
Training, Learning and Education for Knowledge Management

Case Study of Societe Generale bank -Algeria-

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Abstract:

This study aims to determine whether the bank (SocieteGenerale - Algeria) offers training, learning and education, as well as whether it is truly appropriate for the use of knowledge management. The study is divided into two parts: the theoretical part, which deals with the research concepts and relevant literature, and the applied part, which includes an explanation of the research methods, findings, and key conclusions. One main hypothesis served as the foundation for the study: "There are no statistically significant differences between the training, learning, and education required for the application of Knowledge Management and between the training, learning, and education within SocieteGenerale bank." Employees of the bank under investigation were given questionnaires to complete in order to collect research-related data.

Keywords: Training; Learning; Education; Knowledge Management.

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1. Introduction:

Organizations no longer function in a stable environment because the world has changed. The future can now be predicted with ease. The twenty-first century has seen the emergence of numerous environmental factors that have created more hazards than possibilities, leaving enterprises with significant hurdles.

The process of developing, disseminating, utilizing, and overseeing an organization's knowledge is known as knowledge management. The management of human resources must help people accept the new philosophy, get ready for change, and strive toward its successful implementation. In order to explain the Knowledge Management idea to their staff, numerous organizations have endeavored to provide comprehensive training, education, and learning programs.

Due to the high level of technical inventiveness and the speed at which technology is developing, training, learning education, are equally essential in today's world and are crucial components of knowledge management. Employees must thus be trained, educated, and made aware of the organization's vision and significance.

Since the success of knowledge management depends on giving working people the skills they need through ongoing training and appropriate training programs, it is imperative that people be trained, learned, and educated to improve and develop their performance. The goal of the training process must be to modify behavior.

The problem of the study can be formulated as follows:

Is there a fundamental difference between the training, learning and education that are now in place and what is needed to adopt knowledge management?

One hypothesis is proposed to solve the previous problem:

- There are no statistically significant differences between the training, learning, and education required for the application of Knowledge Management and between the training, learning, and education within Societe Generale bank -Algeria-.

2. Why Knowledge Management?

2.1 Concept of Knowledge Management

A theoretical and practical response to the needs of the knowledge era and the information explosion is the concept of knowledge management. It is about recognizing that knowledge is the primary determinant of an organization's success. The organization of the early 21st century is very different from that of just a decade or so ago. It will undergo rapid and unexpected transformation in the future. The following pillars support modern organizations: (Jones- Sallis, 2016, p14):

- The requirement to react quickly to novel business models and economic concepts.

- The rate at which technology is changing is constantly rising.
- Rapid product and service innovation, with ever-increasing knowledge content in products and services.
- Global markets that are getting more complicated and troublesome.
- A rapidity of change that means that organizations are increasingly subject to the obsolescence of their knowledge base.

2.2 Types of Knowledge:

The necessity of knowledge generation, sharing, and life long learning throughout workforces. The four categories of knowledge are as follows (OECD, 2000, p14-15):

- **Know-what:** denotes familiarity with facts. Here, information is near knowledge.
- **Know-Why:** refers to understanding the fundamentals and laws of motion found in society, the natural world, and the human intellect. The advancement of technology has greatly benefited from this type of information. This type of information will frequently speed up technological advancements and lower the likelihood of mistakes in trial-and-error processes.
- **Know-how:** refers to skills; the ability to perform something. It may be related to the talents of production personnel.
- **Know-Who:** In addition to knowing who knows what and what to do, know-who also refers to the social skills necessary to collaborate and communicate with a variety of experts and people.

3. Training, Learning and Education

3.1 The difference between training, learning and education

In fact, there are no boundaries between training, learning and education, as they all attempt to bring about a change in behavior and each complements the other. There is also a strong connection between them, as education is considered the first entry point to organized training processes, and the success of training depends to a large extent on the extent of the culture and knowledge the train has received. In general, in educational institutions. Training often begins where education ends.

But they can have very different. Training is associated with on-the-job skills acquired for a particular role, it is any activity or course, either formal or informal (on-the-job for example) which has helped employee to acquire the knowledge and skills to do his job. Learning, in contrast to training, is generally defined more holistically, as a process that encompasses training as well as education. It can be described as a self-directed, work-based process leading to increase adaptive capacity. This process ongoing, lifelong journey that may not always be clearly planned or even intentional can be considered the heart of human resource development. This process includes the acquisition of skills as well as insights or factual knowledge. As for Education is seen as

relating to a more formal academic background. It is usually more broadly defined as a more general, less specialized or hands-on approach to enhancing knowledge (Masadeh, 2012, p63-64).

3.2 Concepts of Training, Learning and Education

3.2.1 Training

Training is one of the core responsibilities of human resources management. Businesses spend a lot of money on educating their human resources. With numerous training programs run by various organizations and funded by substantial sums of money, the training revolution is presently taking place all over the world. The existence of numerous contemporary approaches, methods, and strategies that must be employed if training is to successfully accomplish its objectives is another manifestation of the training revolution {Alsabagh- Darra, 2007, p303}.

3.2.2 Learning

A vital part of any living organism is learning. Every system needs to learn to live, to put it simply. The capacity to experience, consider, adapt, and generate new knowledge is known as learning (Shani-Docherty, 2003, p18).

It can also refer to the process of learning something new through practice, instruction, study, or experience (Sarder, 2016, p13).

3.2.3 Education

The process of imparting knowledge and facilitating understanding is called education. Employees can receive training from companies in two different ways in practice:

- Postgraduate studies: These are courses in which employees obtain official and documented academic qualifications.
- Short courses designed to provide further information or understanding of theories, principles and methods of applying them (Siver, 2008, p62).

3.2.4 Training, Learning and education specifications

The characteristics that an employee must possess are as follows:

-Knowledge can be business, technical, or professional knowledge; it can be about the economy, trade, or market environment; it can be about how to operate machinery; it can be about the materials or tools used; it can be about the procedures to be followed; it can be about customers, consumers, coworkers, or subordinates and the factors that influence their behavior; or it It could suggest potential issues and how to handle them.

- **Skills:** What the employee needs to accomplish the work if outcomes and effective use of knowledge are achievable. With practice or other experiences, skills are progressively developed. It could be social, cognitive, mental, cultural, or manual.

- **Attitude:** Being able to behave or perform in a way that aligns with business requirements (Armstrong, 2003, p613-614).

3.2.5 Training, Learning and education options

Options for training, learning, and education include the following:

- **The high-leverage training option:** It emphasizes the relationship between training programs and the organization's strategic objectives, and the following conceptual foundations support this decision: delivering training of a higher standard than that of other companies. - Adapting to the ever-changing demands of production as a result of technological advancements (Alastair, 2001, 219-220).
- **Internal and external training option:** Among the methods for delivering internal training are roleplaying, group activities, and on-the-job training. The organization is in charge of its preparation, implementation, and evaluation. Experts who are not connected to the organization provide external training (Walsh M, 2022).
- **The lifelong learning option:** It alludes to the lifelong, voluntarily pursued acquisition of knowledge and abilities. It entails constantly updating and growing one's knowledge, whether by official schooling, independent study, or work-related experiences. To stay competitive, stay relevant in the workforce, and achieve long-term career success in the knowledge economy, lifelong learning is crucial (Musa A, 2025, p25).

3.2.6 Training needs

Finding gaps in an employee's knowledge, abilities, and attitudes while they hold a position inside the company is the focus of training needs. All of this is possible if the knowledge, abilities, and attitudes of the individual are accurately compared to the requirements for carrying out his task for a particular position, with the training required for this being the difference. His present or future job, as well as the creation or modification of job duties, frequently dictate the necessity for training, or methods for carrying it out (Hassaneen, 2016, p97-98). The following four fundamental ideas are necessary for training to be successful and are applicable to various administrative programs:

- **Participation:** The learner's participation in the education process not only leads to faster learning but also leads to the consolidation of what the individual has learned for a longer period. For example, a student in the classroom who participates in dialogue and discussion has a better opportunity to learn than a student whose presence is negative.
- **Repetition:** Repetition helps consolidate what the individual has learned, and psychologists believe that repetition must be distributed over a relatively long period in order for it to be effective.

-The possibility of transferring what the trainee has learned to practical reality: Training is effective when the trainee can benefit from what he learned during the training period in the actual reality of work. One of the factors that helps in this is trying to simulate actual working conditions and the tools that are used at work during training.

-Feedback information: The learner needs a stream of feedback information about the result of his behavior to determine the effectiveness of the training. For example, did the training cause a change in his behavior or not? And What are the deficiencies that need to be corrected? (Jerinberg- Baron, 2004, p107-108). For example, the 360-degree feedback where the employee's performance should not be assessed by the immediate boss only but also by all others who are related to, like his superior, subordinates, colleagues, peers, customers, Because the 360-degree feedback offers the following benefits, the organization must use it to determine the training and development needs of its staff:

- Comprehensive Data: A wide range of viewpoints contribute to the performance's overall picture.

- Communication: 360-degree feedback promotes candid performance evaluation and open communication at all organizational levels.

- Performance: Employees may improve all aspects of their performance and build on their strengths when they receive clear feedback.

- Development: 360-degree feedback offers useful data for creating a training and development plan and establishing professional goals.

- Empowerment: Using evaluations from multiple sources fosters a culture where each employee's viewpoint is respected and their voice is heard (Khanka, 2019, p40).

4. Training, Learning and education for knowledge management

4.1 Training for knowledge management

In the context of knowledge management, training is a crucial but often overlooked topic. There is a lot of rethinking going on, but it is frequently unstructured. Whether or not they are training professionals, managers in charge of providing training in a company are considerate, diligent, and aware of the significant changes occurring in the training environment. More than ever before, people have been inundated with ideas in recent years. The majority are conceptually intricate, making it frequently difficult to understand how-if at all-they relate to one another.

The majority have focused on competition and strategy. Rather than being explicit, the consequences for human resources have been implied. To demonstrate this concept, think about the following queries, each of which tests the training manager's reasoning:

- It is widely acknowledged that company strategy and training should be tightly related, but what does this actually imply in reality? How ought it to be carried out?
- What role should corporate culture have in training?
- Is it appropriate for the training manager to serve as an internal consultant? What does this entail?
- How significant are the opportunities provided by open, distance, and knowledge management learning?
- Should the business be making an effort to become a learning organization? If yes, how?

Effective training delivery in contemporary organizations necessitates new ways of thinking, forming new connections, adopting new models, and using new tools and processes (Sloman, 2017, p3-4).

4.2 Learning for knowledge management

The connection between organizational learning and knowledge management can be conceptualized in a number of ways.

Some searchers believe that knowledge management focuses on the content of the knowledge that an organization develops, acquires, processes, and ultimately uses, whereas organizational learning focuses on the process.

Seeing organizational learning as the aim of knowledge management is another approach to think about the connection between the two fields. By encouraging the creation, sharing, and use of knowledge (William, 2009, p5).

An essential component of knowledge management is learning. Performance improvement is its ultimate goal. Additionally, the following are the learning loops:

- **Single-loop learning (Adaptive Learning):** Employees that use single-loop learning devote the majority of their effort on identifying and resolving rule and procedure violations.
- **Double-loop learning (Generative Learning):** Workers constantly question presumptions, classify second-order issues from patterns, and reconsider the underlying plan in light of new information. They are able to consider whether changes to the regulations might be necessary.
- **Triple-loop learning (Radical Learning):** the most advanced level of organizational learning. The ability to act and think creatively is multiplied.

From knowing what (data + information) to knowing how (knowledge) to knowing how (wisdom), learning advances (Serrat, 2012 p9-10-11).

4.3 Education for knowledge management

In order for educational institutions to realize the potential of knowledge creation and the power of knowledge sharing to enhance the learning of staff, and other stakeholders, they should take the lead in integrating knowledge management as a fundamental component of their culture (Jones- Sallis, 2016, p15).

Education ought to be founded on a methodical approach to acquiring and developing the knowledge, abilities, and mindset that workers should possess. When education is connected to an organization's business plan, its influence increases.

This suggests that a company should operate as a whole, with one procedure only making sense when seen as a component of the rest. The impact of education is more noticeable when combined with the overall human resource management policy, which further supports the need for a company to operate as a cohesive whole (Babic- Boljanovic, 2013, p47).

5. Results and discussion

To establish a purposive sample, we chose a private banking institution in Algeria, specifically SocieteGenerale (Agency of Mascara). The sample for this study comprises 14 participants. Consequently, the proportion of questionnaires deemed suitable for analysis is 85.71%, which corresponds to the 12 valid questionnaires out of the 13 received and the 14 distributed.

The data were analyzed, and the research hypothesis was evaluated utilizing the statistical methods provided by the SPSS program. The one-sample t-test was employed to assess whether the arithmetic mean of training, learning, and education significantly differed from the hypothetical mean of 3.

The calculated T-value was evaluated against the student t-table with a 5% margin of error, leading to the acceptance or rejection of the hypothesis as outlined below:

- **Null Hypothesis:** There are no statistically significant differences between the training, learning, and education required for the application of Knowledge Management and between the training, learning, and education within SocieteGenerale bank -Algeria-.
- **Alternative Hypothesis:** There are statistically significant differences between the training, learning, and education required for the application of Knowledge Management and between the training, learning, and education within SocieteGenerale bank -Algeria-.

Table n 1: T-test for SocieteGenerale Bank regarding training, learning and education:

Significance	P value	T calculated	ErrorDeviation	Standard Deviation	Mean	Number	Variable
significant	0.000	-11.95	0.167	0.578	3.54	12	Training, learning and education

Source: prepared by the researcher based on the results of statistical analysis

Table 1 indicates that the arithmetic mean for training, learning, and education at SocieteGenerale bank exceed the hypothetical mean value of 3. Furthermore, Table 1 reveals that the calculated T-value is less than the critical T-value, and the p-value is 0.000, which is below the threshold of 0.05. This suggests that there are significant differences between the means, leading to the rejection of the null hypothesis in favor of the

alternative hypothesis: There are statistically significant differences between the training, learning, and education required for the application of Knowledge Management and between the training, learning, and education within SocieteGenerale bank- Algeria-.

SocieteGenerale -Algeria- allocates a significant portion of its resources to employee training, with an annual budget surpassing 2% of the payroll. This investment aims to enhance the skills of its workforce and foster their professional growth, providing training for at least 1,200 employees and accommodating approximately sixty interns each year across the bank's various divisions. Additionally, the bank facilitates the integration of new employees through **Welcome Days**, an essential initiative designed to offer guidance, establish reference points, and ease their transition into the organization.

This seminar, known as **Welcome Days**, provides employees with an opportunity to comprehend the core values of the bank, enhance their awareness of the various risks they may encounter in their daily activities, and foster a sense of belonging from the very beginning of their employment.

During the **Welcome Days**, learners benefit from different presentations of the structures and professions of the bank, which will allow them to understand the role and missions of each department.

The bank aims to position itself as the benchmark employer in the sector. To achieve this, SocieteGenrale - Algeria- has initiated several concrete actions during 2023, in terms of support and career management for its employees, which has resulted in the deployment of richer and more transversal training courses, the encouragement of transversal mobility, but also the implementation of personalized skills development actions (coaching, mentoring.). In addition, SocieteGenerale - Algeria- is continuing its efforts to strengthen the employability of young graduates from universities and schools in the county and to build a pool of young people with high potential, through the Growth program.

The Training systems of SocieteGenerale - Algeria- are set up to support the bank in its development, its strategy aims to develop the potential of its employees on technical, behavioral and managerial skills.

To do this, the human resources department has set up professional training academies adapted to each level of experience, combined with innovative educational tools, as well as qualifying courses enabling professional development.

The Training concerned 2708 employees of SocieteGenerale -Algeria- in 2023 for 41740 hours provided. Training means enriching yourself with new skills to progress with the bank in today's reality and in its future developments (SocieteGenerale - Algeria-, 2023)

6. Conclusion:

6.1 Results

- Training, learning, and education have evolved beyond mere instruments for enhancing employee skills; they now represent a strategic decision.
- Training is associated with a strategy focused on the attainment of knowledge management.
- The effectiveness of training, learning, and education can be enhanced by adhering to a structured series of steps outlined in a comprehensive training program.
- Training, learning, education, and knowledge management are focused on enhancing customer satisfaction.
- Knowledge Management training offers a broader scope than conventional training, as it encompasses all personnel within the organization.
- Training is accessible to employees at every level, ensuring optimal utilization of the workforce.
- Implementing a robust employee education framework fosters self-development, as the organization requires not only competent employees but also those committed to ongoing personal growth.
- There are no statistically significant differences between the training, learning, and education required for the application of Knowledge Management and between the training, learning, and education within SocieteGenerale bank -Algeria-.

6.2 Recommendations

- Organizations should acknowledge the significance of substantial investment in their human resources and allocate considerable funds for this purpose.
- Recognizing that training, learning, and education serve as vital tools for comprehending new technologies and play a crucial role in enhancing knowledge management.
- Defining the precise objectives of training initiatives and identifying the requirements of knowledge management.
- Ensuring that training, learning, and education align with the overarching goals of the organization.
- The implementation of a Learning Management System (LMS) serves to monitor progress, manage resources, and enhance collaborative efforts.
- Promoting an environment that values ongoing education.
- Learning is woven into the fabric of communication among employees, with managers increasingly taking on coaching responsibilities.
- Stimulating knowledge exchange by recognizing and rewarding individuals who proactively share their insights and experiences with colleagues within the organization.

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