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# Organizational Learning - The main factors that facilitate learning and the barriers from the perspective of managers

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***Abstract*—***This study seeks to identify and analyze the aspects that favor and those that hamper learning in the organization according to the perception of managers Coamo Cooperativa Agroindustrial unit of Paranaguá PR, analyzing how the learning process in an organization can be favored and what barriers can be found. Having as justification that through the understanding of the presented problem, it is possible to constitute a diagnosis of the organizational practices. With the necessary practices in the process of change and development of the organization bringing the proposal of the learning in order to improve the capacity of action of the individuals involved and of the organization as one all. It begins by contextualizing the objective of this study, presenting a review of the referential with the survey of the most relevant and pertinent aspects to the theme. Following, a description of the methodology adopted in this research carried out in the exploratory qualitative research modality, which contemplates a case study. The research was carried out at the Coamo Agroindustrial Cooperativa Unidade de Paranaguá in Paraná, with questionnaires applied to the members of the company. Because it is a study of a specific case, the research delimits the analysis in the experience of a working group within an organization, however it was possible to have the vision about learning, as it happens, which can facilitate or impair learning in an organization.*

***Keywords*—Factors for learning, learning process, organizational learning, types of learning.**

## I. INTRODUCTION

The central idea that led to the execution of this work was the interest in the growing process of learning regarding the organization, the ways in which they can lead to a better use of collective and individual knowledge of the team, with the purpose of generating competitive advantages for the organization.Thus, thedesire for analysis of the learning and knowledge generation aspects was stimulated.

One of the purposes of this work was to analyze organizational learning, understanding how organizational learning happens, raising the main organizational learning practices and identifying obstacles to organizational learning.From the understanding of the learning process within the organization, through data surveys one can then theorize about it.

The performance of organizations is directly aimed at those who make it up; its employees, then the individual and knowledge are seen as strategic means for the creation and dissemination of new values and resources that corroborate in the improvement of processes. In face of daily changes the internal and external environment in organizations, in this context, identifying the observation that intangible assets are becoming key components in organizations. Thus making it essential to adapt to the environment in order to remain competitive, promoting in some way learning through acquisition of information or knowledge that its members consider useful for the quality of the organizational performance. It is the exposed of which the main factors that somehow facilitate the organizational learning and factors or barriers for the learning in the managers view.

The theme of learning within organizations has emerged with great relevance both in the question of theoretical and in managerial practice. It consists of the capacity that organizations develop in a way that acquires knowledge from experiences, which in turn will bring about changes in their functioning based on such knowledge, thus increasing its capacity to generate and apprehend knowledge, a factor that has been the main competitive differential of organizations in the current context.

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Vasconcelos and Mascarenhas (2007) in this same line of thought indicate that learning presupposes behavior change resulting from a continuous and growing acquisition of knowledge about oneself and about the environment. This given, the development of learning is seen as the acquisition of knowledge that causes that in addition to the individual who is being shaped or who has a modification of the vision of what he knows, begins to observe in another way the environment in which it is inserted, acting in a different way than it was before learning.

In the question of the competitive differential, Prahalad and Hamel (1995) corroborate in this sense that a company becomes more competitive the moment they turn to the attention for essential competences. It is represented as an expanding set of knowledge, the sum of the learning from all skill sets on a personal level as well as from the organizational unit.In short, the learning process can be facilitated when the environment is conducive to development in the organization, but can also be impaired when there are barriers or barriers to learning.

In this sense, the analysis of learning processes in organizational contexts has been an important way to understand the dynamics of organizations.The changes resulting from social systems have repercussions on the configuration of new organizational formats and the adoption of managerial models.These managerial models, in turn, require employees and managers willing to learn. Since it is, the ability to learn that allows the development of skills that enable the organization to identify process and retain new information to increase knowledge and improve the process of making competitive capacity (Bastos, Gondim, & Loiola, 2004).

Durand (apud Brandão, 1999) suggests a concept of competency based on three dimensions - knowledge, skills and attitudes - associating cognitive, technical, social and affective aspects related to work. Knowledge corresponds to a series of information assimilated and structured by the individual, which allows him to "understand the world". Skill corresponds to the ability to apply and make use of the knowledge gained in pursuit of a definite purpose. The attitude refers to the social and affective aspects related to the work, which explain the behavior normally experienced by the human being in his work environment.The three dimensions proposed, according to Durand (apudBrandão, 1999) occur simultaneously, since an individual does not perform a task that requires the application of a certain skill, without first knowing the fundamentals of it.It is necessary for organizations to incorporate this learning cycle: Where they first acquire skills, they come to know their reality and then the necessary knowledge is generated, in this way the attitudes will be: Inhibited, stimulated or developed in people.

In Argyris and Shon (1976) propose the existence of two learning models, called single loop and double loop, based on the theory that all human action was based on theories of action.According to the authors, single-loop or simple cycle learning is an instrumental learning involving the detection and resolution of problems according to the rules established by the organization (its theory of action).Individuals claim to follow one theory, and in fact, unconsciously practice another. In other words, a resistance arises to critically observe situations, which causes inhibition to question existing rules and procedures and the development of new solutions, to let the values of a theory of action remain unchanged, that is, it detects and corrects the error, but does not change the current model.

Dual-cycle learning would involve overcoming this defensive posture, questioning what is established in the organization, and, through learning the situation, promoting the changes necessary to achieve solutions. This is to question what is learned by doing a revision of principles, in turn, occurs when, in addition to the detection and correction of error, changes in norms, policies and objectives occur. That is, when, in addition to correction of error, learning also covers the development of avoid it, it gives the learning double-loop or dooble-loop with reference to two feedback loops.(ARGYRIS; SCHÖN, 1996).

Contextualizing Senge (1990) in his studies contributes by referring to the simple circuit as generative learning that emphasizes continuous experimentation and feedback, which involves the analysis of how organizations define and solve problems using the disciplines of personal domain, mental models, shared vision, group learning, and systemic thinking.In contrast, dual circuit is considered as adaptive learning by focusing on problem solving in the present, without properly examining current learning behaviors.

Other authors such as DiBella and Nevis (1999) also present the organizational learning cycle that portrays a series of three processes: generation or acquisition of knowledge, dissemination of knowledge and use of knowledge.The occurrence of learning requires the realization of all processes of the cycle, and unless knowledge is disseminated, it will remain as private property and not as property of the organization.

Thus, the Ten Facilitating Factors are conceptualized, they reflect the influence they exert on each segment of the organizational learning cycle: Imperative Research: People seek information about conditions and procedures outside their own unit; seek to know the external environment.Performance Diffusion:

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Generalized perception that there is a difference between actual and desired performance. Concern with Measurement: Considerable efforts are spent on defining and measuring basic factors. The discussion of measurement criteria is considered a learning activity. Organizational Curiosity: The curiosity about conditions and practices and the interest for creative ideas and new technologies, propitiate the experimentation. Opening Climate: Members of the organization communicate openly; problems, mistakes and lessons are freely shared, never hidden. Continuing Education: There is a constant commitment of the organization to provide a high quality resource for learning. Operational Variety: Members value the variety of methods, procedures, and competencies; appreciate diversity. Multiple Defenders: Employees at all organizational levels are encouraged to develop new ideas and working methods. Existence of multiple advocates or leaders. Leadership Involvement: Leadership is involved, personally and actively, in learning initiatives and ensures the maintenance of an environment conducive to its occurrence. Systemic perspective: Recognition of the interdependence of the various organizational units and groups; awareness of the need to pass time between actions and obtain their results.

In the model of learning proposed by Senge (1990) shows that the desire to learn is creative and productive, however, people will only show better results in their activities and in the processes of the organization when they have knowledge of their contribution in the process of organizational change. Senge proposes the development of five fundamental disciplines: personal domain, mental models, shared vision, team learning and systemic thinking. It is of fundamental importance that the five disciplines work together.(Senge, 1990, p. 21).

According to studies of several authors in the area of organizational learning, there are means that favor and means that make learning difficult in organizations, synthesized among the contributions in the facilitator aspect. The contributions of the authors DiBella and Nevis (1999) emphasize that the facilitators of organizational learning have normative characteristics, because the stronger the presence of them in an organizational unit, the greater the probability for learning to occur.The facilitating factors for learning are the political practices and conditions that catalyze the occurrence of learning. That is, the sources of information, the sharing of visions and experiences, the acceptance of surprises and difficulties, the revision of preconceptions, the feedback new ideas and opinions, the learning environment and psychological safety, providing the reasons and incentives that promote this learning in the organization.In this same vision Garvin, 2000, defines the facilitating factors of learning as: Sources of information, sharing visions and knowledge, acceptance of surprises, review of prejudices, timely feedback, new ideas and opinions, learning environment, psychological security.

Tied to facilitators or the process, are the basic parameters to describe or characterize as organizational learning as the authors DiBella and Nevis (1999) about how learning occurs through knowledge sources where development occurs internally or externally. It is developed by the content focus in which process the emphasis given to the knowledge about what it represents, the products or the services compared to the emphasis given to the knowledge about these products or services are developed and made available to the market. The reserve of knowledge, i.e. knowledge that is of particular domain compared to knowledge that is in the public domain. The mode of dissemination, as knowledge is shared, whether through formal or rigid methods compared to the knowledge that is shared informally in casual contacts or which is the result of behavioral modeling learning scope. This model defines what the preference for knowledge related to the improvement of capabilities, existing products or services compared to the preference for knowledge related to the development of new capabilities, products or services. Focus value chain in this case the emphasis given to investments in learning related to engineering or production activities (functions of type design and execute) versus sales or service (depending on the type markets and delivered).Finally the focus on learning: the development of knowledge pertaining to individual performance compared to the development of knowledge pertaining to group performance.

At all stages of learning there are several deficiencies that can occur and can disrupt the process, reducing its efficiency. Morgan (1996) reports that the organizational learning process often comes up against bureaucratic approaches in organizations that impose fragmented structures of thought on employees, not encouraging people to think for themselves.Through established organizational goals, goals, structures and roles, the company creates defined patterns of attention and responsibility by fragmenting interest in a knowledge of what the organization is doing.

Some of these barriers are created by stress, pressure and high expectations, causing attention and focus to be reduced, generating learning problems where, according to Garvin's studies, 2000, these barriers are the biased information that are caused by blind spots, bad judgments that restrict the amount of information processed, leading to incomplete and incorrect assumptions. In addition, the fault interpretation that is very common for the complexity of the interpretative

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judgment that can be polluted by particularities of the individuals, generating distorted information; the inaction that can be translated by the lack of capacity to act in relation to the new information captured.The changes must be clear and understood, understanding the need for these new actions;

Through the different theoretical contributions, it is observed that, in learning organizations, people are not trained to simply perform their functions, but rather to perform a work of excellence that adds value to feeling satisfaction.

## II. MATERIALS AND METHODS

This study is a case study of a quantitative and descriptive exploratory nature.For GIL (1999) the case study is characterized as a research of high degree of depth and of exhaustion that allows the deepening of one or few objects in a detailed way.

According to Mattar (2007), the descriptive modality is used with the objective of: "Describe the characteristics of groups, estimate the proportion of elements in a specific population that have certain characteristics of a given problem and describe behavior and discover or verify the existence of relation between variables ".

The methodology of this exploratory study has a quantitative approach through the application of research, in which this approach was chosen in the quest for the accuracy of the results obtained, thus providing a greater security in the analysis to be performed.

In the identification of the data collection were used primary sources, where as a technique of data collection was used the questionnaire, according to Cervo, Bervian and Silva (2006), makes it possible to accurately measure what is desired. According to Marconi and Lakatos (2007), the questionnaire is an instrument of data collection, consisting of an orderly sequence of questions, for better data collection should be answered in writing and without the presence of the interviewers. With the option of non-interviewees placing their identification so that the questionnaire has an effect of proximity to reality, will allow to cover a larger number of interviews.

The secondary data were extracted from the existing literature on the subject and incorporated into the field research. It contacts an already existing questionnaire composed of closed questions, extracted from the studies of Alcântara (2014).

In the analysis of the collected data the likert scale was used with answers of 1 to 5, where 1 - I totally agree; 2 - I agree; 3 – Neutral; 4 - I disagree; 5 - I totally disagree. According to Malhotra (2001), we use a measurement scale with five categories of responses, ranging from "Strongly Disagree" to "Strongly Agree", which requires respondents to indicate a degree of agreement or disagreement with each of the variables related to stimulus objects.

The questions were grouped in facilitating factors, being: Imperative Research and sources of information.Performance gap and sources of information.Concern with measurement and feedback.Organizational curiosity and acceptance of surprises. Opening climate and learning environment. Continuing education and learning environment.Operational variety and sharing visions and knowledge.Multiple advocates and psychological security. Involvement of leaderships, revisiting prejudices, new ideas, and opinions.Systemic perspective and sharing of visions and knowledge.

After tabulation and calculations via Excel program, graphs were produced to illustrate the samples demonstrating the degrees of agreement by facilitator factors and stages of the knowledge cycle.In sequence, the graphs were analyzed according to the Likert Scale Values Interpretation table.

### 2.1. DATA COLLECTION

The research was carried out by means of a virtual questionnaire, where a link of a web form (Google forms) was sent to the leaders of the study organization, which was answered between January and February 2019.

The research universe comprised 16 responses obtained by the interviewees. This questionnaire was the guideline of the research where it was elaborated in order to understand the main factors that somehow facilitate organizational learning and factors or barriers to learning in the managers' view.

## III. INCOME STATEMENT

At the request of the interviewees their names were preserved. The profile of the interviewees in which the questionnaire was applied, who in turn are managers, among which are department heads, operational managers, operational assistants, maintenance and security officers. As for the gender account has 15 males and 01 of the sex female, about 80% work in the organization for more than ten years, being the interviewee with a shorter time of two years, in relation to their training 90% have higher education and relevant technical knowledge in their respective areas.

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**3.1 FIGURES AND TABLES**

*Table.1: Imperative research and sources of information*

| Description | Standard deviation |
|---|---|
| 1. Do you care to seek information that contributes to the improvement of your processes based on the best practices adopted by your competitors / partners? | **4,438** |
| 2. Do you seek information that contributes to the understanding of your environment with your peers (meetings, meetings, events)? | **4,381** |
| 3. Do you use the information of the results obtained by your organization comparative to other organizations and their positioning towards suppliers, customers? | **3,701** |

Based on the obtained answers, the standard deviation of this factor had as its highest value the question 01 of 4,438 where they are represented by 43.8% of the respondents. The respondents said they agree and 56.3% agree fully, and the lowest value is question 03 with 3,701, represented by 25% of the respondents who fully agree, 56.3% agree and 18.8% are neutral.

*Table. 2: Performance gap and sources of information*

| Description | Standard deviation |
|---|---|
| 4. Do you seek to achieve the goals specified by the organization in relation to your processes? | **4,438** |
| 5. Do you care to question your work regardless of the goals you set? | **3,962** |

In the item Performance gap and information sources, the highest standard deviation was 4,438 where 56.3% of respondents fully agree and 43.8% agree and represent 3,962 of standard deviation, 50% of respondents fully agree, 43, 8% agree and 6.3% are neutral.

*Table.3:Preoccupation with measurement and feedback*

| Description | Standard deviation |
|---|---|
| 6. Are there questions about how things are done? | **4,086** |
| 7. Do you evaluate the results obtained from a new knowledge added to your processes? | **4,604** |

Concerning measurement and feedback, these are important factors in the generation and maintenance of a learning process.The variable of question 07 presented the highest value of standard deviation 4,604 in which 62.5% agreed and 37.5% agreed fully, already with 37.5% agreeing fully, 56.3% agreeing and 6.3 neutral ones the standard deviation value of 4.086.

*Table.4: Organizational curiosity and acceptance of surprises*

| Description | Standard deviation |
|---|---|
| 8. Do you allow yourself to try new ways of acting / working? | **4,381** |
| 9. Do you use contingencies to create new work routines? | **4,438** |

In the factor Organizational curiosity and acceptance of surprises with the value of 4,438 represents the highest standard deviation of this item in which 56.3% fully agree and another 43.8% already agree with the lowest value 4.381 represented by 50% of respondents who fully agree and another 50% who agree.

*Table 5: Organizational curiosity and acceptance of surprises*

| Description | Standard deviation |
|---|---|
| 10. You have a habit of sharing best practices with other coordinators of other organizations | **2,774** |
| 11. Coordinators from other organizations are in the habit of sharing their best practices with you. | **2,588** |

In this item, the standard deviation with the highest value presented with 2,774 was in question 10, where 37.5% fully agree, 37.5 agree 18.8% if they say neutral and another 6.3 disagree. Representing 2,588 of standard deviation in question 11, 25% fully agree, 31.3% agree on 37.5 neutral and 6.3 are discordant.

*Table 6: Continuing education and learning environment*

| Description | Standard deviation |
|---|---|
| 12. You seek continuous improvement to improve your processes. | **4,381** |
| 13. You seek unstructured improvement on an ongoing basis to improve your processes. | **2,949** |
| 14. You are free to pursue this improvement in your work schedule. | **3,834** |

In the continuing education factor and learning environment were divided into 50% those who fully agree and 50% who agree, representing the highest value of

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standard deviation in the answers in question 12, with the standard deviation value 2,949, 18.8% fully agree, 50% agree, 18.8% neutral and 12.5% disagree..

*Table 7: Operational variety and sharing visions and knowledge*

| Description | Standard deviation |
|---|---|
| 15. You have the flexibility to propose alternative solutions to the problems you face. | **4,868** |
| 16. Other coordinators have the flexibility to propose alternative solutions to the problems they face. | **4,147** |
| 17There is this flexibility of proposing alternative solutions between sectors / departments de soluções alternativas entre setores/departamentos | **4,658** |

Regarding the operational variety and sharing of views and knowledge, the highest value of standard deviation of the answers obtained was 4,868 in question 15, where 31.3% fully agree and 68.8% agree on question 16, the standard deviation was 4,147 had as answers 25% fully agree, 62.5% agree and 12.5% are neutral.

*Table 8: Multiple Defenders and Psychological Safety*

| Description | Standard deviation |
|---|---|
| 18. There are favorable conditions for the implementation of new processes based on suggestions. | **5,215** |

The Multiple Defensor and Psychological Safety factor had the standard deviation in the responses of 5,215 where 25% fully agree and 75% agree.

*Table 9: Involving leaders and reviewing prejudices, new ideas and opinions*

| Description | Standard deviation |
|---|---|
| 19. The leaders of your organization institution stimulate the learning environment. | **4,438** |

Regarding the involvement of leaders and revising precepts and new ideas and opinions with 4,438 in the standard deviation, 43.8% fully agree and 56.3% agree.

*Table 10: Systemic Perspective and Sharing of Visions and Knowledge*

| Description | Standard deviation |
|---|---|
| 20. You are able to identify an external factor as an opportunity or threat to your Institution. | **4,604** |
| 21. You are able to identify an internal factor as an opportunity or threat to your Institution. | **4,086** |

In the Systemic Perspective and sharing of views and knowledge the standard deviation of the answers obtained representing 4,604 with 37.5% who fully agree and 62.5% agree, and 4,086 of standard deviation 56.3% agree, 37.5% fully agree and 6.3% neutral.

## IV. DISCUSSION

Observing the results demonstrated in the previous session in which they are presented through the factors influencing or hindering learning. In the item of tab.*1* it was tried to evaluate the factor Investigation imperative and sources of information in which given its importance, according to Garvin (2000) the learning can only occur in organizations that have a great source of information.According to Costa (2003), information is conceived as raw material to generate knowledge.It can be observed that there is interest in the search for information aiming to contribute to the improvement of learning, but it is usual to compare the results with the external environment.

As described in tab.*2*the learning potential is commensurate with the openness offered by the organization so that stakeholders can identify and discuss the effects of performance gaps by questioning their independent performance of goals demonstrating engagement with results. Performance Perception represents collective awareness of the differences between actual, concrete and objective performance and desired or expected performance. As represented here is the involvement by the majority interviewed in the concern with the performance gap in relation to the concern in questioning what is accomplished with a personal charge for the results to be achieved.

In*tab.3*the item concern about measurement and feedback, it is believed that through joint participation, the practice of dialogue works as an incentive to the development of new skills, contributing to the decision-making and implementation of more effective actions.The concern with this measurement indicates a certain degree of commitment to learning, the greater this concern, the more adequate will be learning in the organization (DIBELLA, NEVIS, 1999).

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Organizations whose individuals are predisposed to accept unexpected events and surprises, occurrences out of sight during the day, allow the creation of an environment for organizational learning, Gavin (2000).According to the results shown in tab. 4, the organizational structure is very dynamic and the flexibility of the individuals that make up the organization is fundamental. It is important that they are adaptable to possible changes and rapid transformations by analyzing the answers it is possible to observe that the interviewees deal with unforeseen changes into new forms of action.

In relation to the opening Climate and learning environment this factor is related according to Dibella; Nevis, (1999) with the freedom of communication that individuals possess among other sectors, within their own sector and among other organizations. Through the result described in tab.*5*it is possible to understand that the respondents perceive the existence of this factor, but disagree with the existence of this factor in the relations with distinct organizations.

According to Garvin (2000), "learning organizations are organizations that are capable of creating, acquiring and transferring knowledge and modifying their behaviors to reflect these new insights and insights" DiBella and Nevis (1999), organizations need to create an enabling environment education continues for both the subjects of immediate and technical use as well as for the disciplines coming from individual initiative.One can see the answers obtained in items 12 and 14 of tab.*6*that the organization provides an environment that facilitates learning through continuing education and the employees have stimulated the search for improvement.

In the item Operating variety and share views and knowledge in the tab.*7*,it is exposed that there is possibility and effective participation of the groups involved in the decisions and are stimulated the participation and in proposing alternatives to the problems. Organizations that support diversity and variations in the strategies, policies, processes and skills of their individuals provide a more efficient learning environment, Garvin (2000).

With regard to the multiple advocacy factor and psychological security, this factor tries to evaluate the effect of individuals able to defend new ideas and processes throughout the organization, as explained by DiBella and Nevis (1999).Through the result obtained according to tab.*8*it is possible to state that everyone is encouraged to develop new ideas and working methods.

It is also possible to observe trough the results of tab. *9*that the leaderships are actively involved in the learning initiatives and thus ensuring an environment conducive to their occurrence.If the organization's goal is to foster learning, it will be up to leaders, in addition to involvement, to ensure that the learning environment is maintained (DIBELLA; NEVIS, 1999);

Finally, through the results of tab.*10*it is possible to describe that respondents aim to build the vision of business owner by committing themselves to the results they are delivering to the organization having the ability to identify their own organizational boundaries before looking for external motives and reasons.It concerns the ability to observe short-term results and to understand how they can affect the organization in the long term or determine the outcome of other parts of the organization (DIBELLA and NEVIS, 1999).

## V. FINAL CONSIDERATIONS

The objective of this research was to analyze which are the main factors that facilitate in some way the organizational learning and factors or barriers to learning in the view of the managers. In order to reach this goal, a review of the theory about organizational learning was carried out, factors that bring benefits and factors that make learning difficult. It was also sought to identify the main components of knowledge practices in which factors related to communication were raised organizational, knowledge strategies, stimulus to learning, organizational climate and feedback, capacity measurement and access to information.

With the results obtained from the research, it is possible to raise the existence of facilitating factors and impediments of organizational learning in the theoretical context. Compared to practice, the members of the organization interviewed who in turn are managers, and most male who act at a considerable time in the organization. The great majority has been working for more than ten years in the organization, 90% of them have higher education and relevant technical knowledge in their respective areas, and can be considered as learning enablers and disseminators of knowledge.It is possible to affirm that the learning in this specific study is influenced by the organizational set, that is, the organizational culture stimulates the learning, to what is impregnated, what is exposed in those that compose the organization is responsible for the stimulus to the learning. The set of personal and organizational aspects that arise from the work environment available, want to learn and teach, the relationship between the agents involved, access to information and openness in the sharing of opinions and knowledge translate the openness to learning. The counterpart can be drawn from the bibliography already produced that inhibiting factors such as fear of exposure, culture of obedience, excess of norms and procedures, intolerance to error, individualism and

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pressures are responsible for the regression in the learning.

To perform the verification of the data, it was found that the results indicate that respondents seek for information that contributeto the improvement of processes. However, it is not common to use the information from the results obtained by your comparative organization the other organizations, as well as for the involvement of respondents in concern with the performance lag where one has the concern in question what is accomplished and the possible outcomes to be achieved. It also determines the degree of commitment to learning, where the higher this concern, more appropriate learning in the Organization, can be stated also that in this organization respondents allow themselves to experience in new forms of action in which use of consequential to create or improve routines. The organization's ability to innovate and learn is linked to the styles and values adopted by its members, how each individual retains information is based on their own experiences, observations, and values (ARGYRIS & SCHON, 1996).

Regarding the Climate of openness and learning environment, this factor is explicit in the organization that contributes with sharing of visions and knowledge as well as suggestions that will collaborate through improvements, where it is also possible to affirm that it provides an environment that facilitates learning through education and the employees have a stimulus in the search for improvement.

The contribution of this study is to confront theory and practice in the confirmation of organizational learning, its benefits when applied correctly adding value to the company by developing personal skills that imply learning in the organization.The learning organization provides conditions for individuals to learn and retain knowledge, promoting organizational change so that it can act in the environment in which it operates effectively.

In this way, it allows to say that the proposed objectives were reached in the analysis of the organizational learning, being possible to understand how organizational learning happens, the main practices of organizational learning and the identification of the obstacles to organizational learning through the literature, responding to the general objective. The main factors that somehow facilitate organizational learning and factors or barriers to learning in the view of managers with the survey of the data through questionnaire with closed questions applied with the members of the organization in turn managers were raised and identified here.

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