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QUALITY MANAGEMENT CONTRIBUTION TO ORGANISATIONAL LEARNING DYNAMICS: CASE OF A MOROCCAN SME OPERATING IN THE AGRO-FOOD SECTOR

DOI: 10.26399/meip.2(77).2023.09/f.z.agzit/j.b.el-idrissi

INTRODUCTION

The world today is clearly dominated by multiple changes. These changes, often sudden and unexpected, weigh heavily on companies and force them not only to pay attention to the outside world but also to adapt their internal organisation to improve working conditions and ensure customer satisfaction. In this context of enforced adaptation, quality management appears as a management approach able to renew the organisation in depth and optimise the functioning of companies.

The literature on the organisational implications of quality management shows that much has been written on this subject. For example, Messeghem (2001) has shown that the certification process in SMEs is not limited to the drafting of procedures; it is accompanied by an organisational reform. On the same topic, Laroux (2002), through a monographic study, showed

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the contribution of quality system adoption type ISO 9000 to organisational change in SMEs.

On his part, Fekari (2011) conducted a survey of 100 small and medium enterprises and the results showed that in SMEs, the quality approach initiates a process of change at the organisational level following the implementation of measures and procedures for quality control and monitoring. Sahoo and Yadav (2018), by conducting a study of 127 manufacturing SMEs, explained that the adoption of total quality management practices by these companies is positively related to their organisational performance. More recently, Ullah (2022) examined 14,654 SMEs and found that firms that implement international quality certification standards are more innovative than non-certified firms.

Through a review of the literature, we found that there is no shortage of research and writing on the topics of quality management and organisational learning in companies. That is why we have taken a more original route, which is to study the link between these two phenomena in the particular context of small and medium-sized companies, which, because of their specificities, adopt a particular behaviour with regard to quality management and knowledge development.

The study of quality management position in the dynamics of learning and development of knowledge in SMEs tries to evoke the organisational significance of this approach. It is a question of giving prevalence to the organisational aspect over the purely technical and normative aspect of this management method. Based on the literature on this subject and on an exploratory study, the objective of this research is therefore to identify the correlation between a management method illustrated by quality management as it is deployed in SMEs and an organisational aspect represented by learning and knowledge development.

From this perspective, we propose to provide answers to the following question:

To what extent does the deployment of quality management in SMEs contribute to a learning and knowledge development dynamic?

More specifically, we will have to ask the following questions:

- What is the specificity of quality management deployment in SMEs?
- Do the customs resulting from the implementation of quality management have an effect on the development of learning dynamic?
- What knowledge conversion mechanisms can quality management activate in SMEs?

- Who are the different actors involved in a quality approach? And what is their role in the production and sharing of knowledge and in the development of an organisational learning dynamic?
- What is the nature of the learning generated by the introduction of quality management in SMEs?

In order to answer all these research questions, our work is structured around the following points: first, we will try to present the results of previous work review related to the various aspects of our problem. Then, we will explain the methodological protocol adopted in the framework of our research work, which is similar to an exploratory qualitative approach conducted in a Moroccan SME with a certified quality management system. Finally, we will present and discuss the results of our analysis.

1. LITERATURE REVIEW

1.1. Quality management in SMEs: A strategic issue that comes up against specificities

Quality management is a strategic issue for companies, and even more for small and medium-sized enterprises. It is defined as “all the activities of planning, control, insurance and improvement of quality within the framework of a quality system”. Many authors have focused on the effects of adopting quality management on large companies, but few have focused on its application to SMEs.

Indeed, few studies have focused on the development of such an approach in SMEs, as they assume that this decision comes mainly from a principal (central purchasing agencies). Nevertheless, this observation ignores the existence of small and medium-sized enterprises engaged in such systems to improve their qualitative and quantitative performance (Sahoo and Yadav, 2018; Laaguili and M'barki, 2017) or to facilitate innovation (Ullah, 2022).

The introduction of a quality management system is a strategy that can help them build a competitive advantage based on their strengths and specificities (the visibility afforded to managers, the fluidity of communication and coordination, the low resistance to change, etc.). In this way, the quality approach finds its place in a proactive strategy of SMEs, often initiated by the owner-manager, who represents a real agent of growth and a dual actor combining both entrepreneurial and managerial skills (Creplet and Lanoux, 2000).

For Guillhon and Weill (1996), SMEs often implement the quality approach according to a proactive or reactive approach guided by the manager. If the latter is essentially seeking to align itself with the requirements of its commercial partners, it will thus be part of a “unicist” reactive quality approach, which refers to the improvements of products and processes only. But if it seeks to develop a different positioning in the market, it will focus on a proactive “pluralist” quality approach that covers all the value creation processes from beginning to end. However, the impact and implications of developing a quality system will be more or less important depending on the nature of the approach adopted by the SME.

1.2. Quality management and organisational learning

Organisational learning still has no precise definition, as it is a topic that has fascinated many researchers in different disciplines. For Messaoudi et al. (2019), organisational learning refers to “the deployment of new knowledge that can consistently change the behaviour of the organisation.” For Bateson (1977), it is “a trial-and-error sequence”. Levitt and March (1988) consider organisational learning as “the process by which organisations codify past interference and transform it into routines.

The interest in approaching learning through quality management is far from being new and goes back to the pioneering work of practitioners (Crosby, 1986 and Deming, 1988). The latter consider continuous improvement and knowledge creation as vital activities in quality management.

However, it is clear that the field of study chosen remains little explored. However, SMEs would constitute a kind of “laboratory” appropriate for studying the impact of quality management on the dynamics of organisational learning and knowledge management. Their organisational and human characteristics are similar to those recommended by most authors to encourage organisational learning: light structures, organised teamwork, multi-skilled functions, and easy dissemination of information.

There is a debate about the influence of company size on adherence to quality processes and their impact on organisational learning. Ouédraogo and Lambert (2009), through two cases of companies of different size, show that two very different situations of ISO 9001 standard implementation are presented, with quite different consequences in terms of motivation for the implementation of the system, interpretation of the standard, the implementation process, system ownership by the actors and its effects on the organisation. Indeed, Ouédraogo and Lambert (2009) have argued that

the implementation of quality management by the SME can be considered as a customer requirement. In this case, this management tool is often limited to learning the code, i.e. the simple installation of quality standards and goes from writing procedures to the realisation of the quality manual, and in a simple loop by modifying the action strategies and not the values of the action theory. In the same vein, Song-Naba (2017) demonstrated that the implementation of a quality approach by SMEs could not drive double-loop learning dynamic or a spiral process but rather an individual learning observed among employees and managers.

However, the study conducted by Paulus and Soparnot (2015) in an SME in the field of events committed to a CSR approach revealed that the organisational learning of CSR generated by the ISO 26000 standard is a double-loop learning that relies on three conditions: the creation of a favourable organisational context, the creation of a managerial dynamic, and the creation of specific learning spaces that allow the conversion of knowledge and its dissemination in the organisation.

1.3. The knowledge conversion process and the actors involved

To better understand the role of quality management in the development of knowledge in SMEs, we have used the knowledge creation spiral model developed by Nonaka and Takeuchi (1997), which highlights four processes that are responsible for the transformation of knowledge and the creation of a learning dynamic in companies. The first mode of conversion is socialisation, where learning occurs through observation, imitation and the sharing of experiences, without the use of language or codification. Then, we find externalisation, which results in the development of common models that promote coordination. The third mode is internalisation, which represents the rooting of explicit knowledge in the sequences that can reach the stage of automatism and be associated with gains in efficiency. Then, we have the combination, which, through a common language, allows the communication of explicit knowledge to produce new knowledge.

This conceptual framework of Nonaka and Takeuchi (1997) gives an important place to the actors in the knowledge production process, which they call the knowledge creation crew. This team consists of knowledge officers who develop strategic visions and produce knowledge, knowledge engineers or middle managers in charge of converting tacit knowledge into explicit knowledge, and thirdly, knowledge practitioners whose role is to embody the knowledge.

2. PRESENTATION OF THE CASE AND METHODOLOGICAL PROTOCOL

This research work aims to highlight the results of a study conducted in a certified Moroccan family-owned SME operating in the agro-food sector. Several points explain the choice of the agro-food sector as the empirical basis for our work. First of all, it was found that this sector was particularly interesting for studying quality management, given that in this sector today, quality is a major imperative and a preoccupation that is always at the core of consumers' interests and choices. It is also an essential element of the strategy of the companies in this sector and an essential factor of their competitiveness.

Our research is then part of a qualitative approach whose objective is to understand in depth a fact through the reality reported by the actors involved. In this context, the aim is to study the implementation of quality management in SMEs and its impact on the organisational learning process through exploration.

To achieve this, we used a triangulation of data sources by combining the techniques of semi-structured interviews with non-participant observations and documentary analysis.

To conduct our interviews, we used a guide structured in three phases:

- Introductory phase: which highlights the issues related to the deployment of quality management in the SME;
- Focusing phase: this part tries to understand the nature of the organisational learning and knowledge management mechanisms activated in the company;
- Deepening phase: which aims to relate the impact of quality management on organisational learning.

We then conducted two series of interviews with a total of six people. In the first phase, we conducted two interviews. The two were satisfied with the questions and did not make any comments on either the content or the form. However, following this test, we had detected, on our side, some insufficiencies. As a result, we were not able to keep the guide as it was initially conceived, but corrections were made in its final version. The second phase of interviews was conducted with four managers. The interviews took place in an office, away from other people, in order to be free and encourage confidentiality. Our interviews were face-to-face ones, and they took an average of 1 hour and 10 minutes per interview.

In order to verify the validity of the information collected and to complete it, we proceeded to a non-participating observation combined with the analy-

sis of internal documents, which, despite the limited time allocated to their consultation and for reasons of confidentiality, were very useful to understand the functioning of the quality management system in the company.

Concerning the analysis method, we first examined the internal documents and listened to the recordings to identify the most common themes used by the managers. During the second listening session, we grouped and classified these themes according to our objective and research questions.

3. RESULTS

The main objective of this research is to study the relation between the implementation of quality management in SMEs and its impact on organisational learning and knowledge development. We took the case of a Moroccan family-owned SME operating in agro-food sector, which we analysed in depth and which enabled us to identify the results presented below.

3.1. Conditions for deploying quality management in SMEs

Through the analysis of the managers' statements, we have identified several findings that explain the growing interest in the implementation of quality management in small and medium-sized companies.

First of all, it turned out that this decision was closely related to the management's ambition to support the company's growth and to reorganise the company's structure in order to guarantee a more effective and efficient management by offering products that meet the customers' requirements and maintain their trust.

Implementing a quality management system is justified by market concerns and the position towards competitors. Since the company holds the leading position in the industry in Morocco, the implementation of quality management can also be explained by its determination to remain in the lead and to be ahead of other companies in the industry and to open up to new domestic and international markets.

When the quality management implementation campaign was launched, the company had mobilised a whole range of resources (financial, human, training, tangible assets, processes etc.) in order to improve the overall company efficiency and to bring together all the employees around a common project. This commitment and several other factors are the key to the success of this company's quality management.

The company benefited from the assets related to the family management approach and from an assistance that allowed it to draw up an action plan including the project's adjustment to the company's characteristics and size, and also the employees' awareness of the advantages of this new management tool.

However, the company encountered several obstacles when implementing this approach, mainly due to the cost and the administrative burden and, to a lesser extent, the time allocated to its deployment and the employees' resistance to change.

3.2. The impact of quality management on organisational learning

The organizational learning within this company is related to quality management implementation, which results in creating new work habits and requirements. These new routines contribute mainly to the improvement of the quality management system and to the achievement of optimal solutions.

3.2.1. Effect of quality management on knowledge conversion processes

Using Nonaka and Takeuchi's (1997) conceptual model as a basis for analysing the role of quality management in the development of an organisational learning dynamic, we found that four conversion mechanisms were activated as a result of implementing the quality system: socialisation, externalisation, combination and internalisation. The socialisation mechanism was developed to prevent losing the acquired knowledge, which results in developing procedures leading to responsibility transfer. Externalisation finds a favourable context through several mechanisms related to quality management, in particular using a common language and complying with recording and traceability requirements that promote the transformation of tacit knowledge, which is materialised by the treatment of non-conformities and the measures used to solve the problem, into explicit knowledge formalised and recorded in the quality system's databases.

Regarding the combining of knowledge process, the quality management system regulation requires that meetings should be held periodically to provide information about the indicators' progress and the extent of the quality objectives' achievement.

Finally, we found that the internalisation process, which is the conversion mechanism most likely to promote a real organisational learning dynamic, is enhanced by the use of quality documentation, which provides a favourable

framework to ensure good practices and consequently improve the company's tacit knowledge.

3.2.2. Role of quality system actors in the learning process

Four quality system actors had a key role in organisational learning dynamics. First, we would like to emphasise the role of the owner who, through his involvement in quality system awareness sessions, directly enriched the knowledge of the staff by sharing his vision and quality objectives with them. Therefore, the owner manager would be the base of organisational learning.

The process operators also contributed to this dynamic by recreating reality through their interpretation of the normative requirements, without forgetting the vital role of the employees in this approach's success, which is conditioned by their willingness to exchange and transfer the tacit knowledge they possess.

Lastly, we would like to highlight the role that the external support agency played in this project's success, by making an effort to adapt the project to the company's characteristics and size, which helped the employees to become more committed to the project and to convert their knowledge into an organisational learning dynamic.

3.3. The learning type generated by the quality system

The SME's quality management system generates organisational learning essentially in a simple loop because when the company registers a dysfunction or non-conformity, it changes its practices without transforming the structure.

It is also a level III learning process since the company has undergone a profound reassessment of its practices and employees' mental representations in order to guarantee that the knowledge produced by the system is properly grasped. The company has also undertaken two learning stages: learning the code by developing a quality documentation system that describes the overall functioning of the organisation and its fundamental objectives, and learning from the code by calculating the system's efficiency indicators and its evolution.

4. DISCUSSION AND CONCLUSIONS

The main research objective was to learn if the implementation of quality management in SMEs fosters an organisational learning and knowledge development. This led to several research questions relating firstly to quality management, as it is used in SMEs, and secondly to the role of its procedures, requirements and actors in the appropriation of knowledge and organisational learning development. It must be emphasised that we have tried, with all the means that we have been able to use, to provide answers to these questions.

At the end of this research, it is important to present the main findings and limitations. This review will then enable us to consider the research perspectives.

Firstly, this research is based on a conceptual framework, involving quality management and its particularities in SMEs, also organisational learning and knowledge management. This conceptual framework, combined with the findings of our study, allows us to make the following conclusions.

Regarding the reasons that motivated the deployment of quality management in small and medium-sized companies, we can state that, despite the poor echo of quality management implementation by SMEs, this may also be a voluntary strategy implemented for the same reasons as those of large companies.

The decision to implement a quality system within the company was largely motivated by the management's desire to support growth and to reorganise the company's structure in order to guarantee a better management to achieve work efficiency. The case of this company therefore fits perfectly with the idea stated by Guilhon and Weill (1996): "SMEs can also, and independently of a client, be involved in strategic quality processes".

As for the role of routines derived from quality management in the organisational learning dynamic, we can also state that thanks to these routines and these new requirements (the transition from an oral culture to a written culture, the calculation of efficiency indicators, monitoring etc.), SMEs can engage in a continuous improvement approach of the system that will permanently influence their behaviours and their actions. This change in practices through routines is clearly part of the learning dynamic.

The actors involved in the implementation of quality management in the SME family seem to reflect what Nonaka and Takeuchi (1997) call the knowledge creation crew. This crew, guided mainly by the strategic vision of the owner-manager (knowledge officer), plays a fundamental role in developing

the organisational learning dynamic. Indeed, to ensure that the implementation of his strategic vision is achieved through employees' commitment, the owner-manager must promote awareness and training.

These two factors allow everyone to understand the company's new orientation and to reduce the resistance to this change. This first stage can be described as communicative learning in the sense of Le Gall (2000). It allows the different actors to understand the company's commitment to the process and to the organisation of actions that will guarantee its continuous improvement. It is not only a matter of communicating change, but of communicating in order to change future behaviour. The role of the owner-manager is the basis of organisational learning.

As regards the knowledge conversion mechanisms that quality management allows to activate in SMEs, we can present the following elements of the answer: The mechanism of socialisation is developed to reduce knowledge loss, which motivates the choice to integrate procedures developing responsibility transfer. Externalisation finds a context that is favourable through several devices related to quality management, including the use of a common language and compliance with recording and traceability requirements that promote tacit knowledge transformation.

When it comes to the knowledge combination process, the quality management system regulations require that meetings should be held periodically to communicate indicator changes and the achievement of quality objectives. Finally, the internalisation process, which seems to be the most appropriate conversion mechanism to promote a real organisational learning dynamic, is enhanced by quality documentation, which provides a framework that allows for good practices and consequently feeds the company's tacit knowledge through continuous improvement.

The learning process generated by the implementation of quality management in the SME is most similar to a simple learning loop. Indeed, the company often modifies its practices but without necessarily modifying the structure of the quality system. A small business can therefore change and learn from its quality system, but it will rarely modify it and move towards a double-loop learning process. The origin of this obstacle lies in the routines; their flexible implementation allows learning, and a more rigid implementation opposes this dynamic.

The main limits of our research are related to methodological issues. The first limit relates to the exploratory approach, which does not allow us to generalise our results, and limits their representativeness. The second limit concerns the nature of our case study, which was based on a documen-

tary study, passive observation over a few days, and the statements collected during interviews. However, it would be wise to assess the process of implementing quality management in small and medium-sized enterprises through a long-term case study.

The third limit concerns the level of analysis, since we tried to understand the role of quality system actors in the learning process, it would have been more meaningful to address the CEO, the workers and the various middle managers of the company. However, due to the lack of time and availability, we reduced our investigation to the managers only.

In terms of research perspectives, we plan to expand our research by conducting a longitudinal study “in real time”, in order to explain the organisational learning dynamics generated by quality management. This approach allows the researcher-observer to be present and experience the studied phenomenon. It would also be interesting to integrate other hierarchical levels in the analysis, notably operational, functional and top management. It would also be beneficial to conduct a multiple case study in order to appreciate the contribution of quality management in SMEs to the learning and knowledge development dynamic.

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QUALITY MANAGEMENT CONTRIBUTION TO ORGANISATIONAL LEARNING DYNAMICS: CASE OF A MOROCCAN SME OPERATING IN THE AGRO-FOOD SECTOR

Abstract

The purpose of this article is to provide a framework for reflection, by describing the role of quality management on organisational learning in Moroccan certified SMEs. After presenting a theoretical revue related to our main question, we will show the results of an exploratory study based on three different qualitative study methods (documentary study, semi-directive interviews and non-participating observation) conducted on an agro-food SME. This analysis was carried out in two stages: first, by studying the specificity of the deployment of quality management in this SME, and then by examining the place of quality management in the dynamics of organisational learning and knowledge development.

Keywords: quality management, organisational learning, knowledge management, SME, Morocco, food industry

WKLAD ZARZĄDZANIA JAKOŚCIĄ
W DYNAMIKĘ ORGANIZACYJNEGO UCZENIA SIĘ –
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DZIAŁAJĄCEGO W SEKTORZE ROLNO-SPOŻYWCZYM

Streszczenie

Celem opracowania jest dostarczenie ram do refleksji poprzez opisanie roli zarządzania jakością w organizacyjnym uczeniu się w certyfikowanych marokańskich MŚP. Po przedstawieniu teoretycznego przeglądu związanego z głównym pytaniem, pokazano wyniki badania eksploracyjnego opartego na

trzech różnych metodach badań jakościowych (badanie dokumentów, wywiady półdyrektywne i obserwacja nieuczestnicząca) przeprowadzonych w MŚP z branży rolno-spożywczej. Analiza ta została przeprowadzona w dwóch etapach: najpierw poprzez zbadanie specyfiki wdrażania zarządzania jakością w tym MŚP, a następnie poprzez zbadanie miejsca zarządzania jakością w dynamice organizacyjnego uczenia się i rozwoju wiedzy.

Słowa kluczowe: zarządzanie jakością, organizacyjne uczenie się, zarządzanie wiedzą, MŚP, Maroko, przemysł spożywczy

Cytuj jako: Agzit F.Z., Bouanani El Idrissi J., *Wkład zarządzania jakością w dynamikę organizacyjnego uczenia się – studium przypadku marokańskiego MŚP działającego w sektorze rolno-spożywczym*, „Myśl Ekonomiczna i Polityczna” 2023, nr 2(77), s. 54–68. DOI: 10.26399/meip.2(77).2023.09/f.z.agzit/j.b.el-idrissi

Cite as: Agzit F.Z., Bouanani El Idrissi J. (2023). 'Quality Management Contribution to Organisational Learning Dynamics: Case of a Moroccan SME Operating in the Agro-Food Sector'. *Myśl Ekonomiczna i Polityczna* 2(77), 54–68. DOI: 10.26399/meip.2(77).2023.09/f.z.agzit/j.b.el-idrissi