



COMPANY VISION AND ORGANIZATIONAL LEARNING

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Abstract

The effectiveness of a company is largely dependent on the company itself; it depends above all on its corporate governance, management, and implementation, as well as on decision-making processes and coordination. Many authors believe that organizational learning and knowledge are the most relevant aspects of company effectiveness. If a company wants to be effective it needs to create and realize its vision; to do this, it needs creativity, imagination, and knowledge, which can be obtained or enhanced through learning. This paper defines vision, learning, creativity and management and, above all, their relationships. The author argues that company vision influences the learning and knowledge of employees in the company through the vision's content, through the vision-creating process, and through the vision enforcement process. Conversely, the influence of learning on company vision is explained. The paper is aimed at the use in the practice of companies and helps them to increase their effectiveness.

Keywords: vision, learning, organisational learning, vision creating, vision enforcement

1 INTRODUCTION

Many authors believe that learning and knowledge are the most relevant aspects of a company's effectiveness and, therefore, its strategic competitive advantage. Although I agree on the importance of learning and knowledge, I wonder whether some authors do not overemphasize their models of organizational learning and knowledge management in comparison to general management and other organisational processes within the company. Based on management and organisational processes, I place **strong emphasis on vision, learning, knowledge and creativity and their connections.**

In scientific literature as well as in practice, there is a common understanding about the importance of vision, learning, knowledge, and creativity in terms of the effectiveness of the company. There are some differences between the definitions of these phenomena and even more so in their mutual relationships with one another and how they relate to management. While these phenomena are much studied, less attention has been devoted to their relationships and especially to their connection to

management. It is not surprising that, in theory and practice, there is significant confusion about these relationships and how they relate to management. **Some of the issues concerned in this context include** (1) how vision affects the learning of employees in the company; (2) how strategies fulfill the vision in terms of learning; (3) how to create a vision for the company that builds on knowledge and learning; (4) how learning and knowledge are used in creating the vision; (5) how we use vision for learning and for applying knowledge; (6) how learning and knowledge influence the process of creating a vision; (7) how the process of creating a vision impacts learning and knowledge. Can we create knowledge that allows greater creativity? Is there perhaps a vision that can significantly connect learning and knowledge to management? If a company wants to be effective, it needs to create and implement a vision; to do this, it needs knowledge and creativity, which can be acquired and/or increased through learning.

The purpose of this paper is to contribute to an increase in the effectiveness of companies by discussing and showing a better understanding of the vision, learning, knowledge, creativity and manage-

ment relationships within the company. This will enable companies better utilization of their strengths and opportunities within the environment, thereby increasing their competitiveness and hence, rendering them more effective.

The basic aim of this paper is to theoretically examine vision, learning, knowledge, creativity, and management, to clarify some uncertainties and previously stated questions with an emphasis on their relationships and, above all, how vision affects the learning of employees in the company. The stated problem is approached by clearly defining the objects of study and clarifying their mutual relationships. The study is based on an in-depth theoretical conceptualization. The **first part** of the paper provides the qualitative research with a systematic presentation of basic concepts: vision, learning, creativity, and management. The **second part** of the paper explains how company vision influences the learning of employees.

2 BASIC CONCEPTS OF VISION, ORGANIZATION LEARNING, CREATIVITY AND MANAGEMENT

2.1 Vision

In scientific and professional literature there are similar, yet to some extent, different definitions of vision. Rozman and Kovač (2012, p. 167) understand “company vision” as the internal image of the possible and desired position of the company in the future. For Nanus (1992, p. 8), the vision is the real, credible and attractive future of the company. Khatri, Templer and Budhwar (2012, p. 40) define vision as realistic and useful ideas or goals that are beneficial in the long run for the benefit of the company’s followers and the system of which they are a part. Kotter and Cohen (2003, p. 64) consider that vision shows the final state to where plans and strategies will deliver the company.

We can conclude that a company’s **vision** is an image of the desired and possible state of the company in the future, which causes creative tension, triggers the process of unifying employees with the company and motivates employees to achieve it, and is the basis for a more detailed determination of goals and ways to achieve them. The company’s vi-

sion is created on the basis of the perceptions of the environment, strategic thinking, and imagination.

Although there are many **reasons for defining the vision**, I believe that the main reasons for defining company vision are the following: it influences company effectiveness, directs its development, coordinates and ensures uniformity in the company (and, therefore, functioning of employees in the same direction), requires innovations, and motivates and inspires the realization of changes and innovations.

Many researchers have described a range of different vision characteristics. These characteristics depend on the individual company and its environment, which will dictate which vision characteristics are more desirable. Nevertheless, I believe that every vision must have at least most of the following **characteristics**: attractiveness, orientation, provocation, stimulation, meaningfulness, brevity, clarity, simplicity, uniqueness, imaginativeness, and feasibility.

The vision should define the business (effectiveness of business and business functions) while addressing the following **elements**: the nature of the business, the competitive arena, technology, human resources, socio-economic goals or concerns for the survival the company, advantages of the business, and concern regarding company image. When it is appropriate and possible to capture the essence of the vision in a short sentence or slogan, the vision may also include a slogan (usually placed at the beginning of the vision statement); however, this is not really necessary.

There is also the question of **how far in the future the vision should reach**. Three, five, ten or even more years? To answer the question, it is important to pay attention to the question: when the vision will be achieved? Moreover, it is most important to create a new vision until that point. In addition to maturity of vision, it is also important to note the **validation of the vision**. Continuous validation of the vision is a necessary process that can be affected by various factors. The company could verify the validity of the vision once a year, perhaps at the same time, when updating the strategic plan.

Because there is much misunderstanding in both theory and practice concerning vision on one hand and company mission on the other, let us ex-

plain the difference. The **mission of the company** is a relatively durable and unique purpose (of existence), which determines the type of business and the focus of its development according to the values and expectations of stakeholders, and is the basis for a more detailed determination of company goals and ways to achieve them (Toman, 2013). The **difference between vision and mission** regarding their purpose is significant. The mission is the answer to the question of **why** a company exists (to be useful to stakeholders), while vision is the answer to the question of **what** the company wants to achieve in the future.

2.2 Organisational learning

In the scientific and professional literature, similar but also different definitions of **organisational learning** exist. Learning is an individual acquisition or modification of information, knowledge, understanding, attitudes, values, skills, competencies or behaviors through experience, practice, study or instruction (ISCED, 2012, p. 7). Learning is the act of acquiring new, or modifying and reinforcing existing knowledge, behaviors, skills, values, or preferences and may involve synthesizing different types of information (Learning, 2014). Learning in organizations refers to the continuous testing of experience and the transformation of that experience into knowledge, accessible to the whole organization and relevant to its core purpose (Senge, Kleiner, Roberts, Ross & Smith, 2002, p. 49).

Learning takes place inside individuals; however, within a company, these individuals do not learn independently from one another. Rozman and Sitar (2007, p. 5) suggest that it is, in fact, the organisation that keeps individual members (and the social unit) together, and creates the synergy of the social unit. Individual learning, which takes place through relationships, coordination, and conflicts, is called “learning by connectivity”, and we refer to it as “organisational learning”. Rozman and Sitar (2007, p. 13) therefore conclude that **organisational learning** is the learning of connected individuals and the sum of the learning of connected individual members. Nevis, Dibella and Gould (1995) define organisational learning as the capacity or processes within an organisation to maintain or improve per-

formance based on experience. They see learning as a systems-level phenomenon, because it stays within the organisation, even if individuals change. Simon (1991, p. 125) believes that social units learn in two ways: by the learning of their members or by including new members who have knowledge the social units did not previously have. Organisational learning can be conceived of as a principal means of achieving the strategic renewal of an enterprise (Crossan, Lane & White, 1999, p. 522). Organisational learning involves acquiring and using new knowledge; however, new knowledge is of little value unless it is made available to people who need it and is used by them (Yukl, 2006, p. 308–309).

Organisational learning is the learning of employees who are connected within the company or in teams. This means that companies do not learn; rather, employees learn. The two aspects are nonetheless related. The organisational learning of employees within the company is individual learning, which is directed and coordinated with their position in the company. Throughout the rest of this paper, the general term “learning” (according to which we understand organisational learning or learning by connectivity, which prevails within the company and in teamwork) will be used.

2.3 Creativity

Cummings and Oldham (1997, p. 23) define employees’ **creativity** as individually generating new and useful products, ideas, and procedures that are the raw materials for innovation (through the development and implementation of new ideas businesses are able to innovate). Amabile (1997, p. 40) believes that creativity is, in essence, a simple production of suitable new ideas. She adds that the ideas must be new, that is different from what has been done before, but cannot be simply bizarre; ideas should be appropriate to the presented problem or opportunity. She sees creativity as the first step in innovation, which is the successful implementation of new and relevant ideas. Mayer (1994, p. 69–70) states that creativity is:

- characteristic of the human species, and may exceed something already created;
- an original response of a people to new situations and problems, constructive adaptation to changes

in oneself and in the environment, and the creation of new products, models, situations, circumstances, and relationships;

- the process of creating and implementing new ideas in models, plans, visions, theories, decisions, services, products, actions, interpersonal relations and communication, art work, etc.;
- the process of interaction between intelligence, personality traits, emotions, motives, conscious, subconscious and intuitive processes.

According to Amabile (1997, p. 39), there is significant evidence indicating that people are more creative when they are motivated internally rather than externally by expected evaluations, surveillance, competition between colleagues, or superiors dictating or promising a reward.

Through learning, the company creates knowledge, which allows employees greater creativity. For example, if employees are learning within the context of teamwork, perhaps using methods like brainstorming will have an impact on the greater creativity of all employees. Thus, through learning and gained knowledge, which allows greater creativity, we can increase the chances that stakeholders will create a better vision.

2.4 Management

Management essentially consists of business and organisational planning, the actuation (HRM and leadership) of organisation, and organisational and business control. Vision is created within by the strategic business planning. In the context of management, planning is important, particularly strategic planning. According to Rozman (1995, p. 112), strategic planning process consists of the following phases: analysis of the company, analysis, and forecasting environment, setting goals, defining strategies and presenting the strategic plan (the result of strategic planning process). The vision is the broad goal and simultaneously the basis for a more detailed definition of the goals (indicative goals, detailed goals) and ways in which to achieve them. Since the context is strategic planning, these ways (to achieve goals) are strategies. The **strategies** are determined within the strategic plans; if properly implemented, they promise to achieve the (strate-

gic) goals (Toman, 2003, p. 50). The strategies are developed based on the analysis and forecast of the environment and the internal analysis as well as proposed goals.

In business management, more emphasis can be given to some important areas, such as quality, creativity, learning, and similar issues. Thus, we can talk of corresponding kinds of management. Rozman and Sitar (2007) define **knowledge management** and explain the differences between knowledge management and organisational learning. According to them, knowledge management consists of the aforementioned managerial processes but focuses on learning and knowledge as its result. In contrast, organisational learning represents the process of acquiring, using, and sharing knowledge. Management process assures that organisational learning is conducted within the company in the most successful way. Rozman and Sitar see knowledge management as assuring the rationality of the learning process, whereas organizational learning aims at achieving and using knowledge.

Management (also knowledge management) is very important in the vision-creating process, as well as in the vision enforcement and vision implementation process.

3 INFLUENCE OF VISION ON EMPLOYEES' ORGANISATIONAL LEARNING WITHIN THE COMPANY

In our opinion, there are **three ways in which the vision can influence the learning of employees** within the company, through:

- vision content,
- vision-creating process, and
- vision enforcement process.

3.1 The influence of vision on organisational learning through vision content

The influence of the vision content on **two learning aspects** exists. **First** is the influence of the vision content **in relation to basic elements** that should be included in the vision itself. The planned elements of the vision (such as the nature of the

business, the competitive arena, technology, human resources, socio-economic goals or concerns for the survival the company, advantages of the business and a concern regarding company image) indirectly impose requirements, which managers and other stakeholders (employees, customers, suppliers, owners, etc.) should include in vision statement during the vision creation process and again in the vision enforcement process. The planned elements of the vision form the basis for a range of stakeholders with the necessary knowledge, skills and motivation. Later, the structure of stakeholders significantly influences learning and thereby, the creation and enforcement of the vision.

In a company with no diversity of opinions, no diversity in actions, no conflicts, and no different expectations, there is a chronic lack of creativity, which is essential for creating a high-quality vision. If, in the vision-creating process, only stakeholders with knowledge about products and technologies are included, the created vision will be very different than if other stakeholders from other areas and with different interests would also be included in the process.

The **second** influence on the creation of vision in terms of learning is **in relation to human resources** (as a specific element of the vision), or if we want to specifically address learning, organisational learning and knowledge management in the content of the vision. In this case, learning will be a component of the created vision and be enforced as an integral element of the vision. Thus, in the vision, the company can emphasize teamwork as an important element of the vision, which can lead to the learning of creativity; this will, in turn, lead to greater creativity and innovation. From the vision the company thus derives goals and appropriate strategies (for example, recruiting people who have the knowledge and the necessary skills for teamwork); in this way, the vision content can have a strong influence on learning within the company. With such strategies, the gap between existing and planned knowledge (and learning) can be rectified. Furthermore, the vision also inspires and, therefore, encourages employees to use their knowledge, in particular, to think and research, which is the foundation for successful learning and creativity.

3.2 The influence of vision on organisational learning through the vision-creating process

A significant influence on the learning of employees in the company is presented in the **vision-creating process**. In our opinion, the **process consists of seven successive steps**, namely: **(1)** the management team creates a vision; **(2)** stakeholders' team (including managers) creates a vision; **(3)** discussion amongst managers about the created vision; **(4)** discussion amongst stakeholders (including managers) about the created vision; **(5)** confirmation of the vision by managers; **(6)** confirmation of the vision by stakeholders; **(7)** enforcement of the vision. In the vision-creating process, it is reasonable to follow the successive steps as this will influence the learning of stakeholders and/or the resulting vision. Since the creation of the vision is executed via teamwork, the learning of stakeholders takes place in almost all successive steps of the vision-creating process (except in two formal confirmations). The **following is a brief description of the first step, i.e., the management team creating a vision**.

In the first step, top managers along with other managers of the company create a management team, which then creates a vision. The first phase is an **analysis of the company and the environment**; in this phase, we analyze the areas in relation to the basic elements or content of the vision. Analysis of the company and the environment needs to be done for as far back into the past as we want to go forward with the future of the vision. In doing so, we have to focus mainly on positive elements, events, experiences, findings, and other elements. We are looking for the best aspects of the company and the environment, and the factors that enable these. Individual content is required, particularly in terms of questions about when the company was the best and why. What were the successful moments? Of course, negative aspects, events, and experiences should not be ignored, but there should be the ratio of 80:20 for the positive. All this, in addition to teamwork and coordination (of relationships), influences learning and directs it.

The following step is to **predict the environment and create scenarios**. This takes into account several policies, such as the forecasting period being twice as long as the horizon of the vision, there being no running evaluations or judgments about

the possible influence of predictions on the vision, and others. Although predicting the environment and scenarios is a rational approach, there are also creative components that will inspire stakeholders for later phases of creating the future vision.

The next phase is the **creation of the future** of the company in which, based on analysis of the company and the environment, on knowledge, experience, aspirations, emotions and intuition, begins the noblest part of the vision-creating process. This future is created in relation to the basic elements or contents of the vision, which serves as a framework for creative thinking. The basic question is how we imagine the elements (contents of the vision) in the future (e. g. in five years, if we create a vision with a horizon of five years). It is important to visualize this future, as this contributes greatly to a sense of clarity concerning the future. Creating the future of the company provides many alternatives within the content of the vision.

The next phase is a **creative break**, which can appear to be without any benefits, but is, in fact, the opposite. After creating a vision for the future of the company, the process should be interrupted for at least one week. In this way, we can take advantage of the individual creative process by allowing the conscious and subconscious mind of the individual to reach a maturation stage as it relates to the vision that will eliminate many potential blocks and generate new ideas.

In **continuing the creation of the future of the company**, we first have to broadly review and refresh the process of creating the future and its results. These exercises help stakeholders to think once again and generate ideas within this particular context. This is followed by systematic implementation of creating this future (as previously described), which is now faster because it is built on the basis of the already obtained results; new ideas that have emerged during the creative break or the continuation of creating the future are added.

The next phase is **choosing the future of the company**, in which the vision is created in three steps. The first is based on the created futures (alternative futures within the elements or contents of the vision), in which we select the most important alternative futures within a particular element or

content of the vision. In the second step, based on the selected alternatives within the contents of the vision, we create more alternative visions. In the third step, the alternative visions are evaluated, and the vision of the company is selected. When selecting a vision among alternative visions, we rely on three evaluation or selection criteria, which have already been prepared in the analysis phase of the company and its environment; these are the characteristics of the vision, scenarios, and additional elements. Additional elements by which to assess alternative visions include the expected mission, values and the culture of the company.

Next, we **design** the chosen vision of the company in accordance with certain stylistic and linguistic policies and the desired characteristics of the vision. Then, based on the entire vision, a slogan can be created that in one short sentence captures the essence of the vision.

In all the steps of the vision-creating process, the skills, knowledge, learning, and creativity of managers and other employees (as well as other stakeholders) are very important. When creating the future of the company, we draw from the experience, knowledge, and skills, creating something new, and we learn. Learning how to create is important, because in practice, we often simply do not know how to do it and, therefore, do not do it. The actual process of creating itself is also a learning process. The creative break provides the subconscious and unconscious the opportunity to learn and create. Throughout the vision-creating process, there is **teamwork** involved, which is one of the essential aspects of the process and a key influence on learning. Through relationships within the team, individuals influence each other. However, successful teamwork requires an appropriate team structure and coordination of the relationships involved. In the vision-creating process, stakeholders who have the knowledge, skills, motivation and the common goal of creating a new vision must work together. Through teamwork, stakeholders learn creativity. Moreover, through such organisational learning, they create more and better knowledge than through individual learning only. People see the same things from different perspectives. These are mental models (mentioned by many authors, e. g. Senge, Kleiner, Roberts, Ross&Smith, 2002, p. 49) used. The mental model is different for

each individual; it can be a major obstacle or a major advantage in creating new knowledge. The results are that more people can see the same things from different perspectives, thus creating a wider, clearer, better picture of the future.

Based on my experience, I suggest that companies use the vision-creating process described in this paper. This process utilizes **teamwork and organizational learning that leads to increased creativity and motivation**, not only in the vision-creating process but also in the enforcement and implementation of the vision. We can reasonably expect that there will be differences between the vision-creating process of the company that places great importance on learning (and knowledge) and the company that does not. Another company may not emphasize learning and knowledge because managers will be creating a vision themselves and then communicate it to employees. For another company, a vision might be created only by the top manager, who might communicate it to employees. Such a company is likely to emphasize efficiency, while creativity and innovation will take a backseat within the process as a whole.

3.3 The influence of vision on organisational learning through the vision enforcement process

In order to implement the vision, an enforcement process is carried out, which is the part of the management process in which the vision is mostly visible externally. The **vision is enforced through recruitment and leadership** (which consists of leadership in the narrow sense, communication, and motivation), which is an integral part of the management process.

Recruitment and the entire HRM process are very important in terms of enforcing the vision. If the top manager does not have the right people working together, enforcing the new vision will be very difficult. Employees who do not have the same values do not have similar views about the vision, who do not want to participate in creating the vision or are not aligned with the company's vision will not contribute to the enforcement and implementation of the vision in a way that supportive employees will. If the com-

pany already has a vision, it is necessary to recruit people who will accept this vision and will want to implement it. Additionally, management must know what knowledge is needed for realizing the vision and must also ensure this knowledge through appropriate learning and/or through new employees.

After reviewing a variety of scientific and technical literature, it is my belief that there is no general and comprehensive theory of **leadership**. Rozman et al. (1993) define leadership as influencing the behavior or actions of individuals or a group within the company, as well as the guidance of their actions to achieve the goals set by the company. The vision is otherwise primarily considered by leadership when it is communicated to employees and in motivating (encouraging, inspiring) them to accept it. When we talk about leadership in the strict sense, we have to keep in mind the characteristics of leaders, because employees trust leaders in terms of the way they work, their leadership styles, and their skills. All of this has a significant influence on employee motivation in the context of learning and using knowledge. The example set by leaders is therefore of utmost importance.

Many authors emphasize the importance of the dissemination and **communication** of vision, which is often neglected or even forgotten. The vision is in itself something new and, as such, represents a change in the company. Changes require learning; additionally, they usually inspire opposition in people. With regard to the volume or quantity of communicating a vision, it should be emphasized that communication is one of the most important tasks of managers; however, in practice, this aspect is almost always chronically lacking. Additionally, through the communication of the vision, it is necessary to realize that people often observe situations selectively. For this reason, it is extremely important to communicate the vision, due to the significant influence communication has on what people hear, see and learn. If employees have the same ideas about a created vision, their learning will also be focused on achieving the same goals; thus, learning will be more efficient and effective. In general, communication of the vision makes the vision clear, alive and worth achieving.

Vision can be enforced by force or by **motivating** people to achieve it. The best opportunity for realizing the company vision is to have employees

who want to achieve it, and do so by learning, gathering knowledge, and acting in a coordinated manner towards the realization of the vision. In terms of the vision, we can highlight two aspects of the **relationship between vision and motivation**:

1. Vision as the goal of motivating employees (people are motivated by appropriate motivators, i.e., they want to realize the vision), and
2. Vision as a means of motivating employees (the vision motivating people to achieve it, for better results and a greater sense of satisfaction).

Employees who are motivated and who want to realize the vision will also be more effective at learning.

Managers influence the enforcement of the company vision from the first day they start talking about creating a vision and continue to do so through communication and the example they set, which has a significant influence on stakeholders and thus on stakeholders learning. Only stakeholders who have relevant information and who participate in the vision-creating process will be highly motivated for its enforcement and implementation.

If the vision of the company is attractive, oriented, provoked, stimulating, meaningful, has brevity, is clear, simple, unique, imaginative and feasible, it will encourage employees to create new ways in which to realize the vision. If the vision exposes learning and knowledge through its contents, we have to develop appropriate strategies that will enable us to achieve or realize such a vision. To create these strategies, we need to learn; on the one hand, we can learn individually and acquire skills that are considered to be necessary or lacking; on the other hand, we learn (organisational learning) in teams. Appropriate strategies need to be created to realize the vision; however, managers might plan to acquire certain needed knowledge by recruiting new employees. Prompt control should be maintained in achieving the realization of the vision and regarding individual learning plans.

The presence of a vision encourages teamwork and thereby learning. With a vision, we can encourage the use of existing knowledge and the generation of new knowledge. If employees adopt a vision as their own and want to achieve it (not because they

must, but because they want to), they will also want to contribute to its achievement on their own initiative, as well as want to acquire the necessary skills and apply these skills together with colleagues to achieve the desired common vision. Of course, management has to carry out coordination within the company, but in the case of a desired, common vision, management primarily needs to support employees and provide operant conditions (learning, creating and implementing) for them to achieve the vision.

3.4 The influence of employees' organisational learning on the company vision

Thus far, we have considered the influence of vision on the learning of employees within the company; however, learning also influences the company's vision. **Learning influences the content of the vision, the vision-creating process and the vision enforcement process**; thus, it influences knowledge and creativity. As such, learning influences the quality of the results of these two processes and, therefore, the created vision and its implementation. As **learning** influences vision it therefore also **influences the company's effectiveness** (Toman, 2013). Through the vision content, the vision-creating process, and the vision enforcement process knowledge, learning and creativity influence the company's effectiveness.

Learning and knowledge are both required in creating a vision. Managers (and stakeholders) have to determine what knowledge stakeholders need and expect to gain, as the latter are necessary for creating a vision. In addition, it is often necessary to learn how the knowledge they (individual stakeholders) already possess can be properly utilized in the vision-creating process. Stakeholders must learn various techniques (such as brainstorming) that will allow the exploitation of existing knowledge in terms of creating something new; that is creating a vision.

4 CONCLUSION

The largest contribution of this study is reflected in clarifying some uncertainties and advising on the importance of vision in relation to learning, creativity, management and the effectiveness of the company. Relating to the theoretical conceptualiza-

tion, it is identified that the **vision influences the learning of employees** in the company through the vision content, the vision-creating process, and the vision enforcement process. Additionally, the **influence of employees' learning on the company vision** is outlined.

If a company wishes to be effective it needs to create and implement a vision; to do so, it needs knowledge and creativity, which can be acquired and/or increased by learning. Companies do not learn; instead, employees learn but these two aspects are related. This is referred to as organisational learning, through which the company can create knowledge, which allows employees greater creativity and, therefore, increases the chances that stakeholders will create a better vision. Management (as well as knowledge management) is very important in the vision-creating process as well as in the vision enforcement and implementation process.

The vision influences the learning of employees in the company through the vision content, the vision-creating process, and the vision enforcement process. Through the influence of the vision content on learning, two aspects are highlighted. First, the influence of the vision content in relation to basic elements that should be included in the vision; second, in relation to human resources, the influence of the vision on learning is a specific element of the vision we wish to highlight.

The vision-creating process has a significant influence on the learning of employees in the company. In all steps of the vision-creating process, the skills, knowledge, learning and creativity of the stake-

holders is important. The vision-creating process requires teamwork, which is an essential element of this process and an important influence on learning. Through the relationship, individuals influence one another. However, successful teamwork requires appropriate team structure and coordination of the relationships involved. In the vision-creating process, stakeholders who have the knowledge, skills, motivation and the common goal of creating a new vision, must work together. Through such organisational learning, they can create more and better knowledge than they would through individual learning alone.

In order to implement the vision, we carried out an enforcement process, which is the part of the management process in which the vision is mostly visible externally. The vision is enforced through recruitment and leadership (which consists of leadership in the strictest sense, communication, and motivation). The vision is in itself something new and, as such, represents a change in the company. Changes, in turn, require learning.

Through the creation of a vision, we encourage **teamwork and thereby learning**. This process further encourages the use of existing knowledge and the generating of new knowledge. If employees adopt a vision as their own and want to achieve it (not because they must, but because they want to), they will also want to contribute to its achievement on their own initiative, as well as want to acquire the necessary skills and use them, together with colleagues, for achieving the desired common vision. **Learning and knowledge** are relevant to the effectiveness of the company and, therefore, are competitive advantage today and in the future even more so.

EXTENDED SUMMARY / IZVLEČEK

Uspešno poslovanje podjetja je v največji meri odvisno od podjetja samega, torej od upravljanja, ravnanja in izvajanja oziroma od procesa odločanja in usklajevanja. Če hoče biti podjetje uspešno, mora ustvariti in uresničiti vizijo, za to pa potrebuje znanje in ustvarjalnost, ki ju lahko pridobi oziroma poveča z učenjem. Poleg jasnih opredelitev vizije, učenja, ustvarjanja in ravnanja (management), je v prispevku pojasnjen vpliv vizije na učenje zaposlenih v podjetju preko vsebine vizije, preko procesa ustvarjanja vizije in preko procesa uveljavljanja vizije. Pri vplivu vsebine vizije na učenje sta izpostavljena dva vidika. Prvi je vpliv vsebine vizije na učenje v povezavi z osnovnimi elementi, ki naj bi jih vsebovala vizija. Drugi vidik vpliva vsebine vizije na učenje je v povezavi s kadri (kot specifičnim elementom vizije), ki ga morda želimo posebej izpostaviti. Velik vpliv na učenje zaposlenih v podjetju

predstavlja proces ustvarjanja vizije. V vseh korakih procesa ustvarjanja vizije so pomembni znanje, učenje in ustvarjalnost deležnikov. V celotnem procesu ustvarjanja vizije ima timsko delo, ki je eden od bistvenih elementov procesa ustvarjanja vizije, izredno pomemben vpliv na učenje. V timskem delu posamezniki preko povezav oz. razmerij vplivajo drug na drugega. Seveda pa je za uspešno timsko delo potrebna ustrezna sestava tima in koordinacija odnosov. V procesu ustvarjanja vizije morajo sodelovati deležniki, ki imajo znanje, sposobnosti, motivacijo in skupni cilj – to je ustvariti vizijo. Ravno preko takšnega organizacijskega učenja ustvarjajo več in boljše znanje, kot bi ga samo z individualnim učenjem posameznika izven tima. Za izvedbo vizije poskrbimo s procesom uveljavljanja, ki je tisti del upravljalno-ravnalnega procesa, kjer se vizijo največkrat vidi tudi navzven. Vizija se uveljavlja s kadrovanjem in vodenjem (ki je sestavljeno iz vodenja v ožjem smislu, komuniciranja in motiviranja), ki sta sestavna dela upravljalno-ravnalnega procesa. Vizija je že sama po sebi nekaj novega in kot taka predstavlja spremembo v podjetju. Spremembe zahtevajo učenje.

Z vizijo spodbujamo timsko delo in s tem učenje. Z vizijo spodbujamo uporabo že pridobljenega znanja in pridobivanje novega znanja. Če zaposleni sprejmejo vizijo za svojo in jo želijo uresničiti (ne zato, ker jo morejo, ampak ker jo hočejo), potem bodo tudi samoiniciativno želeli v največji meri prispevati k njenemu uresničevanju in si bodo samoiniciativno želeli pridobivati potrebna znanja in ta znanja tudi uporabljati skupaj s sodelavci pri uresničevanju skupne želene vizije. Učenje in znanje sta pomembna za uspešnost podjetja in sta tako njegova konkurenčna prednost že danes, v prihodnosti pa bosta še toliko bolj.

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