THE SYSTEM OF REWARDS AND RECOGNITIONS AS A STRATEGY FOR GAINING NEW KNOWLEDGE AND EXPERIENCE

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Abstract— Generating and creating new capital from knowledge and experience and its implementation and maximum utilization are the key elements of knowledge management in modern organizations. Investments in organizational learning, development of knowledge, creativity and experiences are already the most expensive, as well as the most cost-effective strategies for investing in the joint venture capital of organizations. Only new, innovative and high-quality knowledge and experiences can initiate and create new entrepreneurial relationships, which are expected to produce new jobs and new values. The rapid technical and technological changes that occur in the unpredictable modern demands of modern organizations, can be followed only if one knows what type of knowledge is available, how to create and store new knowledge and experiences, how to manage them and how to motivate employees who possess this knowledge. All this is inextricably linked to the context of a learning organization, with a well-established culture that will foster knowledge-related activities and an appropriate system of salaries and rewards. In this direction, the fundamental aim of this paper is also addressed, which is to perceive the connection between the significance of the system of rewards and recognitions in the process of acquiring new knowledge and experiences in modern organizations. The conducted research is aimed at finding new scientific knowledge that will find appropriate application in improving the achievements in strategic management and competitive advantages in modern organizations. The survey covered a significant number of service and production organizations from the area of the Republic of Macedonia.

Index Terms— organizational learning, knowledge, culture, rewards, recognitions.

I. INTRODUCTION

Each organization has its own culture of behavior that distinguishes it and differs it from other organizations. It organizes its activities in its own unique way, accepts or rejects acquired values and initiatives, accelerates or slows down economic, social, technical, political and cultural movements in the micro and macro environment. In any
case, the growth, development and advancement of the organization largely depend on organizational behavior and human factor, hence the basic goal of any organization should be to establish relationships of understanding and cooperation and adaptation to the contemporary requirements of the 21st century. Organizational culture is the main factor that can provide the implementation of the concept of organizational learning as one of the key strategies in following the modern developments and behaviors of the modern contemporary organization, which rapidly gives way to the industrial processes with new and fast information technologies and innovation. However, strategic i.e. long-term gains from organizational learning (individual and collective) can only be expected if knowledge is understood, stored, developed and promoted as an asset of invaluable importance and shared with others in the organization. A learning organization is a place where employees unceasingly discover how to realize their reality and how they can apply it [11]. Therefore, one of the basic tasks of organizational learning is to create new values and profiles, which arise as a consequence of science, art, talent, information technologies and processes that take place in modern organizations. The complete definition of organizational culture and the management of human potentials imply the existence and application of a system of practices of rewards and recognitions that will be in line with the organization's work strategy and with which the employees will be motivated. In this way, an incentive will be provided for maximum engagement, creating and acquiring new knowledge and experience and full dedication to the common contribution to the organization. Therefore, in order for the rewarding and stimulating systems to be effective, the core values of the organization should be strengthened and the cohesion between goals and objectives increased. Furthermore, they should not be counter to the overall mission and purpose of the organization's existence. In fact, the basic strategic goal of a good rewarding system for employees is to attract, retain and motivate the good workers.

The subject of the research paper is organizational learning, as a key segment of the wider organizational culture in the production and service activities in the Republic of Macedonia and the system of salaries and rewards as a strategy for creating a learning organization. The purpose and the intention is to determine the ways and situations of acquiring new knowledge and experience in the organizations and the functionality of the system of rewards and recognitions as a motivator for their acquisition.

II. SIGNIFICANCE OF ORGANIZATIONAL LEARNING

The new world order, technological processes and transitions that are occurring rapidly, greatly condition current modern organization to find an appropriate response to the upcoming challenges and changes in the competitive environment. Searching for a strategy and choosing the right and appropriate solution is the main driving force in creating and maintaining the competitive advantage of an organization in the unpredictable work environment. The basic hallmark of a modern, successful and advanced organization is organizational learning, that is, the habit of learning faster and better than others and, at the same time, learning to manage the knowledge more efficiently. Creating new knowledge and experiences and their implementation in the organization are certainly becoming one of the most significant, if not key components in achieving and maintaining its competitive advantage over a long period of time.

The organization's commitment to learning entails the creation and cultivation of knowledge across all levels of the organization, thus paving the way for achieving the desired goals. In fact, the basic tendency of every learning organization should be directed to the processes, and all work processes can and should be observed as knowledge processes. The sustainable advantage of a modern organization stems from what it or the individuals know, how effectively it can use what it knows and how quickly it acquires and uses the new knowledge [1]. The advantages that the organization brings forward most often derive from what it has acquired as knowledge and experience, how capable it is to acquire new ones and how to use them efficiently.

The emergence of organizational learning, as a new concept that occurs in the second half of the 20th century, should be sought as a consequence of the new dynamic trends that have affected the organizations. Rapid and abrupt changes of time-dependent behavior have in practice developed several organizational learning systems, basically tailored to the requirements of change and environment. On the one hand, the existing previous habits are preserved with inevitable or necessary corrections, while on the other hand the old habits are completely rejected by introducing new ones. Consequently, the business policy of any modern organization is already oriented towards scanning the environment and competition, with a tendency of identifying priorities and focusing on tracking trends and desires. However, it can still be confirmed that a modern organization in the era of knowledge is the one that learns, remembers and acts on the basis of information and knowledge available in the best possible way [9]. The one which has success in designing, creating and transferring knowledge and at the same time knows how to change and adjust its behavior in accordance with the requirements of working needs. A learning organization is one that knows to systematically solve problems, learns from its own experience and the experience of others and knows how to transfer and spread the acquired knowledge among the employees.

One of the key learning generators in the organization are considered to be innovations and changes, as Peter Senge points out, and the organization's valuation begins with its present situation (what it actually is) towards its future, i.e. where it might be. The development and resolution of problems in organizations is viewed through the part on lifelong learning program of the five disciplines, listed below (The Fifth Discipline), which essentially represent the essence of the concept learning organization [11]:

- Systemic thinking;
- Personal improvement;
- Mind models;
- Common vision and
- Team learning.

The very concept of organizational learning is an integrated functional unit in which one can recognize the connection of human resources, technologies and processes that take place in the organization. That is, where the willingness of employees to cooperate among themselves within the working groups and teams can be perceived, the ability to interactively share and exchange their knowledge and experiences, to learn and develop their abilities and implement their qualities and skills. In this way, a specific relationship between the individual and the organization is created, that is, individuals with their learning influence the changes in the organization, while creating norms, strategic values and priorities, which again influences the individuals who learn. An organization that learns and encourages learning among its employees enables the creation of conditions for the exchange of information among employees, creating a more educated workforce. In this way, a flexible organization is achieved, whereby people accept and adapt to new ideas and changes through a shared organizational vision. This is necessary, because fast learning means a quick adaptation to the surrounding environment. Precisely because of these reasons, the idea of organizational learning is becoming more and more prevalent today.

III. REWARDS AND RECOGNITIONS-MOTIVATING FACTOR FOR ORGANIZATIONAL LEARNING

Employee reward systems do not necessarily have to be linked to money and salary. Acknowledgments for a special contribution or merit, implementation of new knowledge and innovations or many other activities can be given in the form of non-financial reward, further education and development, promotion in

positions, recognition, giving certain responsibilities etc. The practice confirms that motivation by determining certain fees, compensations, acknowledgments and career promotions employees can only be another successful development component in any modern organization. Personal progress and continuous improvement put special emphasis on the motivation of the employees in each organization, for which it is necessary to establish programs for development and training, through which new knowledge and experiences can be innovated. Knowledge-based organizations need to do everything in order to maintain their strengths by retaining employees with knowledge, and they will do so by strengthening their motivation and by upgrading systems for rewarding and compensation according to performance of employees [5]. Employees are not solely motivated by money; there can often be other types of benefits. Therefore, it is the duty of organizations to work hard to find ways to keep employees with knowledge and do everything to motivate them. They are often interested in what the organization wants to achieve and in which direction it is moving. And, what is perfectly normal, if the expectations from the employees are to show their creativity in work, then the organizations must also show creativity in their way of behaving and finding things that will be a special inspiration and motive for the employees with knowledge, as well as provide functional systems for rewarding and giving recognition, thus making their contribution notable. Rewarding and stimulation are tools that can exert strong influence, besides to other segments to the organizational culture as well, which motivates the performance of individual and collective tasks [7]. Just as culture studies beliefs, behavior and attitudes of people in the organization, the reward system serves as an efficient motivation tool and control mechanism [12].

In this way, employees in the organization act rationally, because everyone is motivated by what best suits ones personal interest [2]. Organizations over time grow and develop, creating more organizational units with multi-level rewarding and stimulating systems. The existence of subcultures in the organization can maintain differences between the functional areas of the organization and the use of multiple reward and stimulation systems. Nevertheless, in this case, the organizational integrity (cohesion) is reduced and important information is often held back instead of being exchanged. Individuals begin to work against each other and thus lose the power to perceive the most important general and specific goals. This type of clashes is a common phenomenon in many organizations. Namely, this is especially emphasized in the organizational units in the production organizations, when profit becomes a key criterion according to which the level of compensation is determined. If the ill will and anger take larger proportions, then the personal relations and business results are damaged. Therefore, in order for the rewarding and stimulating systems to be effective, the core values should be strengthened and the cohesion between goals and objectives increased. Moreover, they should not be opposed to the overall mission and purpose of the organization's existence.

IV. RESEARCH METHODOLOGY

The scientific justification of the research is in the direction of generating new scientific knowledge that will find appropriate theoretical and practical application in improving the work and development of the organizations from the service activities and private businesses. Our intention is to investigate the connection and the impact between two important components:

- Ways and situations of acquiring new knowledge and experience and
- Practices in the system of rewards and recognitions.

V. SAMPLE OF RESPONDENTS

Because This paper is just one part of a wider research in the frames of the macro project RSFOK (Developing Strategically Focused Organization for Competitiveness) of the BAS - Institute for Management in Bitola, which was realized in 2014 and 2015 on the territory of the Republic of Macedonia. The survey covered a total of 269 respondents from eighteen companies, of which eleven were in the production activity and seven in the service activity. Taking into account the activities of the companies, an opportunity was additionally created for the establishment of two samples of respondents, the first from the companies in the service activity (75 respondents) and the second from the companies in the production activity (194 respondents).

VI. RESEARCH TOOLS AND METHODS

From the research instruments, in order to provide the necessary relevant indicators and data, a questionnaire was used, where through the given statements and claims the necessary indicators were obtained. A package of 8 questions was prepared, i.e. claims and statements, of which 5 defined the area of the ways and situations of acquiring new knowledge and experience and 3 claims for defining the area of practices in the system of rewards and recognitions. A four-step assessment scale was used to gather the views and opinions of the respondents. During the preparation of the questionnaire, account was taken of satisfying the research requirements of: reliability, objectivity, expediency, cost-effectiveness, practicality

and applicability. In addition, the applied packages of statements and claims are given:

a). Methods and situations of acquiring new knowledge and experiences:

- (VAR01) By formal training.
- (VAR02) By observing the work and behavior of superiors.
- (VAR03) By observing the work and behavior of colleagues.
- (VAR04) By sharing experiences with colleagues.
- (VAR05) By monitoring the experience and work of the competition.

b). Practices in the system of rewards and recognitions:

- (VAR01) It creates recognition or rewards employees when they acquire new knowledge and skills.
- (VAR02) The system of rewards and recognitions, in some way, gives recognition to team learning and performance.
- (VAR03) Employees are rewarded or given recognition for implementing new ideas.

Defining the common latent dimensions of the way of acquiring experiences and new knowledge from the applied system of statements and claims was done with the application of factor analysis. The determination of the connection and the impact of the rewards and recognitions practices on the defined common latent dimensions of the ways and situations of acquiring new knowledge and experience was carried out by applying regression analysis. In the processing of data, the application program Microsoft Office Excel and SPSS were used.

VII. RESULTS AND DISCISSION

In table 1 the basic descriptive indicators are given (N - the number of respondents, Min./ Max-the lowest and highest result, Mean-arithmetic mean; Std. Deviation-the standard deviation and Variance - the variance) of the performed assessment of the statements among the respondents from the service and production activity in the performed research. From the analyzed results, it can be noted that most of the values range around the arithmetic mean, without major deviations. Certain deviations are recorded in the third indicator of the service activity (VAR03 - The employees are rewarded or are given recognition for implementing new ideas).

Table 1 Descriptive Statistics

		N	Minimum	Maximum	Mean	Std. Deviation	Variance
service rewards and recognitions	VAR01	75	1.00	4.00	2.52	0.906	0.821
	VAR02	75	1.00	4.00	2.57	0.903	0.815
	VAR03	75	1.00	4.00	2.49	1.132	1.280
new knowledge and experience	VAR01	75	1.00	4.00	2.63	0.785	0.615
	VAR02	75	1.00	4.00	3.04	0.646	0.417
	VAR03	75	2.00	4.00	3.13	0.622	0.387
	VAR04	75	1.00	4.00	3.17	0.623	0.388
	VAR05	75	1.00	4.00	3.01	0.726	0.527
	Valid N (listwise)	75					
production Rewards and recognitions	VAR01	194	1.00	4.00	2.49	0.895	0.800
	VAR02	194	1.00	4.00	2.58	0.891	0.794
	VAR03	194	1.00	4.00	2.54	0.972	0.944
new knowledge and experience	VAR01	194	1.00	4.00	2.87	0.754	0.569
	VAR02	194	1.00	4.00	3.13	0.859	0.738
	VAR03	194	1.00	4.00	3.39	0.713	0.508
	VAR04	194	1.00	4.00	3.40	0.721	0.520
	VAR05	194	1.00	4.00	2.96	0.962	0.926
	Valid N (listwise)	194					

According to the obtained results in table 2 and 3, for assessing the ways and situations of acquiring new knowledge and experience in the respondents from the service activity, a factor matrix of five indicators (variables) is presented, where we obtain the values of: communalities, significant characteristic roots, the percentage of the total explained variance and orthogonal VARIMAX rotation.

In the applied system of variables, according to Kazzer-Gutman's criterion for retaining significant main components with characteristic roots over one, one important main component is defined which explains the analyzed space with 49.13%. (Cumulative %).

From the analysis of the size of the communalities that define the common dimension, the highest values of the same have been noted by the VAR03 variable (By

observing the work and behavior of colleagues), h = ,698).

After defining the initial coordinate system of manifest variables, orthogonal transformation solution (Varimax) and oblique transformation (Oblique) has been performed, thus in both cases obtaining a common latent dimension is defined as a common factor in acquiring new knowledge and experiences (F1).

As far as the degree of explanation of the total variance of the common latent dimension is concerned, one can conclude that the most significant projections with high saturation are retained in the variables: VAR02 (By observing the work and behavior of superiors) and VAR03 (By observing the work and behavior of colleagues).

Table 2
Total Variance Explained

	Initial Eigenvalues			Extraction Sums of Squared Loadings		
Component	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
VAR01	2,457	49,130	49,130	2,457	49,130	49,130
VAR02	,806	16,111	65,241			
VAR03	,773	15,466	80,707			
VAR04	,689	13,784	94,491			
VAR05	,275	5,509	100,000			

Table 3

Communalities

	Initial	Extraction
VAR01	1,000	,432
VAR02	1,000	,640
VAR03	1,000	,698
VAR04	1,000	,358
VAR05	1,000	,329

Component Matrix[a]

	Component
	1
VAR003	,835
VAR002	,800
VAR001	,657
VAR004	,599
VAR005	,573

According to the analyzed results from table 4 and 5, for assessing the ways and situations of acquiring new knowledge and experiences with the respondents from the private business, where the factor matrix of five indicators is presented (variables), we have obtained the values of: communalities, significant characteristic roots, the percentage of the total explained variance and orthogonal VARIMAX rotation. In the applied system of variables, according to Kazzer-Gutman's criterion for retaining significant main components with characteristic roots over one, one important main component is defined which explains the analyzed space with 52.52%. (Cumulative %).

From the analysis of the size of the communalities that define the common dimension, the highest values of the same have been noted by the VAR03 variable (By observing the work and behavior of colleagues), h = ,687).

After defining the initial coordinate system of manifest variables, orthogonal transformation solution (Varimax) and oblique transformation (Oblique) have been performed, thus in both cases a common latent dimension has been obtained defined as a common factor in acquiring new knowledge and experiences (F2).

Regarding the degree of explanation of the total variance of the common latent dimension, one can conclude that the most important projections with high saturation are retained in the variables: VAR02 (By observing the work and behavior of superiors); VAR03 (By observing the work and behavior of colleagues) and VAR04 (By sharing experiences with colleagues).

Table 4

Total Variance Explained

Component	Initial Eigenvalues	Extraction Sums of Squared Loadings

	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
VAR01	2,626	52,518	52,518	2,626	52,518	52,518
VAR02	,871	17,415	69,933			
VAR03	,766	15,326	85,260			
VAR04	,471	9,426	94,686			
VAR05	,266	5,314	100,000			

Table 5

Communalities

	Initial	Extraction
VAR01	1,000	,285
VAR02	1,000	,580
VAR03	1,000	,687
VAR04	1,000	,665
VAR05	1,000	,410

Component Matrix[a]

	Component 1
VAR003	,829
VAR004	,815
VAR002	,761
VAR005	,640
VAR001	,534

The relationship between the common latent dimension (F-1) which defines the modes and situations of acquiring new knowledge and experience, with the applied system for determining the practices of rewards and recognitions among the respondents in service activity (Table 6), has been established by applying the Pearson Correlation. According to the analyzed data, an intermediate positive level of correlation has been determined. At the same time, it can be noted from the given review that among the three applied indicators, which define the practices of rewards and recognitions, there is a high level of correlation. From table 8, where we analyze the relationship between the common latent dimension (F-2) which defines the modes and situations of acquiring new knowledge and experience with the applied system of practices of rewards and recognitions in the production activity, it can be concluded that there is a low positive level of correlation. As with the previous case (service activity), it can be noted that among the three applied indicators that define the practices of rewards and recognitions there is a high level of correlation.

From the conducted regression analysis of the applied system of practices of rewards and recognitions, with the criterion (methods and situations of acquiring new knowledge and experiences) the following results have been obtained:

1. The overview from table 7, where the results obtained from the survey among the respondents from the service companies are given, indicates that the common coefficient of correlation, that is, the correlation of the system of predictor variables (VAR01, VAR02 and VAR03) which defines the practices of rewards and recognitions, with the criterion, common factor (F1) which defines the ways and situations of acquiring new knowledge and experience is R = .483, and the coefficient of prediction R2 = .23, which means it explains the common variability with about 23%. Such a connection indicates a statistic significance at the level of p = .000 (Sig. = 0,000). The remaining 67% in explaining the total variability remain on some other factors and indicators that are not subject of our research.

2. According to the analyzes obtained (Table 9) of the research among the respondents in the private business, the common correlation coefficient i.e. the correlation of the system of predictor variables (VAR01, VAR02 and VAR03) that define the practices of rewards and recognitions with the criterion (F2 - the common factor that defines the ways and situations of acquiring new knowledge and experience) is R = .284, and the prediction ratio R2 = .08, which means it explains the common variability with about 8%. Such a connection indicates a statistic significance at the level of p = .001 (Sig. = 0.001). The remaining 92% in explaining the total variability remain on some other factors and indicators that are not subject of our research. Besides the common link of the system, individual positive statistically significant low-level impact on the same was noted with the third (VAR03 - The employees were rewarded or given recognition for implementing new ideas) indicator (BETA = 0,265), which is significant at the level of .010 (Sig. = 0.01).

Table 6

Correlations

		factor score 1	VAR001	VAR002	VAR003
Pearson Correlatio	factor score 1	1,000			

n	VAR001	,380	1,000		
	VAR002	,448	,820	1,000	
	VAR003	,457	,748	,764	1,000

Table 7

Coefficients

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	-1,252	,325		-3,858	,000
	VAR001	-,079	,212	-,072	-,374	,710
	VAR002	,311	,219	,281	1,421	,160
	VAR003	,261	,151	,296	1,733	,087
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate		Sig.
1	,483[a]	,234	,201	,894		,000[b]

Table 8

Correlations

		factor score 2	VAR001	VAR002	VAR003
Pearson Correlation	factor score 2	1,000			
	VAR001	,132	1,000		
	VAR002	,218	,566	1,000	
	VAR003	,254	,695	,577	1,000

Table 9

Coefficients

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	-,731	,236		-3,090	,002
	VAR001	-,146	,113	-,131	-1,299	,196
	VAR002	,157	,100	,140	1,573	,117
	VAR003	,272	,105	,265	2,602	,010
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate		Sig.
1	,284[a]	,081	,066	,966		,001[b]

CONCLUSION

From the theoretical and practical elaborations it can be stated that organizational culture and learning must be understood as necessary and dynamic stages of the organizational development. These are the stages in which human resources and work processes continue to develop, building a common integrated functional unit. The fundamental question that needs to be answered and deserves an answer is: Whether and how many employees are given recognition and rewards for the acquired new knowledge and experience in the workplace.

The significance of this research can be seen through the several given theoretical and practical aspects. The current findings and researches accurately emphasize the significance of the organizational culture and learning that help and influence the creation of conditions for the development of contemporary developments and demands in modern organizations. The practical significance itself can be seen in the immediate application of data obtained during the research. We can use the results as a basis from which we will be able to separate the conclusions in the given assertions and assessments. One of the more significant features or conclusions that we can set aside for organizations, based on the obtained claims are:

• In organizations from both sub samples (service and production activity) there is insufficient level of application of practices of rewards and recognitions;
• In organizations from both sub samples there is a need for employees to acquire new knowledge and experiences;
o The obtained indicators show insufficient participation of trainings and need for their organization in both sub samples.
o At the same time, the sample of respondents in the production activity showed insufficient monitoring of the experience and work of the competition.
o In the remaining indicators that participated in defining the ways of acquiring new knowledge and experiences, although an intermediate level in the conducted assessment is noted, undertaking activities to improve the sharing of experiences and knowledge, as well as monitoring those of the superiors and colleagues can only contribute to improving organizational learning among employees.

The following individual conclusions can be singled out from the performed research:

• By applying factor analysis, the common components have been identified, which in a further procedure with the two sub samples of respondents (service activity and private business) defined a common latent dimension each (F1 - common factor in acquiring new knowledge and experience in the service activity and F2 - common factor in acquiring new knowledge and experience in the private business)
• According to the obtained results from the applied regression analysis in the two sub samples of the respondents, it can be concluded that there is a statistically significant influence of the system for determining the practices of rewards for acquisition of new knowledge and experience. If the predictors in the private business are observed, it can be noticed that the third indicator (Employees are rewarded or given recognition for implementing new ideas), has observed an individually low and positive level of impact on the criterion (F-2).

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