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**Effect of KnowledgeMomentum Organizational Learning Styles Applied Study of View
A Sample of KUFA Cement Plant Employees**

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Abstract

The research aims to identify the nature of the effect of knowledge momentum levels in determining the methods of organizational learning in the Kufa cement plant, and by relying on the stratified sample method, (135) questionnaires were distributed to a sample of Kufa cement plant employees, and the number of retrieved questionnaires was (125). 120) A valid questionnaire for statistical analysis, with a response rate of (95%), and analyzed with the help of statistical programs (SMEs) and (SPSS v.24). The results showed that there is a direct relationship of influence between levels of knowledge momentum on organizational learning, and highlight the importance of the current research, due to the existence of a knowledge gap represented in the extent to which the effective methods of organizational learning can be selected. The possibility of facing the problems facing workers in the researched organization, increasing their experience, and developing their skills in the workplace.

Key terms: levels of Knowledge momentum, Organizational learning styles, Kufa cement

Introduction

Recently, concepts and terms have emerged that carry contemporary strategies that have imposed themselves as essential elements for the success of the organization, and among these concepts is the cognitive

impulse that is considered cognitive energy that contributes to improving the competitiveness of the organization. This concept has not taken the interest of researchers directly in an environment characterized by ambiguity, uncertainty, and difficulty in forecasting, specifically in the Iraqi environment and in cement manufacturing companies and factories in which are among the companies with high capital and knowledge density, and which were not isolated from the economic and social transformations that cast a shadow. In this sector, therefore the organizations realized the necessity of dealing with the challenges arising from the accumulated individual and collective cognitive diversity and the need to stimulate it through relying on requirements that ensure its mobility, especially those entrenched in the minds of individuals and the group after updating the knowledge base in the organization because it is more effective than others as assets of prostitution, and its role in improving Organizational learning methods to increase the expertise of individuals in organizations to face urgent problems on the one hand, and the other hand the possibility of exploring new and specialized knowledge to increase competitiveness.

Research hypotheses:

Looking to answer the research questions raised, to achieve its basic objectives and in harmony with its model, several hypotheses have been formulated, clarifying the nature of the relationship between the two variables, as follows:

The first main hypothesis: It states that there is a significant correlation between the knowledge momentum in its three dimensions (the speed of knowledge, knowledge block, knowledge direction) in organizational learning, and this hypothesis is divided into three sub-hypotheses, which are:

1. There are a significant correlation and influence between the speed of knowledge in organizational learning.
2. There are a correlation and a significant correlation between the knowledge block in organizational learning.
3. There are a correlation and significant correlation between the direction of knowledge in organizational learning.

The second main hypothesis: States that there is a significant influence relationship between the knowledge momentum in its three dimensions (the speed of knowledge, mass of knowledge, and direction of knowledge) in organizational learning. Three sub-hypotheses are branched out from this hypothesis:

1. There is a significant impact relationship between the speed of knowledge in organizational learning.

2. There is a significant impact relationship between the knowledge block in organizational learning.
3. There is an influence relationship between the direction of knowledge in organizational learning styles.

Research community and sample

The current research community consists of (1200) individuals who work in the Kufa cement plant and the headquarters of the Southern Cement Company, its divisions and its people, with three morning, evening, and night meals, to determine the appropriate sample size, the following equation, mentioned by (Steven K. Thompson, 2012: 59) for determining the sample size, and based on it appeared that the optimal sample size is (125) employees, therefore (135) questionnaires were distributed using the stratified sample method, as 95% were retrieved and there were (5) questionnaires that were not valid for analysis. Therefore, the sample size became (120), which meets the conditions for the required sample size, which can be shown in Table (1) below.

$$n = \frac{N \times p(1 - p)}{\left[\left[N - 1 \times (d^2 \div z^2) \right] + p(1 - p) \right]}$$

Table (1) the size of the population and the sample required

Sample representation ratio	Number of valid forms for analysis	The number of retrieved forms	Number of distributed forms	Required sample size n	Population sizeN
%96	120	125	135	120	1200

Source: Prepared by the researcher.

Theoretical Background

Cognitive momentum

Several writers mentioned that there are multiple approaches to momentum because they were not confined to the physical framework only, as he researched directly and indirectly according to Newton's law, which adopts that static bodies remain at rest if there is no force moving them and vice versa since momentum means that every object It has a motive force that depends on its mass and speed, and then it is directed in the required direction, and therefore the concept is characterized by complexity, controversy, and ambiguity, as it is a dynamic concept, which complicates the concept, and it must use this physical concept to visualize the flow of knowledge in organizations (Mark, 2006: 32). Especially since knowledge is a means that flows in the activities of the organization, as

well as other names, including patterns of cognitive processes, and the reason for this difference is due to the researchers' approaches. Some of them look from a social approach and another philosophical or scientific (Amidi, 2020:2).

Where the knowledge momentum is divided into the following

The speed of knowledge

The ability of the organization depends on its depth of knowledge and the speed of acquiring new knowledge from its multiple sources to achieve superior performance, especially since knowledge is an important resource that is difficult to compensate, and superior organizations, through followers of policies and tools, seek to acquire and invest new knowledge inefficient paths to achieve the essential goals (Wang & Noe, 2008: 290), and therefore researchers try to bridge and bridge this knowledge gap in organizations compared with competitors, depending on the speed of knowledge acquisition, which is considered essential to improving the value of knowledge (Kim et al., 2017: 4). Other researchers say that the speed of knowledge acquisition depends on the core capabilities and the necessity to effectively employ them in critical areas, and this will create dynamic capabilities, and the preparation of technological technologies and their integration with the knowledge base in the organization is a critical element in seizing the speed of knowledge for organizations (Zander & Kogut, 2008: 76)

knowledge block:

The knowledge block property is one of the knowledge momentum properties and is one of the capabilities of improving new knowledge, which increases the momentum of skills and abilities. This casts a shadow over the knowledge base in the organization. The mass was defined as (the amount of size that a body possesses), meaning that the large volume of knowledge in the organization, and there is no doubt that great challenges are facing the protection and maintenance of accumulative knowledge in organizations, and therefore it must adopt the self-stimulation of sharing and exchanging knowledge (Borjigen, 2015: 326). On the other hand, it is defined as the knowledge glut that stores in organizations contain in terms of expertise, skills, learning, and continuous training in a way that enhances cognitive flow (Tran et al., 2018), while the researcher went on (Malin et al., 2018: 3) Organizations that are characterized by a large accumulation and flow of knowledge seek to expand the knowledge capacity in the organization, and in a different context, others have seen that the knowledge block is the knowledge diversity that would help the organization to increase its competitiveness by using technological and cognitive means that transform it into knowledge-intensive organizations (Chi et al., 2016:2).

knowledge direction

The cognitive trend is one of the basic characteristics of the knowledge momentum in the paths and activities of the organization to bridge the knowledge gap compared with the competitors, as well as finding solutions to the emergency problem in the organization and this would contribute to increasing the momentum of knowledge in the organization in a positive direction, which is known as the application of new knowledge in activities. An organizational organization in the organization through empowering it with efficiency (Khawaja et al., 2019: 1), that is, organizations must define the knowledge they need to improve their human resources that ensures the achievement of new competitive trends for the organization (Ferraris et al., 2019: 1924.), and in the same context, the researcher (Chaudhary, 2019: 2.) Believes that it is the path that determines the success of the organization by modernizing its knowledge capacity by adding a new knowledge flow to achieve market opportunities, that is, the speed of seizing scarce knowledge from its effective trends after analyzing it and knowing its consistency. Its diversity of knowledge is evident in the competitive activities of the organization (Ferraris et al., 2019: 1925).

Organizational learning styles

There are ambiguity and controversy over the concept of organizational learning methods presented by researchers and academics, and it revolves around learning patterns, types, capabilities, and processes in the organization. And new knowledge to face emergency problems with multiple options that guarantee a competitive framework compared to others. He described is a process that increases the information and skills necessary to acquire the innovative capabilities resulting from cognitive diversity. (Ishani et al., 2019:1) . As it was known, it is a tool for retaining information and knowledge to identify the strengths and weaknesses of the organization and to quickly adapt to the environment of the organization (Titilope & Olanipekun, 2020:1).

There are several dimensions related to organizational learning that reflect the perspectives of its authors, their ways of thinking, their philosophical rationale, and the results of their experience in this field, and the following is a presentation of some of them

Knowledge acquisition Style :

This method is considered one of the cooperative and modern methods of transferring and acquiring knowledge consistent with the mental and behavioral capabilities of individuals in the organization, and whenever there is mastery of sharing and circulating knowledge, the value of knowledge is higher. The organization through it to keep pace with the environment and its impact on attracting knowledge that is consistent and

simulates those variables (Kung et al., 2018: 11.), and its importance can be highlighted in the following:

- Increase the social structure (Berger & Luckmann, 1996) among the organization's members, which is done through narration and stories of its members to improve cooperation in the workplace (Meikle et al., 2016,3).
- Enhancing self-confidence among members of the organization by increasing cognitive energy as a result of the learning method as well as investing in feedback and improving self-management.
- It also seeks to examine the behavioral patterns among the members of the organization and then modify them according to the vision of the organization's need for creative and collaborative thinking (Chen et al., 2010: 238)

Learning style through socializing

This method (OST) is considered one of the important methods for the flow of knowledge in multiple fields and has received great interest from researchers in their studies related to psychological, social, and administrative fields, and given the importance of the method that is reflected in the integration of individuals with others and encouraging their educational environment to the extent that enhances the diversity of knowledge, researchers defined it (Korte & Lin, 2013: 409) is the methodical pathway to help its members gain knowledge and information to adapt to the new work in the workplace to be more effective in achieving their goals, and this method also contributes to the increase and interaction of current and new individuals in the organization (Lee et al., 2016, 382), and this method aims to:

- Securing and achieving loyalty to its individuals and adapting them to their surrounding reality on the individual, collective and organizational levels.
- Enhancing the positive effects on organizational commitment, and reducing the tension in the role and intention to leave the company.

Teamwork style of groups

Most of the organizations have adopted multiple strategies represented in reducing and restructuring the organization to face technological and competitive challenges and uncertainties, by adopting new assumptions, rules, and expectations that are consistent with the uncertainties when investing capabilities and capabilities in work teams and groups in the organization for the flow of self-knowledge and the ability to adapt as it adopts Groups work with principles and rules, including participation, cooperation, communication, coordination, and participation in power (Harem, Hussein, 2010,26).

This method is known as the tool used by senior management to focus on individual and group cognitive activities in the workplace, and accordingly, it seeks to implement new knowledge acquisition practices that enable teams and groups to face uncertainties (Bucic et al., 2010: 229).

Smart training Style

This method adopts the introduction of modern technology and artificial intelligence systems in contemporary organizations with the aim of the flow of information and knowledge to its members and facing the rapid changes, and then enhancing the cognitive and self-efficacy of individuals, and therefore it requires the adoption of techniques and smart training programs to integrate modern technology and communication programs and change the mental and cognitive pattern of individuals. This method defines the use of effective technological techniques to apply new learning methods (Kim& Baek, 2009,802). Therefore, it aims to adopt strategies consistent with the cognitive capabilities of the organization and apply them in the direction of interaction and enhancing strategic behavior, which is reflected in self-efficacy and recognition. On the behavior of individuals and their appropriate style (Fazazi, et al, 2019: 82).

Research Methodology

Description and diagnosis of research variables and preliminary analysis of results

The researcher used the five-point Likert scale for this purpose, which is distributed over five serial weights from its highest weight, which is (5) degrees, to represent the answer field (strongly agree) to its lowest weight, which was given (1) one degree to represent the field of the answer (no Strongly agree) and between them are other weights (4-3-2) to represent the answer fields (not agree - neutral - agree) respectively, and then extract the statistical indicators represented by the arithmetic mean and the standard deviation, as the hypothesis of (3) was adopted. Each dimension attains hypothetical arithmetic mean higher than (3), so it is acceptable and otherwise, it is rejected.

Analysis of the opinions of the surveyed sample of the knowledge momentum variable

We review the response of the respondents 'opinions regarding the variable (cognitive momentum) according to the analysis of the results in the statistical programs to reach the statistical indicators represented by the arithmetic mean and the standard deviation of the response of the research sample. Table (4) shows the results related to each paragraph of the variable (cognitive momentum), which includes The arithmetic mean and the standard deviation, and it is clear that the aforementioned variable has achieved a good response, as the arithmetic mean has reached (3.57),

which is higher than the hypothetical mean, and with a standard deviation (0.447), which shows the deviation of the values from their arithmetic mean, with a percentage of (71.4%).

Table (4) the statistical description of the knowledge momentum variable

Arrangement	Relative importance	coefficient of variation	S.D	M	Variables
the third	72.8%	17.7%	0.644	3.64	The speed of knowledge
The second	71.2%	17.1%	0.610	3.56	Knowledge block
the first	70.2%	16.6%	0.583	3.51	Knowledge direction
	<u>71.4%</u>	<u>12.5%</u>	<u>0.447</u>	<u>3.57</u>	Cognitive momentum

Source: SPSS.V.24 program output.

Analysis of the opinions of the surveyed sample of the organizational learning variable

In this axis, we will get acquainted with the response of the respondents 'opinions to the change (organizational learning) according to the analysis of the results in the appropriate programs to reach the statistical indicators represented by the arithmetic mean and the standard deviation of the response of the studied sample, and table (4) shows the results related to each paragraph of the variable (organizational learning). This includes the arithmetic mean and the standard deviation, as it is clear that the mentioned variable has achieved a good response, as the arithmetic mean has reached (3.45), which is higher than the hypothetical mean, and with a standard deviation (0.427), which shows the deviation of the values from their arithmetic mean, and by a percentage of (69%) and as in Table (5) below:

Table (5) the statistical description of the organizational learning variable

Arrangement	Relative importance	coefficient of variation	S. D	M	Variables
the first	71.6%	18.2%	0.653	3.58	Learning style and knowledge acquisition
The second	71.8%	19.2%	0.691	3.59	Style of interaction and socialization
the third	67.8%	20.2%	0.685	3.39	Learning style through work groups
the fourth	64.8%	23.6%	0.765	3.24	Smart training method
	69%	12.3%	0.427	3.45	Total organizational learning styles

Source: SPSS.V.24 program output.

Correlation test

This paragraph examines the correlation relations of the first main hypothesis, which contains the independent variable (cognitive momentum), which includes several sub-dimensions (The speed of knowledge, Knowledge block, knowledge direction), as it tests the strength of the relationship between the two variables and the sub-dimensions and the nature of the relationship between them. The strength of the relationship is tested by the level of significance, which the researcher assumed (5%), and the results are as follows:

The first main hypothesis: This hypothesis states that there is a correlation between the knowledge momentum in its dimensions (The speed of knowledge, Knowledge block, knowledge direction) on organizational learning styles.

As Table (6) shows, there is a positive correlation of (0.165), which is significant because the level of significance within the acceptance area is less than (0.05), and based on these results the hypothesis is accepted.

Table (6) Matrix of correlations between knowledge momentum and organizational learning

organizational learning		Dependent dimension Independent dimensions	C
level of significance	Correlation coefficient		
.01350	0.148	The speed of knowledge	1
0.0131	0.134	Knowledge block	2
0.000	0.170	Knowledge direction	3
0.032	0.165	Cognitive momentum	4

Source: Prepared by the researcher based on the outputs of SPSS V.22.

Impact testing

The second main hypothesis: This hypothesis states that there is an influence relationship between the knowledge momentum in its dimensions (The speed of knowledge, Knowledge block, knowledge direction) on organizational learning styles.

By returning the researcher to the results of Table (6), he showed a model of the effect of the independent variable (cognitive momentum) in the dependent variable (organizational learning styles), below the level of significance (sig = 0.023) - which is less than the value of the significance level (0.05), and in terms of the value of (F) The calculated value (5.264), which is greater than its tabular value (3.841), while the (T) test value was (2.294) for the value of (β) the marginal slope (effect), which is greater than its scheduled value (1.96) at the same level of significance (0.05) And from all of the above, accept the hypothesis of the sixth major study (knowledge momentum affects organizational learning styles positively and significance).

As the knowledge momentum explained a percentage (28%) of the changes that occur in organizational learning methods, while the remaining percentage of the model (72%) is attributed to other variables not included in the laboratory study model, as the model indicates the combined dimensions of the knowledge momentum and they're reaching the level of influence It is better than it was reported separately, as it was not of separate feasibility and works alone, while the percentage of the effect of the independent variable was knowledge momentum (19.9%) in

organizational learning methods, while the value of the constant was (2.771), that is, when the value of the marginal tendency is equal to zero, Or the knowledge momentum value is equal to zero, so the value of the organizational learning methods of the company is (2.771), and as shown by the simple predictive linear regression equation of the model:

Organizational learning styles)Y =(2.771 + 0.199) * Cognitive momentum(

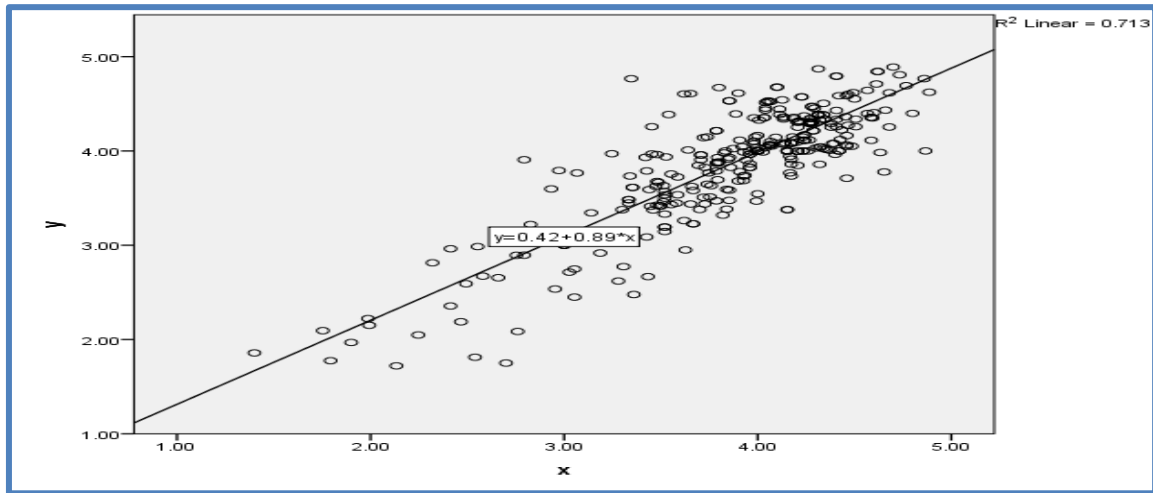


Figure (4) Influencing knowledge momentum on organizational learning methods

Table (7) Relationships of the effect of knowledge momentum with the organizational learning styles in the researched organization

the organizational learning styles						Independent variable
F	T	Sig	R ²	β	α	
3.940	1.51 7	0.03 2	0.09	1.98 0	3.12 8	The speed of knowledge
3.901	1.53 3	0.02 8	0.11	1.88 0	3.11 4	Knowledge block
3.930	1.94 7	0. 022	0.12	1.89 0	3.01 3	Knowledge direction
5.264	2.29 4	0.02 3	0.28	1.98 0	2.77 1	Cognitive momentum
129	128	1	Degree of freedom			

According to the results of Figure (3) and Table (7), the sub-hypotheses will be tested, which are the following:

- From his review of the results of Table (6) for the model of the effect of the independent dimension (the speed of knowledge) on the dependent variable overall (organizational learning styles), the researcher becomes clear about the interpretation of the regression coefficient of the speed of knowledge (9%) of the changes that occur in organizational learning styles, and with a significant level (0.032), which is less than the level of significance (0.05), and the calculated value of (F) (3.940) is greater than its tabular value (3.841) at the same level of significance, while the value of the marginal slope (effect) was (0.133) at the level of significance (0.132) With the calculated value of (T) (1.980), which is greater than its tabular value, which gives the impression to the researcher that there is an interpretation and effect of the speed of knowledge in organizational learning methods, and they are two separate operations practiced in the Southern Cement Company and Kufa Cement Factory, and in light of these data, the first sub-hypothesis is accepted and from The first sub-hypothesis (knowledge speed affects organizational learning styles positively and significance).

- There is an influence relationship for the dimension (Knowledge block) in organizational learning styles, after the researcher reviewed the results of Table (6), for the model of the effect of the independent dimension (Knowledge block) on the dependent variable overall (organizational learning styles), interpretation of the regression coefficient of the speed of knowledge (11%) For changes in organizational learning styles, with a significant level (0.032), which is less than the level of significance (0.05), and with the calculated value of (F) (3.901) which is greater than its tabular value (3.841) at the same level of significance, while the value of the marginal slope was (Effect) (1.880) at the level of significance (0.132) and the value of (T) computed (1.980) which is greater than its tabular value and based on those results and data in the results for the above table, the second sub-hypothesis is accepted which states that there is an effect of Knowledge block in organizational learning methods Positive moral significance).

- Returning to Table (6) above, the results of which indicate that there is an effect of the dimension (the direction of knowledge) on the organizational learning styles, as the regression coefficient of the direction of knowledge (12%) explains the changes that occur in the organizational learning styles, while the rest (88%) is due to Other factors, and the level of significance was (0.022), which is less than the level of significance (0.05), and with the calculated value of (F) (3.930), which is greater than its tabular value (3.841) at the same level of significance, while the value of the marginal slope (effect) was (1.890) At the level of significance (0.022) and the value of (T) computed (1.980) which is greater than its tabular value and based on those results and data in the results for the above table, the third sub-hypothesis is accepted which states that there is (an effect of

the direction of knowledge in organizational learning styles a positive and significant effect).

DISCUSSION AND CONCLUSION

The interest in the components of knowledge momentum (knowledge speed, Knowledge block, the direction of knowledge) was high, as most of the respondents' answers to most of the paragraphs were strongly agreed, and this indicates the interconnection between the components of knowledge momentum in Kufa cement plant where one supports the other and all of them express the effect of the momentum components Knowledge in achieving excellence in Kufa Cement Factory and enhancing its competitiveness.

There was interest from the senior management in the researched organization in adopting the characteristics of knowledge momentum and its three dimensions and the presence of indicators among the laboratory employees and in the workplace.

The increasing interest in the speed of knowledge in Kufa Cement Factory positively affects the achievement of improving organizational learning to acquire specialized knowledge to face urgent problems.

The higher management's conduct and application of scientific research affect positively the enhancement of the effectiveness of organizational learning and the optimization of its qualifications and capabilities.

There was an effect of the cognitive trend in the researched organization in enhancing the expertise and skills of individuals in the laboratory departments to improve the value of knowledge by taking the initiative to seize the marketing opportunities with added value and positively in enhancing organizational learning methods. The great role of the knowledge block in transferring and sharing new knowledge positively affects the satisfaction of the needs and desires of the customers through the development and improvement of organizational learning in Kufa Cement Factory.

Recommendations

Recommendations for cognitive momentum

a. Urging the senior management in Kufa Cement Factory to adopt the dimensions of knowledge momentum to stimulate new ideas and interest in them, and the need to motivate workers to give new ideas and involve them in the decision-making process, which contributes to increasing cognitive energy.

B. The senior management of Kufa Cement Plant should hold intensive training courses in the field of finding quick solutions to urgent

problems based on the current knowledge capacities and increasing them in the future.

C. Emphasizing on the plant management to open new horizons with the specialized companies for the production of cement and the possibility of improving it to meet the requirements of customers, whether they are an internal and external customer.

Dr. Urging higher managements to pay attention to technical employees in terms of developing their skills, experiences, and knowledge as knowledge makers, thus contributing to motivating them by transferring and sharing knowledge among themselves and providing the appropriate regulatory environment for that.

Recommendations for changing organizational learning.

a. The necessity to pay attention to content with organizational learning tools and methods in line with the requirements of the surrounding environment and the experiences of individuals to increase their cognitive skills and face competitive challenges.

B. Paying attention to research and development departments with capabilities and skills and increasing their knowledge energies to ensure the flow of knowledge to the directions produced in the factory and the company.

C. The higher management of the Kufa cement plant to update their knowledge base and search for specialized knowledge, whether in the field of exploration and cognitive exploitation and would help to adopt competitive methods and options to increase cognitive performance.

Dr. The necessity of setting up a department to follow up on customers' comments and the possibility of investing them in adopting efficient organizational learning methods consistent with the current capabilities of individuals and improving them, and would give greater flexibility for making effective strategic decisions.

e. The need to define the mental capabilities of individuals in the laboratory and the company and their cognitive energies for them to adopt methods and methods of learning consistent with their cognitive energies and to find effective solutions to the necessity of a new knowledge flow.

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