

**IDENTIFY THE DIMENSIONS OF THE KNOWLEDGE MANAGEMENT MODEL  
BASED ON CREATIVITY AND ORGANIZATION LEARNING IN SOCIAL  
SECURITY ORGANIZATION**

***IDENTIFICAR AS DIMENSÕES DO MODELO DE GESTÃO DO CONHECIMENTO  
BASEADO NA CRIATIVIDADE E APRENDIZAGEM ORGANIZACIONAL NA  
ORGANIZAÇÃO DA SEGURANÇA SOCIAL***

***IDENTIFICAR LAS DIMENSIONES DEL MODELO DE GESTIÓN DEL  
CONOCIMIENTO BASADO EN LA CREATIVIDAD Y EL APRENDIZAJE  
ORGANIZATIVO EN LA ORGANIZACIÓN DE LA SEGURIDAD SOCIAL***

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**ABSTRACT:** Attention to lack of organizational creativity and knowledge management is seen in most organizations today. On the other hand, organizational learning is another goal of applying knowledge management. Therefore, this article aims to identify the dimensions of knowledge management model based on creativity and organizational learning in the Social Security Organization. The present study is applied in terms of purpose, in terms of descriptive nature of correlation and in terms of survey method. The statistical population includes 440 employees of the General Department of Social Security Treatment in Tehran province, the sample size according to Cochran's formula is 205 people. Based on the results of the development of support for senior managers, creating appropriate conditions for acquiring knowledge, motivating the use of knowledge management in the organization, motivational redesign of the development system culture have been identified as components of creativity in the literature.

**KEYWORDS:** Knowledge management. Organization learning. Creativity. Social Security Organization.

**RESUMO:** A atenção à falta de criatividade organizacional e gestão do conhecimento é vista na maioria das organizações hoje. Por outro lado, a aprendizagem organizacional é outro objetivo da aplicação da gestão do conhecimento. Portanto, este artigo tem como objetivo identificar as dimensões do modelo de gestão do conhecimento baseado na criatividade e aprendizagem organizacional na Organização Previdenciária. O presente estudo é aplicado em termos de objetivo, em termos de natureza descritiva de correlação e em termos de método de inquérito. A população estatística inclui 440 funcionários do Departamento Geral de

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*Tratamento da Previdência Social na província de Teerã. O tamanho da amostra, de acordo com a fórmula de Cochran, é de 205 pessoas. Com base nos resultados do desenvolvimento do apoio aos gestores seniores, criando condições adequadas para a aquisição de conhecimento, motivando o uso da gestão do conhecimento na organização, o redesenho motivacional da cultura do sistema de desenvolvimento foram identificados como componentes da criatividade na literatura.*

**PALAVRAS-CHAVE:** *Gestão do conhecimento. Aprendizagem organizacional. Criatividade. Organização da Previdência Social.*

**RESUMEN:** *Hoy en día, la mayoría de las organizaciones prestan atención a la falta de creatividad organizativa y gestión del conocimiento. Por otro lado, el aprendizaje organizacional es otro objetivo de la aplicación de la gestión del conocimiento. Por tanto, este artículo tiene como objetivo identificar las dimensiones del modelo de gestión del conocimiento basado en la creatividad y el aprendizaje organizacional en la Organización de la Seguridad Social. El presente estudio se aplica en términos de propósito, en términos de naturaleza descriptiva de correlación y en términos de método de encuesta. La población estadística incluye 440 empleados del Departamento General de Tratamiento de la Seguridad Social en la provincia de Teherán, el tamaño de la muestra según la fórmula de Cochran es de 205 personas. Con base en los resultados del desarrollo del apoyo a los altos directivos, creando las condiciones adecuadas para la adquisición de conocimientos, motivando el uso de la gestión del conocimiento en la organización, se han identificado en la literatura el rediseño motivacional de la cultura del sistema de desarrollo como componentes de la creatividad.*

**PALABRAS CLAVE:** *Gestión del conocimiento. Aprendizaje organizacional. Creatividad. Organización de la Seguridad Social.*

## Introduction

In recent decades, many knowledge management models have been presented based on different organizational contexts, and their goals, and the nature of their organization; various organizations tried to implement one or more options of several models of knowledge management models in their organization. In this way, in addition to improving the organization's internal performance, to achieve competitive advantage and organizational excellence.

This competition and organizational advantage have changed from tangible sources to intangible and intangible resources such as knowledge and its transfer process (ZAREI; NOVAMIPOUR, 2016).

Some critical knowledge management models include Knowledge management process framework Bukowitz and William (1999), Knowledge management matrix Gamble and Blackwell (2001), Knowledge management process model of Butha *et al.* (2008), Hisig model

(2000), Nonaka and Takeuchi model (1995), Lawson Knowledge management model (2003), Conrad and Newman Knowledge management model and other Knowledge management models.

But what is essential in applying a knowledge management model is that with what purpose and in what organization should the Knowledge management model be implemented? Undoubtedly, in addition to the importance of gaining a competitive advantage in private organizations, this issue may not have a place among government organizations, in recent decades, according to research in the field of knowledge management in government organizations, researchers have found that knowledge management strengthens factors, including improving performance, responding to citizens, reducing government spending, reducing or eliminating unnecessary bureaucracy, reducing service time, improving the quality of public services, increase efficiency, promotes effectiveness, and as the main concerns of the field of knowledge in the administration of government (CHEN *et al.*, 2006; LEAGUE; LINDSEY, 2006; WILLEM; BOANS, 2007).

A knowledge management system in the organization can increase performance, creativity, and innovation (GHANBARI, 2019). As a result, continuous learning results from combining separate knowledge based on learning in an environment in which trust plays an important role. Also, structural factors of knowledge management in the organization positively affect creativity (HASKELL; THEO, 2010). On the other hand, knowledge sharing in the organization also increases the value of knowledge, reducing organizational costs by reducing the repetition of past experiences (WANG; WANG, 2014). For an organization to be successful, knowledge, as an asset, must be exchangeable between human beings and capable of growth. Knowledge of how to solve problems can be acquired, and thus knowledge management will be able to develop organizational learning that leads to the creation of other knowledge (HICKS *et al.*, 2007). Informed organizations know that knowledge is an intellectual asset and is the only asset that changes over time and, if effectively controlled, can maintain the organization's creativity and competitiveness. Using the entire intellectual resources of the organization can have many benefits. Knowledge management is the process that assists organizations in identifying, selecting, organizing, disseminating, and transmitting vital information and skills that are part of an organization's history and often exist unstructured in the organization. (MAYFIELD, 2008).

Attention to the lack of organizational creativity and knowledge management that is seen in most organizations today. This issue causes injuries in organizations and the vital importance of the discussion of creativity for organizations. On the other hand, the very

effective role of knowledge management in the emergence of creativity is undeniable (MORTAZAVI, 94).

On the other hand, organization learning is another goal of applying knowledge management; in other words, knowledge management should be an effective tool for these two goals. Organizational learning is a determining factor in the long-term performance and survival of the organization. Slater and Narvar (2009) believe that constantly learning organizations will have better opportunities to follow and respond to customer needs, understand and take advantage of market opportunities and offer appropriate and targeted products and services, which in turn leads to higher levels of economic and financial profitability, increased sales and production. Also, Liao *et al.* (2015) studies show that organizational learning formed through Knowledge management can positively affect organizational performance. Therefore, organizations that learn faster will improve their strategic capacity, strengthen their competitive advantage, and improve results. Attitudes, behaviors, and strategies of organization learning will be the guidelines for long-term and excellent performance of organizations (HAJIZADEH, 2018).

Regarding organization learning, Fiol and Lyles (1985) believe that it improves organizational performance through more knowledge and understanding. This process takes place with shared insights. Knowledge and mental patterns are made from past knowledge and experience that remain in mind.

Some important models of organizational learning include Watkins and Marsick (1993), Britton (1998), Miresmaeili (2007), Hejazi and Weiss (2007), Kaplan and Norton (1996), Templeton (2000), Naifeh (2007). Organizational learning is one of the conscious interactions of individuals that results in the organization's collective intelligence and is also one of the systematic and contingency approaches of management (GHANBARI 2019). Therefore, it can be said that successful organizations constantly produce new knowledge and widely disseminate it throughout the organization and offer it in the form of new services and technologies (HADIZADEH MOGHADAM *et al.*, 2013). By sharing knowledge, organization learning is highlighted, and as a result, organizations can achieve distinctive power and discover creative opportunities (GENE CHEN *et al.*, 2010). With these details, the purpose of this article is to identify the dimensions of the Knowledge management model based on creativity and organization learning in the Social Security Organization.

## **Research Background**

Hatami, Sabunchi and Sobhani (2013) conducted a study entitled "Presenting a model of key success factors for knowledge management to increase creativity and organization learning in the Ministry of Sports and Youth of the Islamic Republic of Iran." Based on the results, the Knowledge management factors positively affect creativity and organization learning, but when the simultaneous effect of independent and dependent variables is examined, only two factors of knowledge strategies and human resource management increase creativity and organization learning. According to the results of this study, 0.804 of organizational creativity changes are influenced by reward allocation factors for employees, knowledge-based strategies and policies, support of senior managers, and human resource management. On the other hand, 74% of organizational learning is affected by organizational culture, knowledge-based strategies and policies, human resource management, and information technology. Validi Pak and Sobhani (2013) presented the critical success factors of Knowledge management to increase creativity and organization learning in applied science educational centers in Sanandaj. The results showed that strengthening and expanding the factors related to knowledge management makes it possible to strengthen creativity and organizational learning in applied science education centers.

Pasbani (2015) presented a model to promote creativity and organizational learning using critical indicators of knowledge success in the automotive industry and driving force. The results showed that the key indicators of the success of Knowledge management have an effect on increasing the organization's creativity in the automotive industry and the driving force of East Azerbaijan province. Also, key indicators of knowledge management success have a significant positive effect on increasing organization learning in the automotive and driving industries.

Leah and Wu (2009) conducted another study entitled "Knowledge management and innovation: the mediating role of organizational learning". Based on empirical evidence, we found that businesses must fully implement knowledge management and be associated with organizational learning, then organizational innovation expands. If an organization ignores organizational learning, Knowledge management does not directly promote organizational innovation. Therefore, organizational learning plays an essential role in linking knowledge management and organizational innovation. More specifically, organization learning links weaknesses between knowledge management and organizational innovation. Dasgupta and Gupta (2009) conducted a study entitled "Creativity in Organizations: A Review of the Role of

Organization Learning and Knowledge Management." Past research suggests that tacit knowledge can be indirectly managed by managing the various factors contributing to an organization's culture, structure, technology, and leadership. An introductory model is presented that highlights the role of organizational learning and knowledge management in innovation. This model emphasizes the importance of a flexible and adaptive structure, a culture of trust and knowledge sharing, a strong technology network, and committed leadership to promote and develop knowledge and learn in the organization, which is a prerequisite for innovation and creating new knowledge. A Knowledge management strategy that aligns with the organization's structure, culture, processes, and technology infrastructure fosters innovation and creativity. Alegre *et al.* (2013) conducted a study entitled "Knowledge management and organizational creativity in biotechnology companies". In this study, for knowledge management, two components of knowledge dissemination and knowledge storage are considered, and it was concluded that knowledge management has a positive effect on creativity.

Marques *et al.* (2016) conducted a study entitled "Strategic Knowledge management, creativity, and performance" in the shoe industry of Portugal. In this study, for Knowledge management, two indicators of knowledge management, codification, personalization and creativity were defined in two technical and non-technical components. The results showed that knowledge management using creativity can have a positive effect on the performance of organizations.

## Research Methodology

The present study is applied in terms of purpose because the present study seeks a model for human resource management in the organization, in terms of the descriptive nature of the correlation type, the library method was used to review the Literature Review and secondary information, and in terms of the execution method it is a survey. The statistical population includes the staff of the General Department of Social Security Treatment of Tehran Province in the number of 440 people, which according to the number of the population according to the Cochran and Krejcie and Morgan formula, 205 people are selected as a sample. In order to collect data by reviewing and studying Literature Review and surveys of elites who have knowledge of human resource management. Finally, a researcher-made questionnaire was prepared, which included 84 items in 27 categories in the form of a five-point Likert scale from strongly agreeing to strongly disagreeing, as follows:

For organizational creativity variable 11 components (Development of intellectual capacities, redesign of motivational system, needs assessment and practical training, creation of infrastructure to facilitate creativity, restructuring to facilitate innovation and creativity, changing the manpower recruitment system based on creative recruitment, develop a culture of acceptance of change, development of process-based creativity, development of behavioral creativity, development of executive creativity, development of technical creativity) and 33 items.

For the Knowledge management variable, 9 components (Knowledge management Development of organizational culture in the direction of organizational knowledge management, motivate to apply knowledge management in the organization, develop the organization's technology, encourage employee knowledge participation, empowerment, re-engineering of organizational processes for organizational knowledge management, creating appropriate platforms for knowledge acquisition, knowledge organization, knowledge refinement and externalization, support senior managers, create knowledge socialization processes) and 29 items.

For the organization learning variable 7 components (Develop the skills of employees following the vision and missions of the organization, employee participation in learning, team building to facilitate learning, development of participatory leadership processes, creating adaptive learning processes, creating normative learning processes, development of organization learning culture) and 22 items.

The Cronbach's alpha value of the components was calculated using SPSS software greater than 0.7, which indicates the internal coordination of the items and confirmation of reliability. To analyze the data, confirmatory factor analysis was used using pls software.

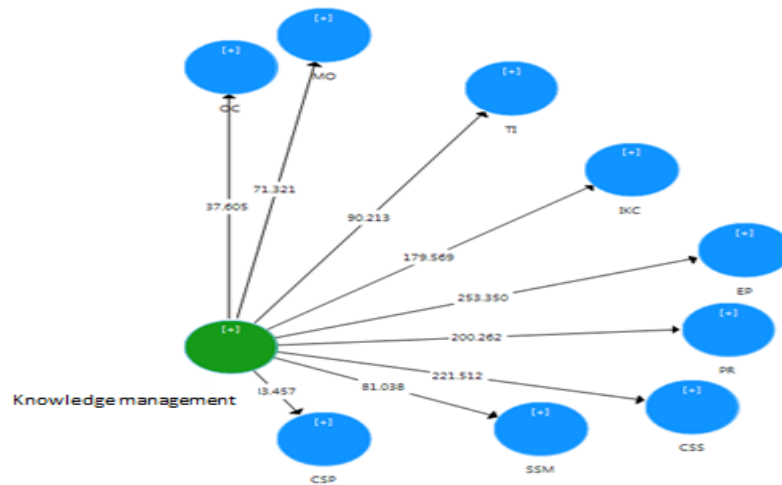
## **Research findings**

Factor analysis of variable Knowledge management.

Confirmatory factor analysis model of variables is observed in two modes of estimating standard coefficients and significance of coefficients in Figures (1) to (6). The factor load of each component should be at least above 0.7. All t values are above 1.96 and approved.

Factor analysis of organization learning variables.

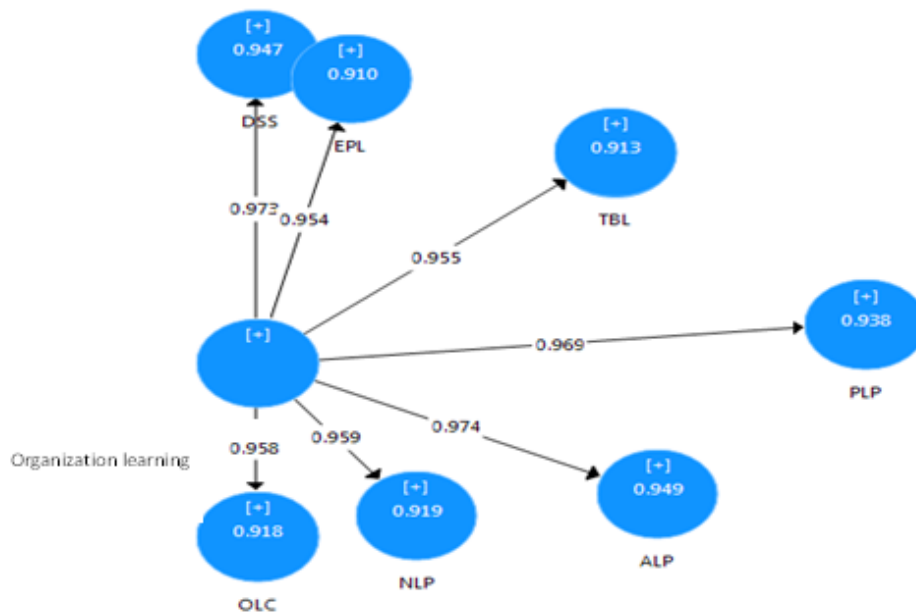
**Figure 1** – External reflective model in standard coefficient estimation (Knowledge management)



Source: Devised by the authors

Factor analysis of organizational creativity variable.

**Figure 2** – External reflective model in the significant state of coefficients (Knowledge management)



Source: Devised by the authors



**Table 1** – Test the factor loads of the items

Indicators	Knowledge management	organization learning	organizational creativity
Amq1	0.895	0.872	0.878
Amq2	0.890	0.851	0.878
Amq3	0.840	0.746	0.770
BMq4	0.588	0.443	0.481
BMq5	0.873	0.789	0.809
BMq6	0.914	0.857	0.875
CMq7	0.841	0.766	0.778
CMq8	0.909	0.829	0.850
CMq9	0.863	0.775	0.795
DMq10	0.926	0.867	0.889
DMq11	0.924	0.892	0.919
DMq12	0.915	0.909	0.905
Emq13	0.901	0.806	0.845
Emq14	0.788	0.670	0.708
Emq15	0.911	0.827	0.854
Emq16	0.915	0.903	0.905
Emq17	0.918	0.910	0.907
Emq18	0.873	0.804	0.810
FMq19	0.894	0.815	0.802
FMq20	0.925	0.873	0.883
FMq21	0.935	0.902	0.920
GMq22	0.941	0.878	0.891
GMq23	0.910	0.902	0.907
GMq24	0.910	0.902	0.904
HMq25	0.884	0.826	0.812
HMq26	0.920	0.847	0.875
Imq27	0.928	0.908	0.905
Imq28	0.871	0.801	0.804
Imq29	0.910	0.903	0.901
Alq30	0.903	0.951	0.930
Alq31	0.882	0.940	0.918
Alq32	0.896	0.949	0.915
BLq33	0.878	0.943	0.916
BLq34	0.863	0.932	0.909
CLq35	0.805	0.898	0.884
CLq36	0.898	0.924	0.905
CLq37	0.921	0.939	0.923
DLq38	0.888	0.944	0.922
DLq39	0.896	0.933	0.917
DLq41	0.866	0.932	0.911
Elq42	0.899	0.948	0.927
Elq43	0.922	0.941	0.931
Elq44	0.915	0.932	0.927
FLq45	0.901	0.917	0.915
FLq46	0.881	0.914	0.898
FLq47	0.877	0.930	0.915
GLq48	0.875	0.888	0.803

Indicators	Knowledge management	organization learning	organizational creativity
GLq49	0.887	0.934	0.932
GLq50	0.807	0.882	0.801
GLq51	0.886	0.923	0.920
Acq52	0.876	0.904	0.920
Acq53	0.876	0.923	0.928
Acq54	0.908	0.930	0.942
BCq55	0.885	0.928	0.936
BCq56	0.877	0.931	0.932
CCq57	0.810	0.861	0.901
CCq58	0.893	0.858	0.894
CCq59	0.906	0.933	0.937
DCq60	0.915	0.908	0.931
DCq61	0.902	0.918	0.924
DCq62	0.901	0.923	0.926
DCq63	0.898	0.936	0.937
Ecq65	0.907	0.927	0.934
Ecq66	0.907	0.920	0.922
FCq67	0.882	0.911	0.914
FCq68	0.917	0.916	0.931
FCq69	0.862	0.808	0.905
FCq70	0.896	0.928	0.931
GCq71	0.909	0.914	0.928
GCq72	0.733	0.767	0.790
GCq73	0.920	0.917	0.930
GCq74	0.872	0.843	0.880
HCq75	0.915	0.904	0.922
HCq76	0.889	0.935	0.937
HCq77	0.906	0.931	0.941
Icq78	0.881	0.906	0.936
Icq79	0.904	0.918	0.939
JCq80	0.880	0.924	0.929
JCq81	0.892	0.890	0.909
KCq82	0.882	0.879	0.901
KCq83	0.872	0.889	0.902
KCq84	0.891	0.882	0.904

Source: Devised by the authors

### Fornell and Larcker test

According to Table 2, all AVE squares of variables are greater than the correlation of that variable with other variables, so the divergent validity is also confirmed.

Table 2 Fornell and Larcker test

**Table 2 – Quality test of reflective measurement model or subscription index**

	Knowledge management	organizational creativity	organization learning
Knowledge management	0.989		
organizational creativity	0.902	0.919	
organization learning	0.901	0.907	0.928

Source: Devised by the authors

Fortunately, the CV COM values of the measurement model of the research variables are higher than 0.35, which is at a strong level. Therefore, the research measurement model has a good quality.

**Table 3 – Quality test of the reflective measurement model**

Variable	CV COM
Knowledge management	0.725
organization learning	0.791
organizational creativity	0.777

Source: Devised by the authors

- Based on the results of the organization's technology development, the components of knowledge management are aligned with the development of staff skills following the vision and missions of the organization.
- The development of senior managers' support for the components of Knowledge management has been identified with the development of participatory leadership processes from the components of learning and the development of process-based creativity from the components of creativity in the literature.
- Creating processes of socialization of knowledge from the components of Knowledge management with the creation of normative learning processes from the components of learning and changing the system of human resources recruitment based on the recruitment of creative forces from the components of creativity in literature are known.
- Empowerment of Knowledge management components by creating adaptive processes of learning components and restructuring to facilitate innovation and creativity, development of intellectual capacities of creativity components have been identified in the literature.
- Encouraging the participation of employees' knowledge of the components of Knowledge management with team building to facilitate learning from the components of learning and

development of executive creativity, creating a facilitator of creativity of the components of creativity are recognized in the literature.

- Creating appropriate contexts for knowledge acquisition, re-engineering organizational processes for Knowledge management from the components of Knowledge management with the development of organizational learning culture from the components of learning and development of behavioral creativity, redesign of the motivational system from the components of creativity are recognized in the literature.

- Motivation to apply knowledge management in the organization, development of organizational culture for organizational knowledge management of the components of knowledge management with the participation of employees in learning from the components of learning and development of a culture of acceptance of change from the components of creativity are recognized in the literature.

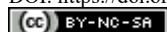
**Figure 3 – Proposed conceptual model of research**



Source: Devised by the authors

**Conclusion**

According to the final research model for the development of organizational culture for knowledge management, which is one of the components of knowledge management, the



following measures should be taken for employee participation in learning and developing a culture of acceptance of creativity change:

- The organization should use Knowledge management to define its values and beliefs so that all employees are aware of them.
- For the organization to progress and achieve its ultimate goals, it is necessary to gather and consult the employees in the organization.
- The organization should measure the performance of employees based on the extent of their participation in the affairs of the organization.
- Employees and organizations need to know the internal and external needs of customers.
- Systems thinking is a necessity of any organization that should be trained to employees; also, the mental models of employees should be changed based on system thinking.

According to the final research model to motivate the application of knowledge management in the organization, which is one of the components of knowledge management, the following steps should be taken to involve employees in learning and developing a culture of acceptance of creativity change:

- The organization should encourage employees to pass on the knowledge they gain to the organization's success to others and create opportunities for employee participation.
- Training employees to participate in organizational affairs is very important, and employees' knowledge must be constantly updated and updated.
- Encourage employees to acquire knowledge in the organization and create new perspectives on this issue in employees' minds.
- The organization should use leadership to manage the organization that is transformative because such leadership can guide employees in the right direction and lead to the organization's goals.

According to the final research model for the development of organizational technology, which is one of the components of knowledge management, the following measures should be proposed to develop staff skills appropriate to the organization's vision and missions and needs assessment and practical training, and development of technical creativity to create creativity in the organization:

- Equip your organization with new technology to use it to facilitate and expand internal and external communications. As a result, it creates a competitive advantage and distinguishes itself from competitors.
- Using new technology and training employees with this technology can easily access the existing information and make the best use of it.
- The organization must define its vision for employees, train them, and lead the employees to the vision and goal of the organization by creating a new attitude.
- In the educational system of the organization, changes should be made following new technologies, and new and innovative educational services should be developed.
- All deficiencies in the skills required by the organization must be identified and addressed, and having technical skills in a particular area of the organization can also be very effective.
- To have technical creativity in the organization, you can use artificial intelligence, a new discussion in the world or a model of nature.

According to the final research model for empowerment, which is one of the components of Knowledge management, the following measures should be suggested to create adaptive learning processes in learning and develop intellectual capacity, and restructure to facilitate innovation and creativity to create creativity in the organization:

- The organization must integrate learning and training into the organization and establish interpersonal connections for reflection. On the other hand, the organization should create a platform for dialogue and discussion between people.
- It is necessary for the organization to clearly define the duties of the employees, increase the job duties of the people, give the employees independence in performing their duties, and remove the restrictions and obstacles from the employees.
- The environmental organization must create trust, intimacy, and honesty for the employees and appreciate their efforts.
- The organization must adapt to internal and external changes, and for this environmental adaptation, the organization should use appropriate strategies for those changes.
- It is better to create appropriate organizational processes to create ideas in the organization and set goals for improving these processes.
- The organizational structure and work processes must be constantly changed following the latest technology in the world.

According to the final research model, in order to create suitable bases for knowledge acquisition, knowledge organization, knowledge refinement and externalization, which is one of the components of Knowledge management, the following measures should be proposed to develop the organization learning culture in learning, and redesign the motivational system and develop behavioral creativity to create creativity in the organization:

- Knowledge management must be developed practically and practically in the organization.
- It is necessary to identify and identify the knowledge and skills necessary for the organization and strengthen the expertise required for the organization.
- To measure the progress of employees, the organization must set criteria for the knowledge of individuals.
- The organization must form learning circles for its employees to provide a learning environment so that people's knowledge is up-to-date and to motivate this learning in the employees.
- The organization should train and encourage employees to have new work behaviors according to the new needs and changes of the organization and encourage them to do so.

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#### How to reference this article

ABBASI, D.; IMANKHAN, N.; MOGIBI, T. Identify the dimensions of the knowledge management model based on creativity and organization learning in social security organization. **Revista on line de Política e Gestão Educacional**, Araraquara, v. 25, n. esp. 5, p. 3316-3331, Dec. 2021. e-ISSN:1519-9029. DOI: <https://doi.org/10.22633/rpge.v25iesp.5.16012>

**Submitted:** 13/03/2021

**Required revisions:** 23/07/2021

**Approved:** 19/11/2021

**Published:** 30/12/2021

**Processing and editing by Editora Ibero-Americana de Educação - EIAE.**

Correction, formating, standardization and translation.