple goals.

2.2 Elements of the communication process:

To disassemble the communication process and track its merits, researchers in this field reached several elements contained in the communication process. They developed models according to their perceptions of the communication process and the elements involved in it. The most important of these models: the Shannon and Weaver model - the Model of *Laswell* - the Model of *perlo* - The Wilber *Schram* model and others.

In total, most models are surrounded and revolve around the following elements:

2.2.1- *Sender*: It is the source of the message and the party that wants to convey information, ideas, news, guidance, or feelings to another party. To influence or convincing.

In this context, the sender in the organization must be sufficiently skilled in the proper expression and choose the appropriate, precise, and clear method at the right time and place of communication. As well as the need to know the knowledge level of the future, trends and culture in general, and also mandated to define the idea accurately and meet it for the future concerned such as being an individual, group, team, department or all staff.

2.2.2- *Message*: The message is the subject, purpose, and content of the communication and the material that the sender wants to communicate to the future in spoken, written, or visible language.

2.2.3- *Means*: It is the communication channel used by the sender to transmit the content of the message to the receiver, and the means of communication vary according to the levels of communication and types and according to the choices and skills of the sender. We find meetings, reports, publications, phone calls, e-mails (barkiya and Earif, 2016, p. 217).

Studies and research have found that to gain credibility, the means of communication must reach several key elements: efficiency, trust, impartiality, and effective presentation.

The means of communication can be classified to:

A-Verbal means of communication: such as live or telephone conversations, meetings, interviews, seminars, lectures, and training workshops...

b-Written means of communication: such as memos, correspondence, reports, status offers, summonses, invitations, books, publications, murals, regulatory decisions, and advertising.

C- Non-verbal means: such as illustrations, images, and models.

2.2.4- *Receiver*: is the destination of communication and the party to which the message reaches, and maybe an individual or group. The effectiveness of communication is measured only by the response of the receiver and his/her understanding of the content of the message addressed to him/her.

In the organization, there are several levels of receivers that are differentiated based on educational level, status, role, seniority, and each level of language and symbols that can distinguish it from other receivers.

2.2.5- *Feedback*: the reaction of the contact obtained by the receiver when he/ she receives the message and understands its content. the reverse feeding gives a picture of the impact of the message and its content on the behavior of the receiver.

Feedback in the communication process has several representations: they may be positive or negative and may be immediate or deferred.

2.2.6- *Communication environment*: The conditions of communication and its implications "the environment is represented by space, time, and people. The social, political, and cultural context cannot be separated from the communication process, all of this may facilitate, hinder, add, delete or confuse communication (Shusha, Dalasi, 2018, p. 79).

2.2.7- *Interference*: These are the factors that prevent the transmission and good reception of the message. The interference in the medium may affect the transmission of the message, distorting the communication path, and distorting the contents of the message. It may be physical interference in the receiver such as hearing loss affecting the process of its absorption of content (Ramash, 2009, p. 88).

2.3 The concept of internal communication:

Internal communication has several definitions, including *Philippe*, saw it as relationships and interactions that occur between different interests and parties in the organization and that determine the patterns and methods of action in them (Philippe, 2001,p33).

From these definitions, we have concluded that internal communication is: those continuing interactions between parties within the organization formally or informally, to convey and share information, ideas, feelings, and guidance. That will determine the methods of delivery, working methods, patterns of thinking, behavior, and action, using appropriate communication channels according to the conventions and objectives of the overlapping parties in the work within the organization.

It is the main nerve, that links the organization's activities, functions, and members together. It is the main carrier of the organization's culture and the publisher of its mission, objectives, and strategies.

The internal communication system contains several subsystems within the organization:

- A communication system specialized in operation, performance methods, and working methods.

- A communication system specialized in the flow of orders, directives, instructions, and procedures, a leadership communication that is usually descended from leaders, superiors, and supervisors.

- A communication system for information and knowledge development, which is directed towards the collection of data, information, and various ideas related to work, in addition to the feedback and different perceptions of workers according to their roles in the organization.

2.4 The Importance of the Organization's internal communication:

Internal communication in the organization has great importance manifested at several levels and forms. It affects all parts, components, and functions of the organization. The effectiveness of the organization's performance must be accompanied by effective communication and strategies, especially internal ones, as it maintains the cohesion of individuals within the organization and the process of interaction between the actors within the organization.

Internal communication shows a great importance in organization, requirements, leadership, guidance, and aspirations, as well as for individuals within the organization in operational, social, educational, and even psychological aspects.

By tracking internal communication overlaps and their importance in the organization, we have reached the following points:

- Contributes to the development of human relations within the organization in terms of unifying concepts and objectives, raising morale, and increasing social interaction (barkiya and Earif, 2016, p218).

Promoting loyalty and belonging to the organization: through the spread of a culture of organization within the organization, and the saturation of individuals and groups with the mission, values, and objectives of the organization.

Providing the right mechanisms for leaders to make decisions, providing data and information that helps in decision-making, selecting alternatives, and easily targeting those involved.

- Assistance in the controls imposed by subordinate supervisors, the misuse of communication may be reflected in the effectiveness of censorship and may cause conflicts between supervisors and subordinates.

- Promote participation in the transfer and exchange of information, and dissemination to generalize its use, and to store it in the memory of the organization (Shusha and Dalasi, 2018, p 80).

- Helps leaders and facilitators in guidance, supervision, and utilization of formed reactions, through feedback.

- Contributes mainly to the continuous coordination between the workers, between the units, and between the various activities of the organization, preventing conflict, clash, and ambiguity in roles.

- Maintaining the cohesion of the organization, the process of activities in it, and the cohesion of its members, where "many research and studies have indicated that communication takes between 75% and 90% of the daily working hours" (Bin Dawood, 2014, p172).

- Internal communication contributes directly to the process of employees understanding their roles and tasks accurately and clearly, and contributes to conveying their reactions and opinions about how the work is managed within units and departments, as well as explaining the methods of performance and the paths of efficiency.

 It also contributes to the transmission of data, information, knowledge, and guidance between individuals and units through different channels, effectively reducing the emergence of rumors and conflicts,

- Enhances the freedom of opinion in matters concerning employees in their work and in the way of performance, especially if its regulated by the administration by providing available means and channels.

- The effectiveness of communication in the organization promotes creativity, innovation, individual, group, and organizational learning, and contributes to creating the right environment to address both operational and strategic problems.

2.5 Forms and levels of internal communication

Communication within the organization manifests itself in many forms. It takes several paths according to levels and according to the official communication. As a whole, researchers divide communication into two main types or form formal and informal ones.

2.5.1 - Formal communication: is the communications that the organization determines and acknowledges in its official structures. It shows them their channels, paths, and those in charge of them. It is manifested in the organizations in the following forms:

A- Vertical descending communications: They are the communications that come from the highest organization from the leaders and supervisors, which are leadership communications. They take the character of mandatory. They come in the form of orders, instructions or directive notes, and even meetings or other means that carry work-related information, written or unwritten.

B- Upward vertical communications: are the communications received from the leaders and supervisors from their subordinates at work. These contacts in the organization take the forms of case presentations about the workflow and conditions, reports, complaints and petitions, needs cards.

C- Horizontal communications: is the communication that takes place between individuals of the same organizational level, the purpose of which is usually the exchange of information and ideas.

Among the means of horizontal communication, we find meetings, posters, wallpapers, phone calls, conferences, and inter-correspondence (Shusha, and Dalacy, 2018, p81).

2.5.2 - *Informal communication*: is those spontaneous personal contacts that arise because of interaction between workers outside the formal frameworks of communication. Workers usually resort to informal communication to express their opinions and feelings freely. Thus it includes individuals in informal collective ties within the organization (Al-Jumaili,1997,p24).

Informal communication may be in the interest of the organization, as it may be against it. The role is up to the wise administration that takes advantage of this communication and gets to know it well to fill its gaps (Shusha and Dalacy, 2018, p81).

3. Organizational learning and the requirements for achieving it in modern organization:

2.1 The concept of organizational learning:

Organizational Learning is a modern concept of regulatory thought. His first appearance was in the book: The Organizational Learning by (Schon and Argyris) in 1974, where he was conceived as the process that enables the organization to detect and correct errors (Argyris and Schon, 2002,p24).

Then *Huber* defines it as the process of employing information and knowledge gained to change work behaviors (Huber,1991.89).

Peter Singh defined it as "the process of continuous testing and review of experiences, and to turn them into knowledge that the organization can obtain and employ for its main purposes" (Nuaija, p88).

By examining these and other definitions, we have come to define organizational learning as the process of continuous interaction between the organization's members and groups with the internal and external environment, in a way that brings the organization to adapt or evolve, through the good acquisition, storage, distribution and use of knowledge.

The importance of organizational learning has emerged in modern organizations due to the need for information because of the rapid development of life, and the exacerbation of technological and other variables, which has led organizations to strive to lay the foundations of organizational learning in their structures, culture, and practices.

3.2- Characteristics and principles of organizational learning:

Researchers confirm that the organizational learning process in organizations is carried out with the following characteristics:

- Learning in the organizations takes place continuously and automatically by its members and groups.
-The existence of a common vision among the members of the organization that leads to continuous learning.
-Supportive and caring leadership of learning in the organization.
-Learning in general. It involves all members of the organization and is not restricted to a specific group.
-Organizational learning comes from experiences and experiments.
-Provides an appropriate mechanism for managing knowledge in the organization through methods of acquiring, storing, distributing, and then exploiting it in the service of the organization.
- It is a social phenomenon: the result of teamwork and team spirit, and its connection with the needs, motivations, and interests of the members of the organization, and the collective interaction between them to solve practical problems (Aishosh and Boussalem, p:8).
-Continuous interaction with the external and internal environment of the organization through continuous learning from the mistakes of the organization and the mistakes of other organizations.

* The basic principles of organizational learning in organizations are:
- Flexibility of the organizational structure in line with continuous change.

- Leadership that encourages learning.
- The spread of common values among the organization's employees regarding the necessity and importance of learning.
- Knowledge sharing among workers through formal channels for knowledge dissemination and distribution.
- Empowering workers, taxpayers, and work teams by delegating powers and providing information and capabilities.
- Continuous training of workers according to the roles and jobs they occupy.

3.3- Organizational learning requirements in organizations:
To establish the organizational learning system in the organization, many of the basic requirements of the organization must be met:
- Awareness of the concept of organizational learning and how all members of the organization through non-stereotypical creative thinking. This practice can only be achieved by saturating the staff with the organization's mission and strategic and operational objectives.
- Model driving: which oversees the process of learning between individuals, between jobs, and between departments, in addition to managing knowledge management and motivating and inspiring workers, and containing conflicts between them.
- Organizational culture: "The culture of the organization driven by knowledge must be a participatory culture, to promote the free flow of generalities, and to facilitate the generation and sharing of knowledge" (dadah and Salman, 2017, p1506). The more flexible and regenerative the organization's culture is the more is accepted in learning, unlike the rigid static culture in which learning is difficult.
Empowering by providing the possibilities and work, requirements of workers, and the working environment that creates a spirit of responsibility and relative freedom in making operational decisions.
Knowledge management: the processes and behaviors of the organization's members to obtain, store, distribute, and then exploit it in operational and strategic processes (Al-Kubaisi, 2005, p42).
Knowledge is the product of information and expertise from specialized practice. It is also the stock and intellectual production obtained through scientific research and field practice.
Cognitive sharing: It is also a requirement of organizational learning Jajeeq and Obaidat in their study of the effect of cognitive sharing on the practice of organizational learning in Omar bin Omar Mills, reached a positive correlation between the practice of cognitive sharing and organizational learning.
Communication: The availability of an effective communication system helps in all learning processes within the organization, through the movement of information between individuals, jobs, teams, and management as a whole, with the least possible communication obstacles.
- Linking the learning to the organization's operations and activities: the effectiveness of the organizational learning process is through use and not learning for the sake of learning. Workers, under their experiences, transform acquired knowledge into skills and innovations that benefit the organization.

3.4- Levels of organizational learning:
Organizational learning manifests itself in organizations at three basic levels at the level of individuals, groups, and teams, and the level of the organization as a whole.
3.4.1- Learning at the level of individuals: This is done through the use of experience, practice, and the stock of knowledge in dealing with new data and information and transferring them to new knowledge.
3.4.2- team-level learning: It is the learning that takes place in teamwork that has similar functions or tasks, through cooperation, sharing and exchange of information and experiences, research that

acculturation between its members generates specialized knowledge (El-Khoury and others, 2015, pp 63-65).

3.4.3- Learning at the level of the organization as a whole: It is the system that the organization establishes to create an enabling and incubating environment for learning at all its individual, group and organizational levels, through the development of mechanisms, structures and procedures that allow the creation of information, its storage, analysis, exchange, distribution and use among all parties in the organization.

Peter Singh has mentioned in his book The Fifth Discipline, an approach between the methods and basics that enable the building of a learning organization through learning at its three levels (El-Khoury and others, 2015, p 47).

Crossan adds that these three levels are also related to four social and psychological processes:

A-Intuition process: you get to the individual level.

B-Interpretation process: for the elements that the individual felt through his gains and his participation with the group as well.

C-The merging process: in which the understanding of the new elements is changed at the group level and transferred to all levels.

D-Institutionalization process: for knowledge acquired through individual and group learning, by inserting it into formal organizational procedures, processes, and practices (Al-Khashali and Al-Tamimi, 2008, p198).

3.5- Types of organizational learning:
Peter Singh classed organizational learning into three basic types:

3.5.1- Adaptive learning: a learning system that enables the organization to be adaptable to the environmental changes and developments, in a way that keeps it at its current level, and this type of learning according to Peter Singh is the first step towards an educated organization because it is traditional reproducible learning (Hami, 2015/2016, p 126).

3.5.2- Obstetric Learning: A learning system that opens the way for creativity and innovation and creates supplication that enables the organization to expand its capacity and market share, and this type of education is only done by rehabilitating or attracting human resources that are efficient and fully empower able and an information system and communication based on knowledge sharing.

3.5.3- Social learning: This learning has to do with previous types because the learning system in the organization is mainly based on the interaction between individuals in certain contexts, which allows for the development of a social format that prepares and assists the continuous learning process (Protector, p 127).

3.6 Dimensions of Organizational Learning:
Organizational learning is manifested in several dimensions that increase from each other, and they vary in the degree of depth and effectiveness in learning:

3.6.1- Mono-cyclic learning: It represents the prototype of learning because it is adaptive learning in which the organization tries to correct its mistakes and solve its problems through pre-prepared policies and procedures, without searching for new or meritocratic solutions (Nuaija, p108).This model of education, as Sean and Argyres see it, does not challenge Existing values and rules, and what is sufficient (Argyris and Schon, 2002, p641).

Mono-cyclic learning reflects the vision and assumptions of the organization and its workers about what must be achieved. The feedback shows and compares the extent to which these assumptions are achieved, and therefore it is called monocyclic learning.

This type of learning is well suited to environments of relatively slow change.

3.6.2- Bi-cyclic learning: This dimension of learning is an extension of monocyclic learning when it does not reach its goal even after changing and correcting procedures and policies, and individuals in the organization think about the validity of their assumptions and expectations of outcomes (El-Khoury and others, 2015 p 42).

The second dimension of learning, based on a rethinking of current or expected knowledge, begins with assumptions based on the procedures understudy and also thinking so that individuals in the organization have ample room to learn from new variables.

This type of learning is called-cyclic learning because it is inverse feeding at two levels at the level of procedures and the level of assumptions and expectations.

3.6.3- Tri-cyclic learning: conceptual learning that goes beyond the previous two dimensions to try to think outside the existing framework, by seeking to change existing assumptions and opening the way for learning in other dimensions outside the available knowledge box (Protector, p 128) where this form of learning requires highly qualified individuals and great susceptibility to benefit and learning from all the reversals from the environment and the organization's policies and strategies so that they can take advantage of all available and unavailable opportunities.

This type of learning is based on the development of flexible and dynamic mechanisms, strategies, and systems that allow individuals in the organization to have a significant margin of freedom to create, collectively analyze, apply and evaluate knowledge, and then renew it in a way that allows the organization to keep up with the organization.

In the figure below is an illustration of the three models of learning:
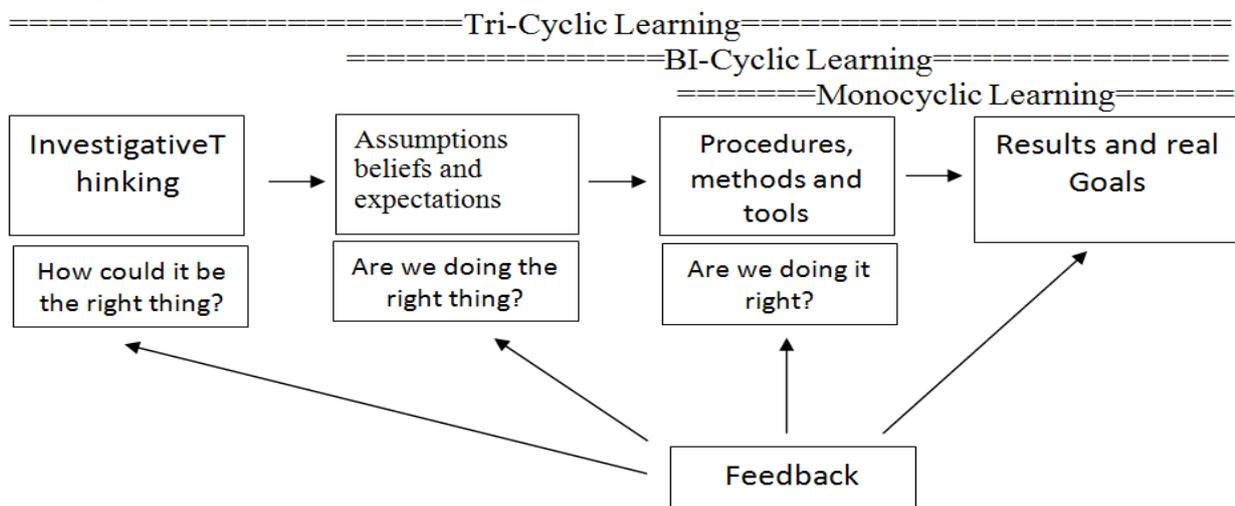
Figure 01: Researchers work

4. the role of internal communication in the process of organizational learning in institutions:

Organizational learning is considered as one of the processes in which it is difficult to accurately determine the interrelated factors, due to its association with individuals. Whose perceptions, backgrounds, roles, motivations, and interests vary on the one hand, and its connection also with the internal and external environment that is characterized by continuous and unexpected change. Based on this, the students in this field have mainly concerned with clarifying the factors and requirements that make the organizations and individuals in them ready to keep pace with the continuous change according to the environmental developments. However, in the direction of achieving the common goals of the organization and its individuals.

Where many researchers emphasized the importance of the availability of some basic factors; that is considered as an incubator ground for organizational learning within institutions, where a large group of them revolved around some concepts and foundations: knowledge management, empowerment, leadership, shared vision, participation and participation, organizational change, training, relationships Humanity and Communication.

According to Huber 1991, there are four processes for measuring organizational learning: knowledge acquisition, information distribution and interpretation, and organizational memory.

As for (Obeidat and Jajeeq, 2014) in her study of measuring organizational learning practice in SOTRAMEST, they reached the following pillars: flexibility of the organizational structure,

cognitive sharing, common values, empowerment, and formation of human resources, leadership that encourages learning.

While (Aayshoush and Bousalem, 2016) outlined these factors in six basic pillars: strategic planning with the involvement of all, flexible organizational structure, individual learning, differential learning, supportive organizational culture, and effective leadership.

In general, organizational learning is mainly related to knowledge management and sharing, communication, flexible structures, empowerment, encouraging leadership, shared vision and organizational culture, participation and human relations, training, and continuous training.

Through these elements and concerning the point of view of the research, the initial view that appears is that the effect of communication in the process of organizational learning appears separately and isolated from other elements. Its effect is limited to external communication that achieves interaction with the external environment, while internal communication links the outputs of external communication with Parties within the organization, to achieve the feedback that is used in the organizational learning process.

However, studies that dealt with internal communication in the organization have acknowledged the existence of correlations with other elements on which organizational learning is based on.

In this regard, to highlight the roles of internal communication in organizational learning, we have decided to combine it with several elements, each of which shows the role of internal communication in:

4.1-Linking individual and group learning:

In addition to the role of internal communication in enriching the individual with data and information that, by his experiences and experiences, produces implicit knowledge that varies from individual to individual within the organization.

Probst and **Buchel** felt that internal communication links individual and group learning because they achieve mutual understanding between workers and allow for discussion, enrichment, and inter-bonding (Nuaija, p 93).

Since individuals do not learn in isolation from internal social factors and contexts, they influence and influence them through formal and informal communication systems.

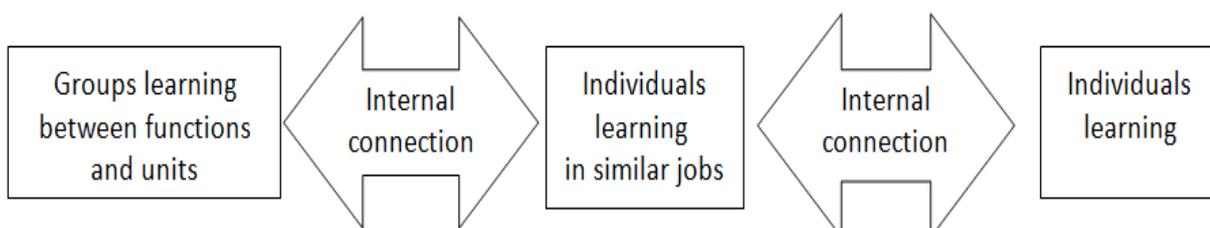In the figure below is an illustration of this recital of the study:

Figure 02: Researchers work

4.2- Knowledge management and sharing:

Studies in organizational learning emphasize the importance of knowledge management and share it in organizational learning within the organization. Renewable knowledge is the foundation and goal of organizational learning.

Knowledge is obtained from external sources through external communication or from internal sources through internal communications.

These are two types: an implicit conceptual personal intuition that remains in the individual's personality, and explicit knowledge of a written or recorded phenomenon that can be transmitted to others (Dadah and Salman, p. 1500).

To better understand the knowledge, its components, and links must be analyzed to determine where communication is entered. Since data are processed and classified will be information. This information when be processed by individuals by their different experiences may also produce varying knowledge (Al-Kubaisi, 2005, p. 26). This knowledge is implicit knowledge that becomes explicit only using internal communication. Here individuals by internal communication store and share knowledge within the organization.

To understand this relationship, we drew the illustration below:
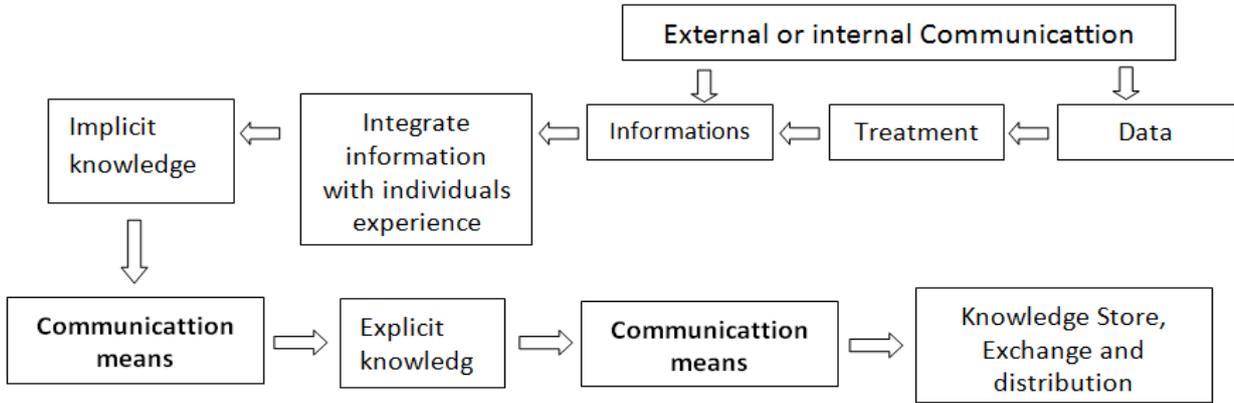
Figure 03: Researchers Work

In the same regard, (Al-Qurashi, 2012) confirms in his study on the role of using information and communication technology in activating knowledge management in the Saudi University. The application of knowledge management is through the transformation of information into knowledge by individuals who can do so.

Concerning knowledge in the organization, it is based on several basic processes: knowledge diagnosis, identification of knowledge objectives, knowledge generation, storage, distribution, and application (Al-Kubaisi, 2005, p. 63).

These processes can only take place through internal communication that allows individuals to exchange ideas, information, and even knowledge and transfer them between individuals, between jobs, and between units and departments.
The figure below illustrates the role and place of internal communication in knowledge management processes:
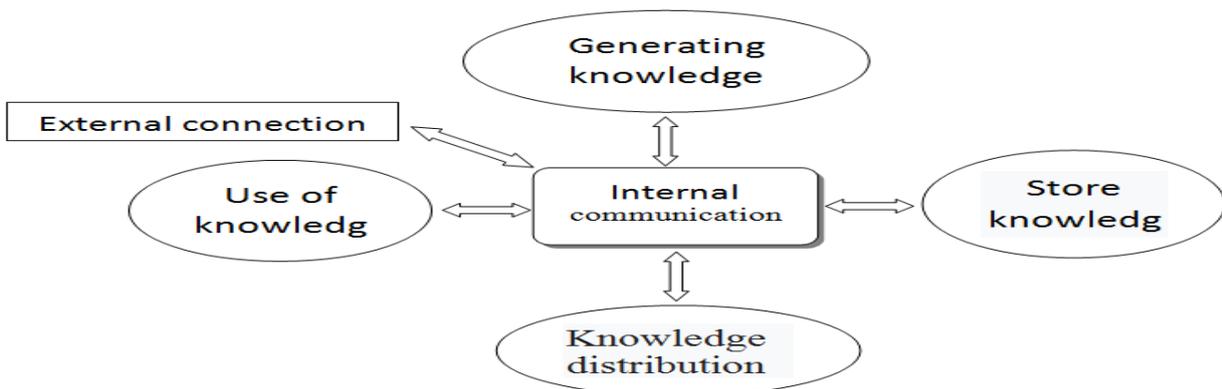

Figure 04: Researchers Work.

This diagnosis enables us to understand the nature of individuals dealing with knowledge as a resource that is circulated in the organization, or withholding it according to the requirements of the interest and the objectives of its actors. Here, the role of open internal communications appears in activating the circulation and exchange of knowledge between the various parties in the organization.

In the same regard, Si Musa, 2018, indicated in her study on the technology of internal communication and its role in activating the application of knowledge management in the university system. She concluded that the means and practices of internal communication provide the organization with the appropriate climate for the application of knowledge management.

4.3- Human Resources Empowerment:

Given the importance of empowerment as a basic pillar in organizational learning, internal communication plays a very important role in it. According to researchers in the field of organizational communication, the process of empowerment is carried out according to the requirements of internal communication and its means. In the study (Ramash 2008/2009) on the communication effectiveness in the Algerian economic organization, It is concluded that communication performs a vital function in providing information to aid in the process of making and making decisions across all levels of management.

Besides, internal communication has an important role in spreading the culture of participation in expressing opinions, directly and indirectly, through feedback. In the same context, open internal communication between individuals in the organization helps build trust relationships between management and workers, and thus speeds up the process of empowering workers and involving them in the decision-making process.

4.4- Organizational change towards flexible structures:

Researchers in the field of organizational learning highlight that organizational change is an urgent necessity to transform into learning organizations, and this is confirmed by Senge (1990) and (Argyris and Schon, 2002).

Researcher *Drucker Peter* also calls for the necessity of activating change management activities to include the organization's structure, to make a cultural and philosophical shift in the organization (El-Khoury and others, 2015, p15).

In this regard, promises to communication, studies have continued that confirm its necessity and importance in the process of organizational change. It is based on the interaction of individuals, and the change in structures is not successful unless the members of the organization and their conviction of its necessity to achieve the goals of the organization accept it.

We will review some of those studies in the table below:

The Researcher	**The Studytitle**	**Results**
(Midoun, 2018)	Internal communication and its implications for the reorganization of work, in the Algerian organization	The positive relationship between internal communication and reorganization of work
(Barbawi, 2013)	The role of internal communication in the process of organizational change	Internal communication contributes to individuals adopting new behaviors that help in the process of organizational change.
(Masrour and others,2019)	The role of internal communication in the success of organizational change in Algeria's communications camp	The presence of an influence and positive correlation between internal communication and the success of organizational change and organizational structure
(Ghadban, 2014)	The role of the communication approach in the success of the organizational change	communication has a fundamental role in overcoming obstacles to organizational change.

Table01: Researcher work.

By reviewing the above studies, it became clear to us the importance of internal communication in the process of organizational change, by facilitating the process of individuals adopting new behaviors and practices that allow the establishment of flexible structures that help individual and collective learning.

4.5- Leadership that encourages learning:

Leadership plays an essential role in the organizational learning process. Through its role in knowledge management and in guiding and motivating employees, early studies in organizational learning emphasized the need for leadership to accompany the learning process in the organization.

In many studies, the duality of leadership and communication in the organization appears as a correlation in the orientation process. Leadership in the organization is practiced using communication, especially as it is related to individuals and their behaviors, relationships, psyche, and motivations. Authoritarian leadership has a means of communication, while participatory leadership has its means of communication as well.

In this regard, the *Mobly* study emphasized that leadership skills should be in the human aspects of effective communication, flexibility in dealing, and cooperation at work (Mobly 1987, 266).

As indicated by *Partin* (1969): The improvement of administrative work requires the leader to open continuous communication between himself and his subordinates based on human relations.

More recently, interest in this context has shifted towards the concept of transformational leadership as an essential entry point in organizational learning, whereby transformational leadership adopts communication methods that allow to motivate and inspire subordinates and push them towards individual and collective learning, and to exploit nourishment to establish effective communication methods (Obaidat and Jajeeq, 2014 P74).

4.6- Organizational Culture:

Previous studies in the Organizational learning field indicate the need for the spread of an organizational culture that is flexible, accompanying, and encouraging individual and group learning in the organization; to enhance organizational learning and build learning organizations, as indicated by Sage (Senge,1990) and others.

Both Johnson and Hawke emphasized the necessity of spreading the culture of learning in the organization to build an educational organization. In the same way, Starkey mentioned the importance of the organizational culture that encourages learning and self-development in the capabilities of individuals according to the continuous changes in the environment of the organization (Nuaija, p100).

The importance of culture appears in the process of organizational learning given its influence and its influence on the interactions of individuals in the organization and their attitudes and beliefs. So that the individual cannot be separated from the rest of the workers in the organization who incubate its culture, and learn in light of the social and cultural contexts prevalent among them (El-Khoury and others, 2015, p.82).

Based on this proposition, this interaction does not take place mainly except through formal and informal internal communication. through the available communication means in the organization, as the spread of horizontal and pivotal communication between individuals in the organization, leaders, and subordinates, helps build common values and visions that help discover and correct errors, accept change and take risks. Individuals are affected by general trends in the organization, which can be translated through communication that conveys the organizational culture, such as posters, murals, magazines, and training workshops.

Likewise, the availability of open means and channels of communication and their use by individuals helps in promoting a flexible culture open to the internal and external environment. Means and channels of communication monitor the change in the environment. It is passed on as information that is processed by individuals to become new knowledge, which is transmitted

between Individuals and groups making internal motivations in the direction of changing the prevailing organizational culture, albeit in a relatively minor way, but in reality, it is a significant change that meets the requirements of organizational learning.

5-Conclusion:

We have shown through reading and theoretical analysis in this study that internal communication has a major role in organizational learning processes, not only by its direct impact on administrative processes in transmitting information, directions, and ideas related to work only but also to the main elements supporting organizational learning, in the field of knowledge management and sharing. Among individuals in the organization, and in linking levels of individual and group learning, in empowering workers, in organizational change towards flexible structures, ineffective guidance through leadership skills, and in establishing an organizational culture favorable to learning among individuals in the organization.

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