

## The Impact of Knowledge Management Strategies on Organizational Ambidexterity Mediated by Organizational Learning Capability

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### ABSTRACT

**Background:** This study intends to investigate the relationship between organizational ambidexterity and knowledge management practices, with a focus on travel and tourism industries specifically. The research is conducted using a descriptive-correlation approach and involves 72 businesses located in Qom, Mashhad, and Tehran. A total of 369 managers and personnel from these organizations participated in the study, providing valuable insights into the dynamics of knowledge management and its impact on organizational learning and ambidexterity within the tourism sector. **Methods:** In this study, descriptive-correlation research methodology was used. Data were collected through a questionnaire distributed to 369 managers and personnel from 72 tourism organizations. The questionnaire focused on assessing the participants' perspectives on knowledge management strategies, organizational learning capability, and organizational ambidexterity. This quantitative approach allowed for the examination of relationships and mediation effects within the specified variables. **Findings:** The results of the study show substantial correlation between organizational ambidexterity, learning ability, and knowledge management techniques. It was found to be fascinating that the relationship between organizational ambidexterity and knowledge management strategies in the tourism setting was partially mediated by organizational learning capacity. **Conclusion:** In conclusion, tourism companies should place a high priority on implementing both explicit and tacit knowledge management strategies in order to attain structural ambidexterity. Effective HRM procedures as well as the advancement of knowledge management and information technology infrastructures must serve as the cornerstones of these strategies. Encouraging learning, unlearning, relearning, experimentation, and knowledge sharing are pivotal for enhancing organizational learning capability and, consequently, achieving organizational ambidexterity. This study underscores the need for a holistic approach that integrates human and technological elements to foster a dynamic and adaptable organizational structure in the tourism sector.

**Keywords:** Knowledge management strategies, Organizational learning capability, Organizational ambidexterity, Tourism

### Introduction

Organizational ambidexterity, balancing both exploitative and explorative activities, is crucial in dynamic business environments (Reilly, 2013). Achieving ambidexterity requires

comprehensive organizational reforms, including adjustments in leadership, culture, and structures (Nieto-Rodriguez, 2014) (Visser, 2015). In the tourism industry, where uncertainties are prevalent, ambidexterity becomes vital for adapting to environmental changes and responding to stakeholder demands (Wang, 2012). Studies underscore that ambidexterity enables tourism organizations to utilize existing capabilities while attracting new customers (Mihalache, 2015). Prequels of ambidexterity in tourism encompass high-performance working systems, personnel selection, training, and performance evaluation (Úbeda-García, 2017). Organizational learning, requiring changes in strategies, structure, culture, and leadership, plays a key role (Kraleva, 2011).

Knowledge management, with personalized and codified knowledge strategies, is crucial (Hansen, 1999) . This study is to explore the possible moderating function of organizational learning capability as well as the experimental effects of knowledge management strategies on organizational learning capability and ambidexterity in tourism enterprises. (Liu, 2018). In summary, this text emphasizes the significance of ambidexterity in tourism, its prequels, and the roles of organizational learning and knowledge management. The research objective, aligning with prior studies, seeks to contribute valuable insights to understanding organizational dynamics in the evolving tourism industry.

## **Research background**

Ambidexterity denotes an organization's capacity to concurrently embrace two intricate and conflicting facets: exploration and exploitation, flexibility and efficiency, gradual and radical changes, fundamental and incremental innovations, exploratory and exploitation innovations, low-cost and differentiation strategies, alignment of existing resources and adaptation to changing environments, and managing current demands while adapting to environmental changes (Koryaka, 2018). Achieving organizational ambidexterity involves striking a delicate balance between exploratory and exploitative activities, necessitating the harmonization of structures, plans, processes, and conflicting cultures within a single organization for sustained success and survival (Tamayo-Torres, 2017).

Exploratory activities embody changeability, instability, experimentation, flexibility, discovery of new avenues, a willingness to take risks, and innovative approaches, whereas exploitative activities focus on efficiency, refinement, selection, and the implementation of efficient options (Yigit, 2013). Organizations adept at balancing these two approaches are referred to as ambidextrous organizations.

## **Knowledge Management strategy**

The methodical process of developing, obtaining, organizing, coding, and distributing implicit and explicit knowledge is part of a company's knowledge management plan; it guarantees that the appropriate information reaches the right people at the right time and in the right context. (Halawi, 2006). Organizations tailor their knowledge management strategies to align with specific contexts, aiding in the alignment of diverse knowledge-based organizational domains with strategic initiatives (Sun, 2019). The research literature presents various classifications, such as "encoded and personalized knowledge," "cognitive model and social model of knowledge," and "explicit knowledge and implicit knowledge (Yousif Al-Hakim, 2013)

Encoded knowledge management strategy emphasizes clarity, transferability, storage, and the ability to reuse knowledge by others. This approach relies on the people-documents

paradigm, encoding individuals' knowledge into organizational databases (Liao, 2011) . Organizations adopting this strategy often make tacit knowledge more explicit, document valuable information in extensive databases, and stress formal knowledge management, sharing, and reuse. They aim to expand operations, standardize products or services, achieve economies of scale, and enhance market share through pricing strategies (Shih, 2005). Communication and personal interactions among employees are typically less emphasized in organizations following this strategy.

Personalized knowledge management strategy is characterized by the tackiness, unavailability, and non-transferability of knowledge. Tacit knowledge is shared through person-to-person interactions and socialization within the organization (Venkitachalam, 2012). This strategy emphasizes expert interactions, the acquisition and sharing of tacit knowledge, and mutual personal experiences. By using this tactic, companies can add business insights and tacit knowledge to their knowledge bases, which helps them solve unstructured issues, develop new goods and services, and increase organizational effectiveness as a whole. These companies provide specialized goods and services, have functional work groups, place a high value on organizational learning processes, reward staff members with pay raises and performance reviews, and encourage the development of new knowledge through communities of practice. (Shih, 2005).

### **Organizational learning capability**

Scholars have paid close attention to organizational learning capability, a critical organizational competency, ever since the concepts of organizational learning and learning organizations were originally proposed. (Khorshid, 2013). It is a dynamic capability involving the accumulation of knowledge, enabling organizations to generate new knowledge, modify operational procedures, and systematically overcome barriers to learning (Gomes, 2017). Described as managerial and organizational factors facilitating the learning process, organizational learning capability enhances an organization's ability to sustain and enhance its performance (Chiva, 2007)

The interplay between knowledge management strategies and organizational learning capabilities is evident in the research literature. Knowledge, particularly its acquisition, creation, publication, and integration within an organization, serves as a strategic source for organizational learning (Brix, 2017). The implementation of a knowledge encoding strategy contributes to the creation of organizational memory, reinforcing the connection between individual knowledge and organizational knowledge (Antunes, 2020). The literature also emphasizes the complementary nature of organizational learning and knowledge management, with effective learning necessitating the development of strategic learning capabilities through the integration of these two aspects within and across organizations (Gunsel, 2011).

Knowledge acts as a prerequisite for organizational learning, according to a holistic understanding of the interaction between knowledge management and learning inside organizations. Thus, organizational learning and the development of learning capabilities are rooted in the knowledge and experiences stored in the organization's memory (explicit and encoded knowledge) and the minds of its human resources (implicit knowledge). Mechanisms such as policies, models, and knowledge management strategies (e.g., knowledge encoding and knowledge personalization) play a crucial role in storing and sharing knowledge, beliefs, assumptions, and experiences among human resources (Luxmi, 2014).

The unique roles of knowledge management and organizational learning in creating organizational capabilities are emphasized in the literature. In essence, organizations must effectively implement their knowledge management processes, including internalization, externalization, combination, and socialization, to develop their learning capabilities (Luxmi, 2014). Overall, knowledge management serves as a tool for organizational change, aiding in the creation and development of organizational learning capabilities (Jennex, 2007). Based on these arguments, the first research hypothesis can be formulated.

### **Organizational ambidexterity and Organizational Learning Capability**

Scholarly literature emphasizes the relationship between the dynamics of exploitation and exploration and learning processes (Brix, 2017). Organizational learning, according to Guo (2020), enables firms to carry out exploitation and exploration tasks concurrently. Organizations struggle to use two basic sets of technological learning behavior patterns in the middle of a complex and volatile technological environment. The current technology learning operating procedures aim to promote the synchronization of technological learning initiatives inside institutions and to guarantee continual group learning on the one hand. However, many technological learning processes also help firms adjust to changing conditions, which encourages change and adaptability (Guo, 2020).

When seen as a dynamic learning process, ambidexterity helps businesses make the most of their current resources while actively seeking out new ones. Regardless of the time horizon (short- or long-term), this strategy can result in the discovery and development of exploitative or incremental technical breakthroughs, as well as unexpected progress. Research indicates that the foundation for both discovery and exploitation is comprised of many methodologies, settings, learning styles, and organizational structures (Gupta, 2006). Different approaches to exploitation and exploratory learning are needed for these two objectives. Because of the fundamental contrasts between the mental models required for present organizational operating processes and those required for exploration versus exploitation, striking a balance between the two learning styles is difficult for both short- and long-term survival (Filippini, 2012). Organizational ambidexterity is influenced by the order in which different learning types are learned, according to Seidel (2018). He argues that in order to facilitate exploration, a framework that includes inter industry technology brokerage throughout the early stages of innovation generation is required. However, at the invention development stage, exploitation needs a framework for organizing and controlling intra-industry technology brokerage. The second research hypothesis is developed with these factors in mind.

### **Knowledge management strategies and organizational ambidexterity**

In research literature, there is a connection between knowledge management and organizational ambidexterity, emphasizing the significance of knowledge management activities such as knowledge acquisition and application (Stobbeleir, 2011), knowledge transfer (Sengupta, 2017), synthesis of knowledge (Taylor, 2006), exploitative and exploratory knowledge, and search and supply of such knowledge and knowledge sourcing to make the organization ambidextrous.

Studies have indicated that sharing both tacit and explicit knowledge is associated with organizational ambidexterity (Taylor, 2006). Explicit and tacit knowledge sharing stimulates exploratory activities within the organization, as employees inspire each other with new ideas, indicating the production of new knowledge. Explicit knowledge sharing, facilitated by current

operational procedures and free flow of information, allows everyone access to knowledge. On the other hand, sharing tacit knowledge involves promoting interpersonal and social interactions, building trust among employees (Bock, 2005), and developing supportive behavioral norms. This leads to the exploitation of existing knowledge bases for effective and efficient organizational activities, as well as exploratory activities, finding new problems, innovative solutions, and even new solutions for existing organizational challenges.

Research by Fu et al. (2018) highlighted the crucial role of knowledge transfer for innovation ambidexterity as it enables knowledge distribution and access. Taylor (2006) suggested that both exploitation and exploration necessitate the combination of knowledge, involving the exploitation of existing knowledge in familiar ways and exploration through leveraging scattered and variable knowledge in novel ways (Vrontis, 2017).

The proposed third hypothesis of the research posits that exploitation, aiming for efficiency and convergent thinking, requires utilizing current organizational resources and capabilities, including existing knowledge resources. In contrast, exploration entails the development of new knowledge, embracing change, novelty, and extensive search and testing efforts for the production and recombination of new knowledge (Wadhwa, 2006).

### Organizational learning capability as a mediating variable

Learning capability involves a dynamic process of knowledge accumulation, allowing organizations to systematically create, adjust, and modify their current operational procedures or skills. Research indicates that achieving organizational ambidexterity requires striking a balance between exploratory and exploitative learning styles, ensuring both short-term efficiency and long-term innovation (Kang, 2009). Filippini (2012) demonstrated that knowledge management initiatives facilitating simultaneous exploration and exploitation, i.e., ambidexterity, can create a conducive, learning environment within organizations. Thus, separating the objectives of knowledge management initiatives from the operational methods and procedures of their internalized learning can empower organizations.

Knowledge management initiatives, rooted in the facilitation of learning, whether exploratory or exploitative, play a crucial role in fostering organizational ambidexterity. Studies on knowledge management projects highlight their contribution to governing both exploratory and exploitative learning, aiming to maintain a competitive position in dynamic environments (Cepeda, 2007) (Verona, 2003). These projects may focus on providing technology (knowledge management initiatives based on communication and information technology) or governing human processes (knowledge management initiatives based on social practices) to facilitate knowledge management in organizations. Therefore, the fourth research hypothesis is proposed as illustrated in Figure (1).

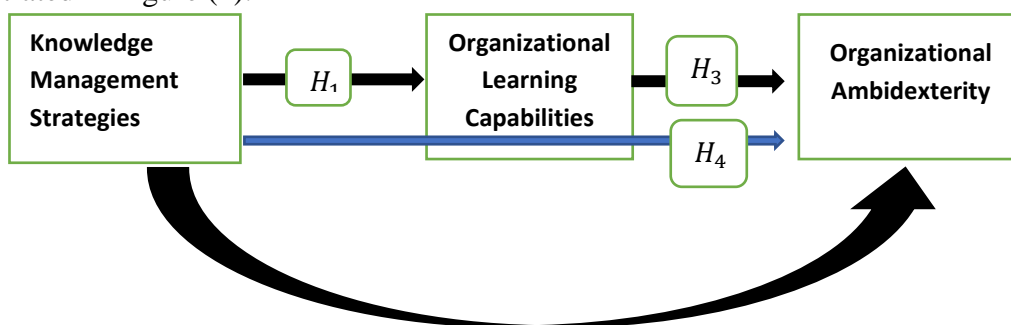


Figure 1: conceptual model of the research

### Research methodology

This research investigates how knowledge management strategies impact the organizational ambidexterity of tourism organizations and businesses, mediated by organizational learning capability. Using a descriptive-correlation approach and structural equation modelling, the study involves three types of organizations in Qom, Mashhad, and Tehran, along with 72 businesses in handicrafts, airlines, travel services, and tourism agencies. A total of 369 managers and personnel participated. Organizational ambidexterity, organizational learning capability, and knowledge management strategies are measured using established questionnaires. The study employs various validation and reliability checks recommended by Fornell and Larcker (1981), including construct validity and reliability assessments.

### Findings

A demographic analysis of 369 respondents, including managers and employees, revealed that 45% were female and 55% were male. In terms of education, 49.6% had less than a bachelor's degree, 34.1% held a bachelor's degree, 15.4% had a master's degree, and 0.8% had a doctorate. Regarding age, 19.8% were 26 years old and under, 32.2% were between 27 and 32, 27.6% were between 33 and 38, 12.2% were between 39 and 44, and 0.8% were 45 and older.

The content validity of measurement scales was assessed by 22 faculty members from business management and industrial management fields. CVR and CVI values for items related to organizational ambidexterity structures, knowledge management strategies, and organizational learning capability ranged from 0.6 to 1, exceeding the literature's recommended threshold of 0.42. The measurement models demonstrated construct validity, with factor loading coefficients and significant t-values falling between 0.70 to 1 and 20 to 76, respectively, surpassing the critical value of 1.96 at the  $\alpha=0.05$  level (Table 1)

**Table 1.** Factor loadings and t-values of research constructs to determine construct validity.

Research constructs		Question	Factor load	t	Question	Factor load	t	Question	Factor load	t
Organizational ambidexterity	Exploitative	q25	<b>0/70</b>	20/04	q27	<b>0/83</b>	<b>45/19</b>	q29	<b>0/84</b>	<b>47/74</b>
		q26	<b>0/70</b>	<b>21/87</b>	q28	<b>0/85</b>	<b>52/19</b>	q30	<b>0/82</b>	<b>37/38</b>
	Explorative	q19	<b>0/79</b>	<b>36/30</b>	q21	<b>0/80</b>	<b>37/24</b>	2q23	<b>0/81</b>	<b>38/96</b>
		q20	<b>0/79</b>	<b>33/31</b>	q22	<b>0/84</b>	<b>50/87</b>	q24	<b>0/77</b>	<b>30/37</b>
Organizational learning capability	Experiment	q1	<b>1</b>	<b>30/43</b>		Collaborative decision making		q8	<b>0/88</b>	<b>75/56</b>
	Risk	q2	<b>1</b>	<b>26/79</b>				q9	<b>0/86</b>	<b>47/14</b>
	Interaction with the external environment	q3	<b>1</b>	<b>52/46</b>				q10	<b>0/88</b>	<b>58/37</b>
	Free communication and dealings	q4	<b>0/79</b>	<b>36/44</b>	q6	<b>0/81</b>	<b>36/54</b>	q7	<b>0/80</b>	<b>39/40</b>
Knowledge management strategies	Coding knowledge	q11	<b>0/80</b>	Jul-33	q13	<b>0/85</b>	Aug-49			
		q12	<b>0/81</b>	<b>36/78</b>	q14	<b>0/78</b>	<b>33/88</b>			
	Personalized knowledge	q15	<b>0/78</b>	<b>33/58</b>	q17	<b>0/78</b>	<b>30/52</b>			
		q16	<b>0/85</b>	<b>48/54</b>	q18	<b>0/82</b>	<b>48/24</b>			

The results of the internal consistency examination of the research constructs are shown in Table 2. The measuring scales exhibit strong levels of internal consistency and reliability, as seen by the results; Cronbach's alpha coefficients above the necessary threshold of 0.70, ranging from 0.72 to 1. The combined reliability test (CR and Jöreskog's rho-A) demonstrates values within the range of 0.72 to 1, exceeding the suggested thresholds and confirming the establishment of composite reliability for all constructs. Calculated AVE values, ranging from 0.50 to 1 (Table 2), surpass the literature-recommended value of AVE=0.5, indicating the successful establishment of convergent validity. Divergent validity is confirmed through the Fornell and Larcker method, attesting to the distinctiveness of research constructs (Table 3). Correlation test results (Table 3) exhibit significant coefficients between constructs, ranging from 0.43 to 0.94 at the two-sided  $\alpha=0.01$  level.

**Table2.** Validity and reliability values of constructs

Research Construct	AVE	CR	A	rho_A
Codified knowledge	<b>0/65</b>	<b>0/88</b>	<b>0/82</b>	<b>0/82</b>
Personalized Knowledge	<b>0/66</b>	<b>0/88</b>	<b>0/82</b>	<b>0/83</b>
Interaction	<b>0/64</b>	<b>0/84</b>	<b>0/72</b>	<b>0/72</b>
Experiment and experience	<b>1</b>	<b>1</b>	<b>1</b>	<b>1</b>
Internal interaction	<b>1</b>	<b>1</b>	<b>1</b>	<b>1</b>
Collaborative decision making	<b>0/76</b>	<b>0/90</b>	<b>0/84</b>	<b>0/84</b>
Risk	<b>1</b>	<b>1</b>	<b>1</b>	<b>1</b>
Exploration	<b>0/64</b>	<b>0/91</b>	<b>0/89</b>	<b>0/89</b>
Exploitative	<b>0/62</b>	<b>0/91</b>	<b>0/88</b>	<b>0/88</b>
Knowledge management Strategies	<b>0/54</b>	<b>0/91</b>	<b>0/88</b>	<b>0/88</b>
Organizational Learning Capability	<b>0/56</b>	<b>0/91</b>	<b>0/88</b>	<b>0/89</b>
Organizational ambidexterity	<b>0/52</b>	<b>0/94</b>	<b>0/93</b>	<b>0/93</b>

Note: AVE: average shared variance; CR: composite reliability;  $\alpha$ : Cronbach's alpha; rho\_A : composite reliability

**Table3.** Correlation coefficients between constructs and divergent validity according to the Fornell-Larker method

	<b>1</b>	<b>2</b>	<b>3</b>
Knowledge management strategies	<b>0/74</b>		
2. Organizational ambidexterity	<b>0/75</b>	<b>0/75</b>	
3.Organizational learning capability	<b>0/75</b>	<b>0/69</b>	<b>0/72</b>

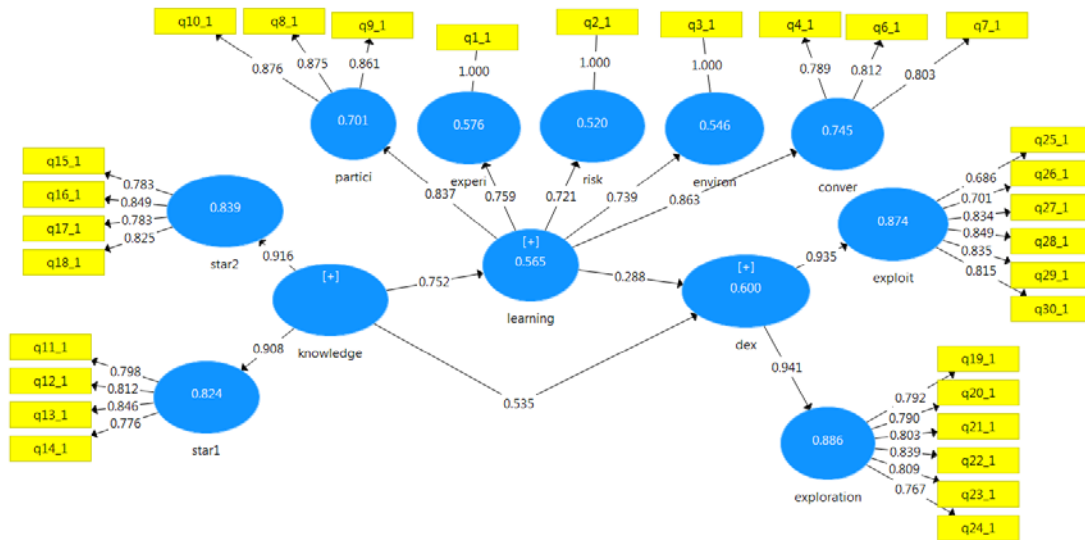
Note: 1. The values on the diameter indicate the square root of the AVE values calculated to measure the validity of the divergence

2. The correlation coefficients between the research constructs are significant at the level of 0.01

The research hypothesis test results (Figures 2 and 3) indicate a significant impact of knowledge management strategies on organizational learning capability ( $\beta = 0.752$ ,  $t = 32.62$ )

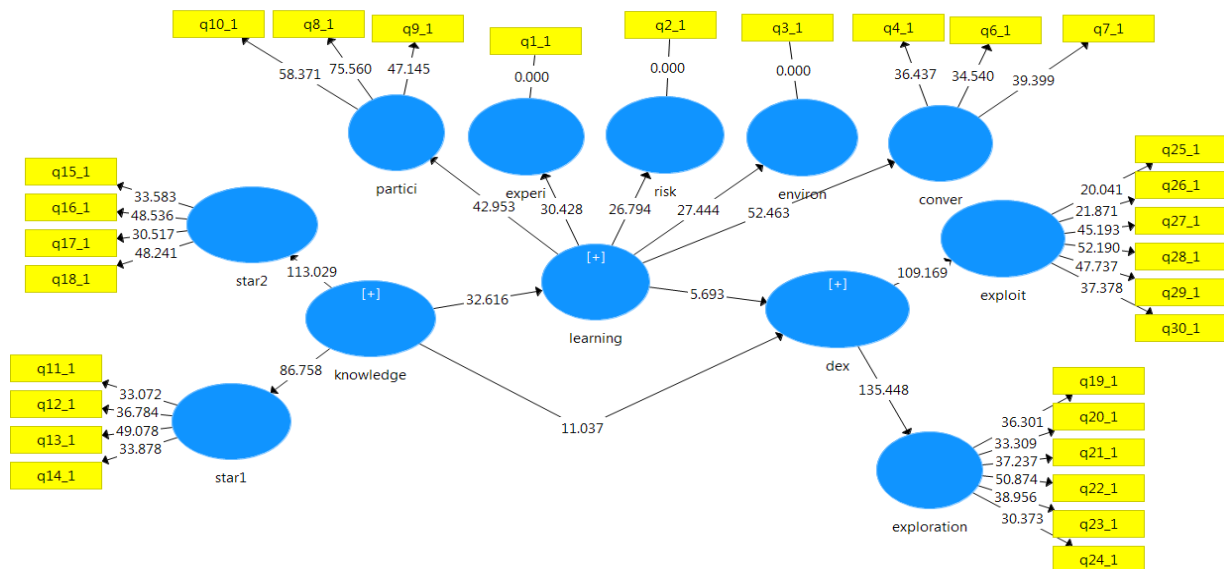
and organizational ambidexterity ( $\beta = 0.535$ ,  $t = 11.04$ ). Additionally, organizational learning capability exhibits a substantial effect on organizational ambidexterity ( $\beta = 0.288$ ,  $t = 5.69$ ) at  $\alpha = 0.01$  level with a critical value  $Z = 1.96$ . The mediation effect of the organizational learning capability construct was assessed through three sets of structural equation models, following Baron and Kenny's mediation logic as outlined in Khorshid and Pashazadeh (2013). Full mediation is confirmed by meeting the criteria outlined in structural model one.

**Figure 2.** The final confirmed structural model (standardized coefficients)



Note: Knowledge management strategies: Knowledge, organizational learning ability: learning, organizational ambidexterity: dex.

**Figure 3.** The final confirmed structural model (T-values)



Knowledge management strategies have a significant impact (route coefficient) on organizational ambidexterity. Understanding, adaptability within an organization, and learning aptitude inside an organization, and learning capability inside an organization: dex. b) The paths from knowledge management approaches to organizational learning capability, as well as the relationships between organizational ambidexterity and learning capability, are depicted by significant coefficients in the second model (full mediation). c) A partial mediation model is implemented, taking into account the



three paths: organizational learning capability to organizational ambidexterity, organizational learning techniques to organizational ambidexterity, and organizational learning capability to organizational ambidexterity. Model 1 (direct effect) shows that knowledge management systems have a significant impact on organizational ambidexterity at the = 0.01 level ( $\beta = 0.751$ ,  $t = 33.97$ ). Model 2 (full mediation) results show that organizational learning capability on organizational ambidexterity ( $\beta = 0.69$ ,  $t = 23.95$ ) and knowledge management strategies on organizational learning capability ( $\beta = 0.752$ ,  $t = 32.03$ ) are significant at the = 0.01 level. In summary, there exists a noteworthy correlation between knowledge management strategies and organizational learning capability ( $\beta = 0.752$ ,  $t = 32.62$ ), ambidexterity and organizational learning capability ( $\beta = 0.535$ ,  $t = 11.04$ ), and ambidexterity and organizational learning capability ( $\beta = 0.288$ ,  $t = 5.69$ ) according to model 3 (partial mediation). The results of three models are displayed in table (4). These relationships are observed at the = 0.01 threshold.

**Table 4:** Hypothesis test results in three structural models at significance level  $\alpha = 0.01$

Hypotheses	Standardized path coefficients						Test result
	Model 1. (Direct effect)		Model 2. (Complete mediation effect)		Model 3. (Partial mediation effect)		
	B	t	B	T	B	t	
The impact of knowledge management techniques on the capacity for organizational learning	-	-	<b>0/752</b>	Mar-32	<b>0/752</b>	<b>32/62</b>	Acceptance of the hypothesis
The impact of knowledge management techniques on organizational ambidexterity	<b>0/751</b>	<b>33/97</b>	-	-	<b>0/535</b>	-11 Apr	Acceptance of the hypothesis
Organizational ambidexterity and learning capacity	-	-	<b>0/69</b>	<b>23/95</b>	<b>0/288</b>	<b>5/69</b>	Acceptance of the hypothesis
The impact of organizational learning capability on organizational ambidexterity as mediated by knowledge management techniques	-	-	<b>0/52</b>	<b>15/786</b>	<b>0/752</b>	<b>35/230</b>	Acceptance Type equation h of the hypothesis

The criterion values of  $R^2$ , adjusted  $R^2$ ,  $\chi^2$ , and SRMR in structural model 3 (partial mediation model) (Table 5) have a better position than structural model 2 (full mediation model) considering the threshold level defined in the research literature, and also the third model has a more significant path than the second model. The quality indicators of three models were presented in table (5). As a result, there is general agreement that the third model provides a more accurate explanation of how organizational learning capability and ambidexterity relate to each other in companies and organizations that operate in the tourism industry, as well as how knowledge management techniques affect these two concepts. The significance of the partial mediation effect of organizational learning capability in the relationship between knowledge management techniques and organizational ambidexterity in tourism organizations and enterprises is further demonstrated by the Sobel test value of 5.61, which has a p-value of less than 0.0001.

**Table 5.** Quality indicators of three models of mediation effect evaluation

Models	Quality indicators of models				VIF
	$R^2$	$F^2$	SRMR	$Q^2$	
Model 1	<b>0/57</b>	<b>1</b>	<b>0/098</b>	<b>0/29</b>	<b>1</b>
model 2	<b>/48 (0/57)</b> <b>(0</b>	<b>0/908</b>	<b>0/107</b>	<b>(0/25 (0/27)</b>	<b>1</b>
model 3	<b>(0/60)</b> <b>(0/57</b>	<b>(0/311)</b> <b>(0/09</b>	<b>0/088</b>	<b>(0/27 (0/31)</b>	<b>(1 (2)</b>
Threshold values of indicators	<b>(0/19)</b> <b>(0/33</b> <b>(0/67</b>	<b>(0/02)</b> <b>(0/15</b> <b>(0/35</b>	<b>0/1</b> <b>&lt;SRMR</b>	<b>(0/02 (0/15 (0/35)</b>	<b>&lt;5VIF</b>

## Discussion

This research delves into the organizational and management challenges faced by the tourism industry, placing a spotlight on the critical concept of organizational ambidexterity and its antecedents—knowledge management strategies and organizational learning capability. The findings illuminate several key aspects that contribute to the understanding of how tourism organizations can navigate a rapidly changing environment.

Firstly, the study establishes a significant link between knowledge management strategies and the organizational learning capability of tourism organizations. This aligns with existing literature emphasizing the complementary nature of knowledge management and organizational learning (Jennex, 2007). The implication here is that effective management of knowledge, both encoded and personalized, can serve as a transformative tool for creating and developing organizational learning capabilities.

Secondly, the research underscores the influential role of organizational learning capability in shaping the organizational ambidexterity of tourism businesses. Drawing from established theories (Guo, 2020), it highlights how learning processes, encompassing both exploitation and exploration, are fundamental to strategic renewal and competitiveness. This emphasizes the necessity for tourism organizations to become learning entities to stay competitive and gain sustainable advantages.

Thirdly, the study shows that organizational ambidexterity in tourism enterprises is significantly impacted by the concurrent application of two knowledge management strategies: personalization and encoding. This is consistent with past research showing the connection

between information sharing, knowledge management, and ambidexterity. Therefore, via the use of well-coordinated knowledge management systems, tourism organizations must balance the use of their current knowledge base with the search for new information in order to become ambidextrous.

## Conclusion

The study's findings offer significant new insights into the organizational dynamics of the travel and tourism industry by highlighting the relationships between knowledge management, organizational ambidexterity, and organizational learning. The results underscore the importance of knowledge management tactics in augmenting the learning capacities of organizations and, as a result, in shaping their ambidexterity. Businesses in the tourist sector can improve their ability to adapt and thrive in changing settings by implementing a comprehensive strategy that integrates technology- and human-centered knowledge management techniques. The significance of organizational learning capability as a conduit through which knowledge management practices influence organizational ambidexterity is underscored by its partial mediation role. This study provides useful information that supports the management of strategic operations for businesses connected to tourism, assisting policy and decision-makers in their pursuit of long-term competitive advantages.

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