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## **ORGANIZATIONAL EFFECTIVENESS ENHANCEMENT THROUGH THE LENS OF LIFELONG LEARNING**

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### **Abstract**

Due to the 21<sup>st</sup> century's global economic competitiveness, organizations increasingly recognize the need for ongoing learning and development, particularly non-formal education, and informal learning in the workplace, to achieve business results. This study aims to examine the impact of lifelong learning on organizational effectiveness and its importance. In the methods and resources, a systematic literature review with inclusion and exclusion criteria and a documentation analysis technique were used. Additionally, the meta-analysis technique was used to identify, select, conceptualize, and analyze data. The findings affirm that non-formal education providers are necessary for ongoing training and development, while informal learning is a cost-effective approach to increase education. This paper presents the concepts of lifelong learning in the European and Thai contexts as a major organizational effectiveness element. The current situation of Covid-19 through the perspective of lifelong learning is also presented to support the transformative learning theory. The discussion and conclusions describe that lifelong learning is a critically important factor that has a major impact on organizational effectiveness; meanwhile, leaders and Human Resources Development play vital strategic roles as learning system providers to enhance organizational effectiveness.

**Keywords :** lifelong learning, organizational effectiveness, non-formal education, informal learning, leaders, human resource development (HRD)

### **Introduction**

Because of the 21st century's global demands for economic competitiveness and social cohesion, organizations need to adopt specific business strategies to increase their effectiveness and deal with changes in business and an intensely competitive environment. Recently, organizational effectiveness has become one of the most crucial requirements for achieving growth and progress (Organization for Economic Co-operation and Development, 2018). Accordingly, Thailand's cabinet approved a 20-year national strategy to drive the country's development. In section two, "National Strategy on Competitiveness Enhancement," the

government is, therefore, implementing a "Thailand 4.0" or "Industry 4.0" revolution policy to increase the country's competitiveness at the global level. Thus, industry and business in the country are working interdependently to respond to this strategy (Office of the National Economic and Social Development Board, 2017).

Promoting organizations' effectiveness regardless of the types of business is an important step toward enhancing the country's competitiveness. Over the past several decades, many studies on organizational effectiveness have led to distinctive theories and diverse perspectives depending on which dimension is focused on. Research on organizational effectiveness concentrates on the analysis of achieving a firm's excellent performance in the context of building more effective organizations. Organizational Effectiveness (OE) has been described as how effectively organizations implement policies involving human resources management practices by successfully employing methods and strategies to accomplish their objectives (Zollo et al., 2019). One prominent challenge among researchers is how to measure organizational effectiveness; hence, many studies discuss OE's measurement because it can be determined by different indicators of the target achievements (Delery & Gupta, 2019). Moreover, effectiveness can be analyzed by the practical fulfillment of intentions and objectives and estimated in the aspects of the strategic constituencies' approach, which focuses on the various prospects of the shareholders. Hallahan (2015) also identified that organizational objectives and goals are complex and that there is a need to measure organizations' performance accurately.

This paper also explores the relationship between Lifelong Learning philosophies, focusing on the role of Non-formal education and Informal learning in the workplace to enhance organizations' effectiveness. Since the early 1970s, lifelong learning has become significant in shaping international and national education policies that interlink with global economic growth and equality in education accessibility (Holford et al., 2008). In global business competition, every organization needs to be competitive to increase performance and profitability, and the best way to achieve this is organizational effectiveness and employee competency (Holford et al., 2008). "In the twenty-first century, those individuals who do not practice lifelong learning will not find work; those organizations which do not become learning organizations will not survive" (Jakobi, 2009).

Hence, this paper includes the definitions of organizational effectiveness and its importance, the elements of organizational effectiveness and lifelong learning that enhances organizational effectiveness, the integration of lifelong learning in organizations, and the impacts of the current situation of the Covid-19 pandemic on lifelong learning.

Subsequently, the main objectives of the study as 1). To analyze the importance of lifelong learning on organizational effectiveness 2). To explore the integration of lifelong learning (Non-Formal education and informal learning) and organizational effectiveness. The study also presents lifelong learning concepts in European and Thai contexts and the impact of the Covid-19 pandemic on lifelong learning.

## **Literature Review**

### **Definitions of Organizational Effectiveness and its Importance**

Organizational effectiveness can be described as the ability of firms to achieve goals and objectives, and it is also described as an organization's capacity building in business success (Herman & Renz, 2004). Similarly, Kerr and Landauer (2004) stated that organizational effectiveness comprises the relationships between a firm's outcomes and objectives and that organizational effectiveness is expressed as a personal point of view to evaluate the degree to which the organization achieves the firm's objectives; this is also supported by Hallahan (2015), who identified organizational effectiveness as the preparation for completing all processes correctly. The degree of productive outcomes refers to achieving the firms' objectives and goals more effectively. Therefore, it is the measurement of the extent to which the objectives can be achieved or the degree that the leadership can control organizational conditions to meet the organization's expectations (Isoraite, 2005). Many scholars and researchers have noted that organizational effectiveness is the degree to which an organization fulfills its objectives. Others have defined it as the ability to provide the empowerment to produce efficiently and to adapt to internal and external environment problems (Mensah et al., 2016). Furthermore, organizational effectiveness refers to organizations' ability to handle internal management and respond to the external environment. There is a link between the organization's efficiency and the achievement of the objectives, and continuous success in its mission. Acquiring scarce resources and exploiting them to achieve the organization's objectives can also refer to organizational effectiveness (Nawaz, 2020).

The importance of organizational effectiveness is that it is essential to organizations; however, it is difficult to measure this effectiveness because the degree to which an organization's objectives have been achieved involves its vision and status. However, it can be clarified by providing key indicators to managers to govern their organizations in diverse measurements. Kerr and Landauer (2004) asserted that organizational effectiveness is important for achieving a firm's objectives as it is the major key to enhance success by adopting successful initiatives. Esfahani et. al. (2013) identified that their employees' high-level performance characterizes active organizations to support the importance of organizational effectiveness.

Senasu and Virakul (2014) presented the role of human resources development initiate learning and development program to develop employees' knowledge, skills, and thinking-systems, enabling them to successfully support organizational effectiveness through organization corporate social responsibility (OCSR).

Thus, the author's point of view, the definition of organizational effectiveness is the achievement to manage internal and external challenges and drive the organization to reach the goals for the long-term sustainability of the business.

### **Elements of Organizational Effectiveness**

During recent decades, the study of organizational effectiveness has been prevalent for both scholars and practitioners. The important elements to enhance organizational effectiveness

have been studied, and the research suggests using a competency-based practice model as the main element for the enhancement (Cappelle & Tavis, 2016).

According to McKinsey (2014), regarding building effectiveness, it was found that 35 percent of organizations believe that leadership capabilities contribute to firms' performance and effectiveness and that organizations should consider capability building as a strategic priority. Competency-based performance management systems are significant because corporations use these practices for evaluating their procedures. Learning and development play a vital role in increasing employees' capabilities and enhancing organizational effectiveness. The literature review and analysis show three major elements to enhance organizational effectiveness, as seen in Table 1.

These three main elements of organizational effectiveness are as follows:

- The Leadership Competency Model (LCM)
- Performance Management Systems (PMS)
- Learning and Development (L&D)

Table 1

*Summary of the Elements of Organizational Effectiveness (OE)*

Author/Year	Title	Findings	LCM	PMS	L&D
1. Aydin and Ceylan (2009)	Does organizational learning capacity impact Organizational Effectiveness?	Implementing learning & training models affects OE.			✓
2. Bento et. al. (2014)	Strategic Performance Management Systems: Impact on business results	Performance Management Systems are a key strategic element for OE.		✓	
3. Cappelli and Tavis (2016)	The performance management revolution	Performance management models increase organizational performance.		✓	
4. Dainty et. al. (2004)	A competency-based performance model for construction project managers	It is necessary to construct a competency-based performance model of leaders and employees.	✓	✓	
5. Delery and Gupta (2016)	Human resource management practices and organizational effectiveness	Competency-based initiatives enhance OE.		✓	
6. Forbes (2007)	Governance and organizational effectiveness: Toward a theory of government performance	Performance-based models affect OE.		✓	
7. Isoraite (2004)	Evaluating Efficiency and Effectiveness in Transport Organizations	Leadership and performance-based models of employees have an impact on OE.	✓	✓	

8. Kerr and Landauer (2004)	Using stretch goals to promote organizational effectiveness and personal growth: General Electric and Goldman Sachs	Individual competency-based performance is the major element of OE.	✓		
9. Nawaz (2020)	Assessment of Organizational Effectiveness: A Comparative Study In Between Public and Private Sectors	Leadership and Learning, and Development are the key strategies to enhance OE.	✓		✓
10. Shet et. al. (2019)	Competency-based superior performance and organizational effectiveness	The competency-based performance of both leaders and employees enhances OE.	✓	✓	
11. Wang (2005)	Organizational effectiveness through technology innovation and HRM Strategies	Learning and developing innovation and technology for employees affect OE.		✓	✓
12. Zollo et. al. (2019)	From governance to organizational effectiveness: The role of organizational identity and volunteers' commitment	Individual performance-based competency enhances OE.		✓	
13. Cameron (2015)	Organizational effectiveness	Leadership-based competency, employee competency, and learning organization are the major factors that affect OE.	✓	✓	✓
14. Sharma and Singh (2019)	A unified model of organizational effectiveness	A leadership competency model is the key major to impact OE.	✓		
15. Lee (2017)	Sustainable Leadership: An Empirical Investigation of its Effect on Organizational Effectiveness	Leadership-based competency is the most important effect on OE.	✓		
16. Tang (2017)	A study of the effect of knowledge management on organizational culture and organizational effectiveness in medicine and health sciences	Learning organization and Knowledge management create a learning organization culture and lead to OE.			✓
17. Barros-Contreras and Palma-Ruiz (2020)	Knowledge Accumulation and Its Effects on Organizational Effectiveness in Family Firms	Learning and development to enhance knowledge of the individual improve OE.			✓

18. Chiu, C. N. and Chen, H. H. (2016)	The study of knowledge management capability and organizational effectiveness in Taiwanese public utility	KM & LO affect OE by implementing the organization's learning culture.	✓
19. Thummakul et. al. (2012)	The Development of a Happy Workplace	Employees' attitudes and mindsets are affected by the vision of leadership to create a happy workplace.	✓
20. Parke and Seo (2017)	The Role of Affect Climate in Organizational Effectiveness	The environment changes and resolutions from leaders increase OE.	✓

The results of the literature review of twenty articles and data were analyzed from each article's findings, then extracted into three main elements of organizational effectiveness, which are the Leadership Competency Model (LCM), Performance Management Systems (PMS), and Learning and Development (L&D), each of which will be presented.

### ***Leadership Competency Model (LCM)***

Shet et. al. (2019) studied the implications of leadership in organizational effectiveness as the key factor in achieving organizational effectiveness. However, studies on the topic of leaders or leadership have shifted regarding the vision of the organization. Most recent research has focused on the human perspective, that is, leaders' personality traits, rather than their attitudes, actions, or skills. In this regard, one new leadership topic that has recently received attention is authentic leadership. Authenticity refers to honesty, stability, and high self-esteem. It is necessary to realize that leadership positions are the backbone of any decision-making or implementation of an organization's strategy to increase its strength or capacity, and therefore, leadership is central to building organizational success (Shet et al., 2019).

### ***Performance Management Systems (PMS)***

Bento et.al. (2014) studied performance management systems (PMS), which were first described by Nelly et. al. (2003), as they relate to the use of a multidimensional set of indicators (financial, non-financial, internal, and external) to measure an organization's success. A performance management system's role as a subsystem is identified as part of the strategic performance management, whereby the performance management system is utilized for the implementation process. The performance management system has the strategic performance measurement system (SPMS) to help an organization design and plan the measurement and monitoring criteria for its performance. Furthermore, to achieve the organization's effectiveness in decision making, utilizing resources and activities should be aligned with organizational strategies to enhance organizational effectiveness (Bento et.al., 2014).

### ***Learning and Development (L&D)***

The objective of Learning and Development is to improve employee performance and capabilities that can impact an organization's effectiveness. The training aims to fill the gap between an employee or group's performance and the expected performance that requires skills and training. Learning and development play an essential part in organizational effectiveness by enhancing employee competency and providing this benefit in traditional and conventional training, which could be formal or informal. Aydin and Ceylan (2009) analyzed the positive relationships between Learning and Development's impact on organizational effectiveness and found increasing job satisfaction, reducing employee turnover, and improving organizational performance (Chiu & Chen, 2016). Likewise, Vithayaporn and Ashton (2019), analyzed employee's career growth is connected to the individual to look for promotion in the organization by improving their performance through training and development.

For an organization to be effective, integrating the elements of Learning and Development (L&D), the Leadership Competency Model (LCM), and Performance management systems (PMS) is essential, which is known as the competency framework of L&D, LCM, and PMS. Learning and development is the major key to creating employee competency to enhance organizational effectiveness and the main component of lifelong learning concepts.

## **Lifelong learning in the European and Thai Contexts**

### ***Lifelong Learning in Europe***

Many definitions of lifelong learning have been compiled; according to Henschke (2014), the meanings can be summarized as follows: Lifelong learning is an ultimate perceptual or andragogical principle of continual development, learning, changing, and adapting in human consciousness, which also involves the outcomes of the deliberate action through formal, non-formal and informal educational systems. Its inclusion in the day-to-day conducting of business or personal lives may be intentional or unintentional.

The definition of lifelong learning can vary depending on the perspective and purpose of policymakers and the context to which it is applied. Moreover, the European Commission (2002) stated that "*Lifelong learning is seen as encompassing all purposeful learning activity, whether formal or informal, undertaken on an ongoing basis to improve knowledge, skills, and competence.*" The concept of lifelong learning is not new, as mentioned in Yeaxlee's book "Lifelong Education," published in 1929 (Smith, 2002). Subsequently, the concept of lifelong learning drew the attention of the Council of Europe and the European Commission (EC) in the late 1960s and early 1970s, and it has been in the scholarly literature for years (Smith, 2002, p.1).

As a result, lifelong learning has been a theory of European education policy since the late 1980s, and UNESCO has protected individual development principles, which provides economic benefits to the EU. Also, the economic objectives involved with lifelong learning have been the issue of critical discussion (Stromquist & Lozano, 2017). The European Commission (2002) initiated cooperation among EU members to enhance the quality indicators of lifelong learning and ensure that lifelong learning is visible and recognized, particularly in non-formal and informal education. Lifelong learning is a progressive strategy of Europe in collaborative



education and training policies. Using a lifelong learning approach to strengthen individual development, social cohesion, and employment-related activity for all citizens in Europe is essential (European Commission, 2002).

Today's world is rapidly changing, and institutions and individuals are required to be flexible and adjust to changes as quickly as possible. The necessity of managing the rapid changes in science and technology and economic and social development in the 21<sup>st</sup> century. The need to adjust to the knowledge society's prerequisites revealed the need for lifelong learning, which is essential to provide learners with a body of information and various skills to keep pace with changes (Berman, 2020).

### ***Lifelong Learning in Thailand***

The Thai education system is based on legislation found in the Constitution of the Royal Kingdom of Thailand B.E. 2550 (Royal Thai Government [RTG], 2007), the National Education Act B.E. 2542 (RTG, 1999), the National Education Act Amendment (Issue 2) B.E. 2545 (RTG, 2002), and the Non-Formal and Informal Education Promotion Act B.E. 2551 (ONIE, 2008). The term "lifelong learning" consists of three pillars: Formal education, Non-formal education, and Informal education.

As mentioned above, in Thailand's education system, lifelong learning is a legal basis. According to the National Education Act (RTG, 1999, Sect. 4) and its amendment (RTG, 2002), the term "education" is defined as a learning process for personal and social development through imparting of knowledge, practice, and training; the transmission of culture; enhancement of academic progress and, by using available resources, building a body of knowledge by creating a learning environment and society conducive to continuous lifelong learning. Moreover, "lifelong education" is defined as education resulting from the integration of formal, non-formal, and informal education to facilitate continuous lifelong development of the quality of life (Charungkattikul & Henschke, 2014).

Furthermore, the act describes that all learners must have opportunities to access formal, non-formal, and informal education through educational institutions (provided by the government according to the legal system), families, communities, community organizations, local administration organizations, the private sector, private entities, social institutions, business, industry organizations, and all relevant parties, which are required to cooperate in providing learning that is accessible to everyone, regardless of time and location (Charungkattikul & Henschke, 2014).

Pichayasathit (2001) defined lifelong learning as education that happens throughout people's lifetimes, starting from the first day and continuing to the last day of their lives ("cradle to grave"). Additionally, lifelong learning under this first meaning is also regarded as part of people's daily lives. The second meaning of lifelong learning is a combination of Thai education systems that help people continue to develop their lives.

Ratana-Ubol and Henschke (2015) presented the notion that the application and implementation of lifelong learning in Thailand, according to the National Education Act B.E.

2542 (1999) and the promotion of Non-Formal and Informal Education Act B.E. 2551 (2008), have served as the education legislation of the country, leading to education, and learning transformation and providing guidelines for the development of the Thai education system. The strategies of lifelong learning in Thailand involve human qualities toward a knowledge-based and learning society that focuses on promoting human capability for integrity, knowledge, and resilience, where dedication to learning for all ages will be developed throughout life.

### **The Influence of Lifelong Learning (Non-Formal Education and Informal Learning) on Organizational Effectiveness**

Integrating a learning culture into an organization is one means of enhancing lifelong learning that focuses on continuing the learning path of employees; therefore, leaders are the most influential people to create the infrastructure that supports learning. Additionally, Human Resources Development should prepare employees for labor market demands and the skills needed to increase employee competency to enhance organizational effectiveness. Continually developing the necessary skills and knowledge of employees while they work within an organization must be consistent. Leaders and HRD should provide the learning infrastructure to comply with lifelong learning concepts (Dainty et al., 2004); this can range from access to databases to desktop learning systems or reading groups. It requires leaders to ensure that people are given time and resources to support their learning, and that line managers take a more proactive role in facilitating learning.

According to Clardy (2008), the concept of non-formal and informal learning is the component of lifelong learning that is most relevant in a learning organization. The organization, particularly the leaders and HRD, plays an important role in facilitating access to various learning activities and empowering employees to become self-directed in learning to achieve strategic goals. It is believed that formal education and training are often a priority as the backbone of skill development but are insufficient to provide the skills required in the 21<sup>st</sup> century. Informal learning within the workplace daily provides opportunities to increase performance and bridge the learning culture in organizations (Marsick et al., 2009).

Hubackova and Semradova (2014) stated that there are similarities between formal education and non-formal education providers since they both use employees' competencies to reach their own goals and measure their performance. Also, they help develop organizations' effectiveness by providing non-formal education, which involves training and developing individual employee competency. Briefly, non-formal education focuses on reaching learners as the employee's goal at the individual level is to develop competencies. These education types are mostly defined in widely varying terms; for example, the adult educator emphasizes the purpose of non-formal education regarding how to influence individual personality, or the quality of the workforce, or the wider society and economy (Bowl, 2017). Non-formal education providers often see themselves as organizations that aim to develop individuals. Likewise, in an organization, HRD plays a role as a non-formal educator to provide necessary training on skills to meet the employees' requirements or the leader's vision to increase employee competency.

Non-formal education in organizations can take various forms, but they must be provided by the organization's policy from the leader that HRD will implement.

Organizations expect the returns on investment in lifelong learning by providing learning and development to employees; hence, in recent research, scholars concluded that evaluation is critical for organizations to invest in lifelong learning; however, it is not readily accomplished as the distance between financial gains from investments in learning and performance outcomes is too great and involves numerous intervening variables. Moreover, financial gains may not be assessable in terms of new income but rather in terms of costs not incurred, such as the cost of replacing a key employee. Therefore, researchers have struggled to find meaningful metrics and measures (Marler, 2012).

Leaders and HRD are becoming more positively related to business strategies (Werner & DeSimone, 2006), which means that learning is part of the culture of organizations, and a major means to developing key talent. However, there is a critical need to develop ways to measure the success of these efforts that consider informal learning and organic integration of learning and work (Berman, 2020).

### **The COVID-19 Pandemic through the Perspective of Lifelong Learning**

The COVID-19 pandemic has led to extraordinary challenges in every part of the world, and in terms of the economy, the business has decreased, including in Thailand. Many employees must work from home according to the government-declared state of emergency that organizations must comply with, which has also affected the educational sector. Moreover, COVID-19 draws attention to each citizen's urgent need to be equipped and adapt their behavior to the new normal phenomena, specifically the learning platforms. This section focuses on lifelong learning in the workplace during a pandemic based on the limited literature on the virus's outbreak (Wu & McGoogan, 2020).

The opportunity for transformative learning emerges from a crisis or uncertain situation that reinforces the change to the learning system for both learners and teachers. Considering COVID-19, the challenges of combining social solidarity with physical isolation provide these kinds of disruptions (Reimer et al., 2020). Social distancing is the new normal, and everyone needs to comply. The American adult educator Jack Mezirow (1991, pp. 168-169) outlines the essential phases within the process of perspective transformation, which include a disorienting dilemma when learners explore alternative ways of being and living in terms of relationships, roles, and actions, acquire new knowledge to put these courses of action into practice, and re-integrate them into their lives by employing new, transformed meanings and perspectives. Mezirow's perspective transformative theory (Mezirow, 1991) highlights the necessity to create a critical awareness of how perspectives and guiding assumptions limit our ways of living, changing, and transforming our learning mindset.

Amid the COVID-19 pandemic, one might ask what *employability* looks like while business has decreased and employees work remotely, which is that employees tend to increase their learning through various systems and have the potential to transform this global and

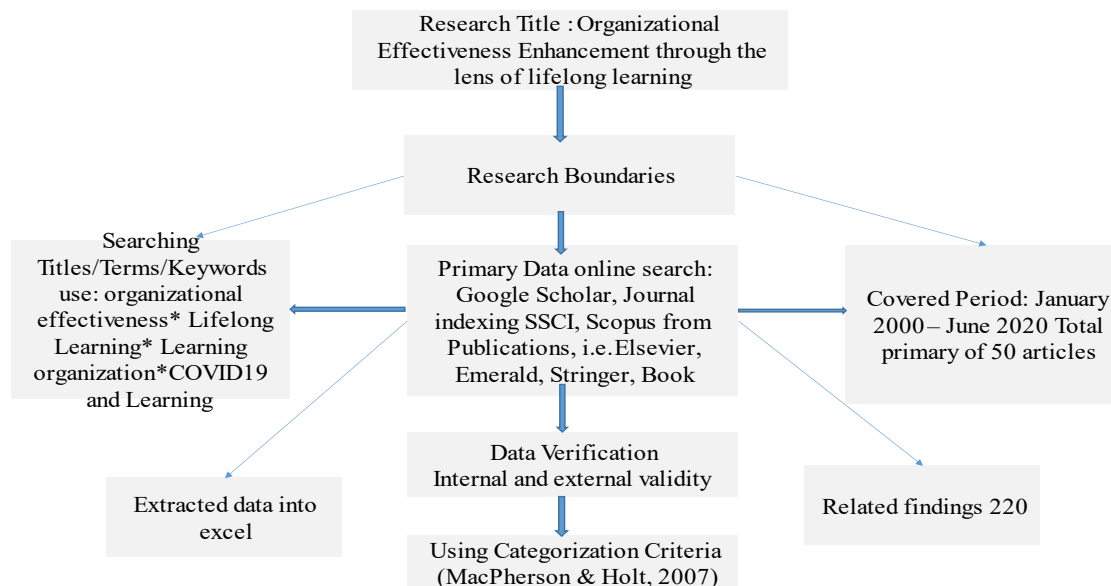
individual crisis into a learning experience, as the challenge is to remain widely aware and not become victims of the virus.

### Methods and Resources

This paper focuses on organizational effectiveness concepts. Reviews of case studies and a documentation analysis technique were used. The author surveyed peer-reviewed articles published in the past twenty years from January 2000 to January 2020 from relevant journals such as the Journal of Organizational Effectiveness, Performance and People, and the International Journal of Business Management. Based on 50 identified primary studies, the author developed two clusters of organizational effectiveness and its importance: lifelong learning in the contexts of Europe and Thailand and lifelong learning in organizational effectiveness. A systematic literature review method was also adopted to probe existing scholarly articles, which provides the advantage of transparent and explicit protocols by which researchers search for and assess the field of studies relevant to a specific research topic and is thus, widely used in the business and management field (e.g., Macpherson & Holt, 2007; Deng, 2012). The systematic literature review method has been constructed with the following criteria to set the search boundaries as a protocol of the search strategy, as shown in Figure 1

**Figure 1**

*Systematic Literature Review*



Firstly, the author searched in the following databases: Google Scholar, Elsevier, Emerald, SAGE, and Web of Science. Secondly, a search was conducted with keywords found in academic research titles, such as organizational effectiveness, lifelong learning, and lifelong learning in the organization. Thirdly, the analysis of the research titles and key conclusions in the

abstracts of the selected literature was performed, and then, the filtered results were exported to the reference management for further analysis. Furthermore, a thorough analysis of each article using categorization criteria was conducted (Macpherson & Holt, 2007).

The author conducted a thorough search preliminary of 200 articles then identified duplicate and exclude articles. Resulting to 50 final articles based on the categorization criteria. The systematic literature review categorized the results based on the relevance to organizational effectiveness, lifelong learning, and lifelong learning in organizations with the various user data, for example, the theoretical framework and future research recommendations. Throughout this iterative search, including keyword searches and title and abstract analysis, fifty primary articles and the full text of these articles were identified for further analysis.

Additionally, the meta-analysis was used in the study to align with a systematic literature review. Firstly, the author identifies literature from databases related to the study and the gap in the literature of lifelong learning and organizational effectiveness. Secondly, this study's selection of data, such as the philosophy of lifelong learning, the impact of lifelong learning on organization, to review and extract the data related to this study. Thirdly, abstraction the data with most related and synthesized data for this study and lastly, analyses and syntheses of the data to present in the findings section also include the implications.

## **Findings**

This study's rigorous systematic literature review and meta-analysis found the significance of the lifelong learning concept's impact on organizational effectiveness enhancement. As pandemic, corporates' current situation faces unprecedented business performance, especially the turbulence of financial. Leaders are one of the key elements to enhance organizational effectiveness as discussed in the literature review, hence making difficult decision to slash training and development budget even cutting the whole budget in training departments. In contrast, many corporates may invest in their employee as the most strategic asset in the organization. Particularly, leaders and HRD are considered the most important person to enhance learning in the organizations.

Learning and development departments have become more vigilant, not only about spending the organization's budget but also in measuring specific employee competency to enhance organizational effectiveness. The organization demonstrates the value-added impact of lifelong learning in non-formal education and informal learning, which is cost-effective. Learning and development activities will become more closely integrated with business strategy. These findings are interrelated and aligned tightly with organizational strategy, and lifelong learning must deliver results that are tied to business goals.

This section presents the compatibility to the objectives of the study. To affirm lifelong learning concept in enhancing among employee is prominently impact on organizational effectiveness.

## Discussion and Conclusions

When responding to the global demand and economic competitiveness mentioned in the introduction, organizations need to implement strategies, and the most effective strategy is ongoing employee learning and development in the workplace. The elements that enhance organizational effectiveness include leaders and learning; therefore, leaders must initiate a learning culture alongside HRD to put strategies into action. The strategies used for informal learning as part of lifelong learning concepts in organizations are not costly in terms of the budget because they do not depend on instructors or trainers but the employees and their peers. However, if managers create additional burdens when designing learning programs and leaders and HRD do not provide appropriate tools and clear direction when creating lifelong learning in non-for education and informal learning, this strategy will not be effective. Finally, the most important factor for training is the managers/supervisors in their roles as facilitators in creating learning (Marsick et al., 2009).

Lifelong learning is critical for success in the global knowledge economy and differentially available to employees, depending on their level, industry, geography, business size, and other factors. As Thailand's example demonstrates, the twenty-year national strategy plan also emphasizes lifelong learning creation, and governments have a significant role in creating a learning culture (Watkins & Milton, 2009); therefore, in Thailand, the Ministry of Education, the Ministry of Social Development and Human Security, and other concerned ministries are responsible for the promotion of lifelong learning in government agencies, the private sector, industry, and business. Human Resource Development is becoming more closely aligned with business strategies, which means that learning is part of creating an organizational culture and a major means for developing key talent.

Nevertheless, there is a critical need to develop ways to measure these efforts' success that evaluate informal learning. The critical factors for implementing lifelong learning are the leaders, learning and development policies, and competency-based measurement; however, leadership is the major key to encouraging employees in learning for their future career path and job promotion, while HRD provides learning and development. Lastly, the competency-based measurement to evaluate the improvement of employee competency greatly benefits organizations regarding effectiveness. Leaders must create non-formal education and informal learning culture among employees at different levels, for example, manager/supervisor levels, to share values with their subordinates while the employees can share other values of learning and improve their performance. As a result of COVID-19, individuals are experiencing learning through the unprecedented situation of working from home to maintain social distancing, and transformative learning (TL) is increasing the dimensions of the discourse on lifelong learning.

In this section, the author intends to add the implications of this study to academics and practitioners. Commencing from an academic perspective, even though lifelong learning has been studied for over thirty years, the concept has rooted in education discipline, and it applies this concept to management and practitioner perspectives. Therefore, academic implications on

the lifelong learning concept in various perspectives. To affirm this concept exists in the scholar from various studies. According to the Gates and Packard Foundations, for practitioner implications, a guide for evaluating leadership development programs has been created by the Evaluation Forum (2003), based on identifying anticipated causal pathways that underlie a program. To identify keys learning activities and how to lead the outcomes. Building lifelong learning to enhance organizational effectiveness must act in a learning program through the form of non-formal education provided by organization to employee in any training and development courses, which is initiated by individual employees' behavior and mindset in learning. Watkin et. al. (2012) stated that, of particular interest for action learning programs that operate at the individual, team, and organizational levels, they specify outcomes at four levels: 1). Short-term individual level (knowledge and skill must be changed in the program). 2). Advance individual level (participant behavior demonstrated changes at some period after the program). 3). Institution level (changes in the organization that result, in part, from expanded roles of participants). 4). System-level (changes that result in new policies and procedures that result from having better-trained leaders in the organization). Therefore, from this tiered analysis, designers of planning programs understand the outcomes from each step-in implementation and how outcomes interact across levels of employee in the organization.

### **Limitations and Recommendations**

Firstly, this study was in amid of pandemic; hence there are limited resources in collecting data using a qualitative approach in person. Secondly, there is a limited empirical studied case of lifelong learning impact on organizational effectiveness. Thirdly, based on this study's finding, there is also limited existing research relative to lifelong learning in the organization. The analysis and synthesis of systematic literature review was used to conduct this study. Subsequently, future research is recommended to examine lifelong learning organization as still, the gap in scholar, learning organization (LO) has widely existed in the literature. Lastly, qualitative approach is recommended to conduct in-depth interviews with Human Resources Development to strategic the lifelong learning organization.

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