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DIAGNOSING ORGANIZATIONAL LEARNING STRATEGIES AT THE UNIVERSITY OF DHI QAR: A CASE STUDY

Naseer Hadab Hamidi Al-Zamili, Prof. Dr. Salah Abdel Qader Ahmed Al-Nuaimi

Public Administration Department, College of Administration and Economics, University of Baghdad, Baghdad, Iraq

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ABSTRACT

The current research aims to diagnose organizational learning strategies at the University of Dhi Qar, and to achieve this, the organizational learning strategies variable was measured through five dimensions (strategic alliances, group learning, leadership strategy, technological learning, individual learning), as the research sample was represented by leaders. University (Dean, Associate Dean, Head of Department) and in the manner of the intentional sample from the research community (University of Dhi Qar), and the research included (14) colleges, and (100) university leaders were targeted. The researcher distributed (100) questionnaires to university leaders, where all the questionnaires were retrieved distributed, represented by (24) paragraphs, and supplemented them with personal interviews, university records, and field visits.

Keywords: *organizational learning strategies, strategic alliances, group learning, leadership strategy, technological learning, individual learning, Dhi Qar University.*

INTRODUCTION

Despite the developments that characterize the current era, which have emerged from the challenges of globalization and the successive revolutions of information technology, which made higher education institutions seek to bring about successive changes in order to be able to keep pace with the developments and adapt to them, and this requires the need for modernization and full administrative development of its organizational structure and working mechanisms.

This led to the adoption of higher education institutions to search for tools and methods that enable them to survive and adapt to the changes taking place in the environment in ways that are based on a complete conviction that organizational learning is the basic essence and the main

key to the sustainability of its survival and the efficiency of its administrative and functional work. The process of continuous and continuous organizational learning is the first source of excellence and competition within a complex environment.

Therefore, institutions, especially universities, sought to use strategies that could be relied upon to continue working and providing the required services, as well as contributing significantly to developing their operations and enabling them to reach a competitive position that qualifies them for survival and growth.

THE FIRST TOPIC: RESEARCH METHODOLOGY

Research problem

Most Iraqi organizations face multiple obstacles in adopting strategies to develop

their operations, as a result of the overall political, social and economic conditions that surround them, which makes them sometimes unable to keep pace with the development in the field of public administration.

The research problem crystallizes in the difficulty of achieving the requirements of organizational learning strategies as a result of the complex environmental conditions that constitute an obstacle to the University of Dhi Qar (the researched university), despite the desire and orientation of its departments to adopt contemporary concepts and applications that make them keep pace with modernity and development in the field of Arab and international university institutions.

Hence, the current research problem emerged, which can be framed through the following questions

1. What is the level of interest of the researched university in organizational learning strategies?
2. What are the most visible strategies of organizational learning strategies practiced in the researched university?

Importance of research

The importance of the research is embodied in the nature of organizational learning strategies in the researched

organization, which can be identified as follows

1. Organizational learning strategies are a modern variable.
2. The attempt to examine and measure organizational learning strategies is one of the important matters, in order to develop correct scientific guidelines and plans that can provide assistance to the research sample in the future.

Research objectives

The current research aims at many things, and they can be clarified as follows:

- 1 - Detection of the level of dependence on organizational learning strategies in the research organization (University of Dhi Qar).
- 2- Adopting the results of the current research to clarify the nature of the energies available in the research organization and the capabilities of the research sample in the field of organizational learning strategies.

Research Hypothesis

There are organizational learning strategies in the research organization (University of Dhi Qar) with the availability of its dimensions

Research community and sample

The choice of Dhi Qar University as a place to apply the field aspect of this research due to the importance of the university in the academic sector, so that the application was the University of Dhi Qar, and the research community consisted of university leaders (members of the college councils, namely, the Dean, Associate Dean, Head of Department).

It is represented by the members of the college councils, which number (14) out of (18) colleges, as they represent the university's senior and executive leaders, where their number reached (100) out of (130), according to the university records. All distributed surveys have been retrieved

THE SECOND TOPIC: THE THEORETICAL FRAMEWORK

The first axis: the researcher reviews the concept of organizational learning and the importance and presentation of strategies.

First: The concept of organizational learning: Organizational learning is one of the most prominent processes that organizations rely on. Which most writers and researchers focused on in their writings and research, and the increased belief that organizations cannot be competitive and have the ability to survive unless they have an interest in the

organizational learning process (Al-Salem, 2005: 34).

(Al-Kubaisi, 2005: 95) explained that organizational learning is the process through which organizations seek to improve their overall capabilities, develop themselves, activate their relationships with their environment, and adapt to their internal and external circumstances and variables. (Kinicki & Kreitner, 2008:414) indicated that organizational learning is knowing how to proactively create and what things are acquired, knowing how to transfer knowledge and how to change its behavior on the basis of new knowledge and new insights, and from On the Other hand, others see that organizational learning is the way in which employees in the organization learn, using different approaches to face challenges and understand how to learn (Alpay, 2015: 91).

Second, the importance of organizational learning

The importance of organizational learning appears in the form of major groups that can be identified through operational and strategic importance.

1 - Operational importance: The importance lies in the following:

- Strengthening social capital through cooperation among all members of the institution.

- It enables the organization to adapt to the changes that occur in the internal and external environment.

- Achieve an increase in creativity.

- The increase in the returns of working individuals, which leads to raising the standard of living for them.

2- Strategic importance: The strategic importance lies in my agency:

- The institution's ability to rebuild its organizational structure and develop its appropriate strategies.

- The organization is able to face cases of environmental uncertainty.

- The ability of the institution to maintain its competitive position through the renewal of its knowledge (Al-Saadi, 2006: 64).

Third: Strategies: In this paragraph, the researcher presents an illustration of organizational learning strategies, as there are many approaches that dealt with organizational learning strategies in organizations and based on previous literature and concepts of organizational learning strategies. We will address the

strategies agreed upon by most writers and researchers, as follows

Strategic alliances:

Strategic alliances are classified as one of the important strategies that help organizations in learning and give partners unique educational opportunities by combining organizations with different skills and knowledge bases. And contracts, the sharing of resources and cooperation in operations through a fruitful reliability that benefits the allied parties and helps in the growth and strengthening of the leading position of the organization.

Cooperative agreements between organizations, which may be competitive, in which these organizations share joint projects or ownership in order to develop a specific product or improve organizational performance (Steve, Steinhilber, 2008: 58)

Two or more organizations seek to form reciprocal relationships aimed at maximizing the benefit of common resources within a competitive environment in order to accommodate the environmental variables, which are opportunities and challenges. And reduce threats, and organizations use the strategic alliance within their competitive strategies in an integrated mix (Sroka, 2011: 52).

And (Zoogah, 2011:510) explained that strategic alliances are a long-term state of cooperation between two or more institutions to implement certain operations to achieve benefit and gains between them, maximize organizational performance, reduce costs and gain knowledge.

While (Zamir, 2014:25)) defines strategic alliances as an agreement between two or more companies to work together

Team Learning Strategy: Team Learning Strategy

Group learning is one of the most important strategies of organizations because of its importance in increasing knowledge and empowering workers, through which members of the organization exchange information and experiences and interpret information (Fong, 2005:10) and that this strategy disseminates information within the organization, that the environment Mutual trust between individuals in the organization and an atmosphere conducive to tolerance and the absence of authoritarianism is extremely important for team and group learning, and the organic organizational structure with low formality, informal networks of communication and flat hierarchy all of

this helps collective learning (Daft, 2010:6).

(Mahmoud, 3:2007) defines collective learning as a set of organized procedures and steps with predetermined goals.

While (Al-Fatlawi, 2003: 86) group learning is defined as a collective learning strategy that is in a systematic practical manner in order to achieve the set goals.

(Al-Ameen, 1998: 252) added that collective learning is a set of sequential educational steps that were previously planned and according to a specific system in order to reach the learners to the required level.

(Malzzel, 1982: 17) emphasized that group learning is a set of effective and high-impact skills that can enhance the learner's growth in a way he prefers.

Leadership Strategy

Leadership is the beating heart and the essence of the organization, so no organization can work without it and will not succeed and continue to work, as it is the one that organizes its affairs and creates interaction between the working individuals and the organization in order to achieve the goals (Al-Darfat, 2013: 42).

Organizations' interest in leadership strategy has increased greatly, because

they realize how important it is. Organizations have placed it with its first concerns and strategies because it has a prominent role in organizational learning and its dissemination within the organization (Mwaura, 2017: 20).

We will address the definitions of leadership and according to the opinions of some writers and researchers, and then identify its duties and then highlight its importance.

A - Definitions of leadership:

Most writers and researchers may differ in the existence of one definition of leadership, but the vast majority of them look at the importance of the leader's behavior in the behavior of the individuals working with him in the organization, in addition to the personal qualities that it represents. (Al-Atoum and Kofhi, 2011: 21).

(Boal, 2000:517) explained leadership as a series of decisions and activities of a practical nature and objective nature through which the past, present and future of the organization can come together over time by emphasizing the basic values and identity to ensure continuity.

While Hooijberg & Lane, 2015:4) emphasized that leadership is the process of combining the leader's approach and

effective transactions in order to achieve the organization's vision in an effective form and at all levels in the organization.

He adds (Nader and Jassim, 2019: 229) is the ability to formulate the future of the organization and achieve goals and ambitions at the lowest costs and the fastest times.

(Gusmao, 2018:127) indicates that leadership is the power of influence in organizations to build interaction between working individuals, know the work environment, and develop basic competencies in order to achieve ideal organizational performance that raises the organization and its reputation.

Technological Learning Strategy

Technology learning is one of the strategies used by most organizations to develop themselves and maintain their competitive position among other organizations. Learning (Al-Mawjda, 2012: 2).

(Zaghloul, 2016: (17) defined technological learning as the use of modern and advanced electronic devices in order to increase the learner's experience and develop his skills.

(Salem, 2010 (289): that technological learning is a process for designing and

managing processes for the purpose of learning and achieving goals.

While he added (Al-Mowajda, 2012 (5): that the learner uses modern technology such as computers and the Internet as a new way of learning so that the learner is the focus of the process.

Individual Learning Strategy

What the world is witnessing today is a population and knowledge explosion, and what this has imposed on individuals is an increase in burdens on individuals due to the importance of what they need information, and an increase in the individual's desire to learn and obtain information in order to keep pace with the requirements of the times (Hassan, 1994 (54):

The concept of individual learning is no longer a specific amount of information that is stuffed into the minds of learners, but rather aims at acquiring the skills and abilities that enable learners to obtain information on their own, and thus the possibility of continuing education on their own (Jamel, 1998: 11).

Muhammad Khamis, 2003 (177) indicated that individual learning is one of the learning styles in which the learner carries out certain educational activities on his own without the help of others.

And he defined it (Magdy Ibrahim, 2000 (648: Individual learning) that learning is individual so that experience is the basis of the learning process and leads to the acquisition of new experience, and it is required that the acquired experiences be tested based on the learner's understanding, capabilities and previous abilities.

As for (Al-Obaidi, 2009: 173), he believes that individual learning is an organized, purposeful and intentional procedural process in which the learner tries to acquire a large amount of knowledge and skills, using various types of modern technologies, which he believes will help him in the learning process.

Mwaura (2017:25) gave a definition of individual learning as a set of training programs provided by the organization to employees with the aim of providing them with learning-related skills and enhancing their abilities to perform tasks and duties to achieve goals.

THE THIRD TOPIC: PRESENTATION, ANALYSIS AND DIAGNOSIS OF ORGANIZATIONAL LEARNING STRATEGIES

The variable organizational learning strategies were measured through five dimensions (strategic alliance, collective

learning, leadership strategy, technological learning, individual learning) through (24) paragraphs and through (100) answers seen in the colleges of Dhi Qar University, as the independent variable organizational learning strategies happened On an arithmetic mean of (2.72), moderate level, but less than the hypothetical mean of research (3), to indicate a weakness in the faculties of the University of Dhi Qar resort to a group of methods and processes that they apply at the organizational level for the continuation of the learning process and the transfer and acquisition of knowledge and skills to continue their work within the surrounding environment , to ensure their survival and to obtain a distinct competitive position among Iraqi universities, the organizational learning strategies obtained a standard deviation (0.985), a relative interest (54.4%) average, and a relative coefficient of variation (36.21%) indicating agreement about the availability and practice of organizational learning strategies among a sample of The colleges of Dhi Qar University in a way that does not meet the ambition.

A - The administration of the faculties of Dhi Qar University has resorted to individual learning first when it aims to enhance the level of organizational learning strategies, to obtain an arithmetic

mean (2.84) of moderate level and less than the hypothetical mean, and it obtains its relative interest (56.8%) through a set of training programs that it provides In order to provide them with skills related to learning and enhance their abilities to perform tasks and duties to achieve the goals in a limited way, their answers tended to be relatively agreed with a standard deviation (0.926), and with a relative coefficient of difference (32.60%) to get the first rank among the five dimensions, either at the level of Paragraphs (24-20), it obtained an arithmetic mean (2.93-2.73) that is moderate and is limited in practice, with a standard deviation (1.042-1.004), a relative coefficient of variation (38.16%-34.26%) and a relative interest (58.6%-54.6%). The average in the university's support for individual learning through reward and appreciation systems, and the tendency sometimes to share the individual knowledge gained through learning among all its members based on the process of institutionalization, and employing individual learning for their development and career growth, especially since it has a system of A performance management that enables it to identify the individual knowledge gap to be bridged through learning and detailed training programs designed to reduce individual knowledge

gaps in a way that does not meet the aspirations of the sample members.

B - While the opinions of a sample of leaders of the colleges of the University of Dhi Qar showed that they resorted to group learning, secondly, in improving the level of organizational learning strategies and with an arithmetic mean (2.86) of moderate level, but less than the hypothetical mean (3) to constitute a weakness in its availability, and its practice with relative interest (57.2%) average. In resorting to processes and activities concerned with implementing a strategy that helps them generate ideas through the interaction of the team or group, their answers tended to agree with a standard deviation (0.933), and with a relative coefficient of difference (32.62%) to get the second rank, at the level of paragraphs (9-6). It had an arithmetic mean (2.92-2.76) of moderate level and a weakness when compared with the hypothetical mean, with a standard deviation (1.047-1.036), a relative coefficient of variation (37.53%-35.78%) and a relative interest (58.4%-55.2%) in the mean. It has an organized team or a group through which to learn, in addition to having flexibility in its organizational structure in a way that suits the capabilities of the team and the group, and this is what happened in reality when the university

was able to adopt and implement their scientific ideas, relying on horizontal communication to some extent in enabling them to work across its departments and its different units. Does not meet ambition.

T - While the results of analyzing the opinions of the researched sample showed their adoption of technological learning in the third order, which contributes to improving organizational learning strategies, the dimension won an arithmetic mean (2.79) at a moderate level, and with a relative interest (55.8%) average in the tendency to apply technology, especially the Internet in the learning process. Because technology is critical in exchanging information and disseminating knowledge in it, agreement was found in the sample opinions with a standard deviation (0.913), and a relative coefficient of difference (32.72%). As for the items that appeared under the sequence (19-15), I obtained an arithmetic mean (2.90-2.73) moderate level, with standard deviation (1.048-1.021), and relative coefficient of variation (39.70%-35.20%), to receive average relative interest (58%-54.6%) in adopting high information technology applications within the internal operations of the university, which is caused by On its continuous endeavor to modernize its technologies and introduce all that is new of technology and

technology, it may even resort to establishing alliances with strategic partners to enhance technological learning, and to introduce modern technology into its organizational learning processes, especially as it applies Internet services widely in of organizational learning processes and that the current reality of these practices is weak.

D - A sample of the colleges of Dhi Qar University adopted the strategic alliance in the fourth rank, which contributes to improving organizational learning strategies. It obtained an arithmetic mean (2.77) of moderate level, and is concerned with it relatively by an average of (55.4%), which stems from following a cooperative strategy that enables it to Benefiting from the skills and knowledge of the strategic partner and helping it to identify potential risks, as the results indicated agreement with a standard deviation (0.934), and a relative coefficient of difference (33.71%), but at the level of the items that appeared under the sequence (5-1), all of them obtained Arithmetic mean (2.84-2.69), with a standard deviation (1.062-1.040), and with a relative coefficient of difference (39.47%-36.90%), to have a mean (56.8%-53.8%) relative interest in having structured channels of knowledge transfer and organizational learning through establishing Strategic alliances, in a way

that pushes strategic partners to protect their knowledge from potential risks, and bridge the knowledge gap with the participation of experts and specialists, so that the university can benefit from the transfer of knowledge within those alliances and various strategic partnerships to establish joint projects funded by external sources that did not receive the expected interest p.

C - Finally, the sample answers showed that the leadership strategy was adopted in the fifth order, which contributes to improving organizational learning strategies, so it won an arithmetic mean (2.35) with a weak level, as it paid attention to it relatively (47%) weak, which aims to adopt a conscious administrative effort to provide the vision, culture and incentives that It supports organizational learning, with a standard deviation of (0.949), and a relative coefficient of difference (40.38%), but at the level of the items that appeared under the sequence (14-10), I got a mean (2.46-2.12) of poor level, and a standard deviation of (1.030-1.020).), and with a relative coefficient of variation (48.58%-41.66%), to receive a limited relative interest (49.2%-42.4%) in implementing learning outcomes to encourage various other practices related to learning, and to impart knowledge and creativity among its

members, as well as its tendency to adopt processes of change that support learning organizational, and working to create a culture that calls for learning at various levels, especially since the university has a

strategy directed to improving learning that is linked to its vision and mission, but it has worked to adopt it in a way that does not meet the ambition.

vertebrae	Arithmetic mean	standard deviation	Relative importance%	Variation coefficient	priority
strategic alliance	2.77	0.934	55.4	33.71	the fourth
group learning	2.86	0.933	57.2	32.62	Second
leadership strategy	2.35	0.949	47	40.38	Fifth
technology learning	2.79	0.913	55.8	32.72	Third
individual learning	2.84	0.926	56.8	32.60	the first
Organizational Learning Strategies Test	2.72	0.985	54.4	36.21	

THE FOURTH TOPIC: CONCLUSIONS AND RECOMMENDATIONS

First: the conclusions

After completing the process of analyzing the data related to the current research, the current research reached a number of conclusions, which we will present as follows:

1. The university takes into account the academic qualification in occupying leadership positions, as well as the rotation of work in these positions.

2. The University of Dhi Qar showed the availability of organizational learning strategies in a limited way within the surrounding environment in a way that does not meet the ambition, based on the presence of a sample of its university leadership.

3. It was found that Dhi Qar University's interest in strategic alliances is weak, and that the alliances it made do not meet the university's ambitions and aspirations and through which it is not able to support organizational learning, which means the need to pay attention to these indicators and treat them in an appropriate manner, in

an effort to develop and improve the quality of its services in the future.

4. It is clear that the university has limited interest in supporting group learning and does not implement the scientific ideas generated by the learning team, despite the availability of groups through which it can be through horizontal communication to enable the learning team to enhance its role in serving the goals of the university.

Recommendations

1. Enhancing interest in academic qualifications and maintaining work rotation in occupying leadership positions to improve overall performance at the level of the university and its faculties.

2. Work to increase interest in organizational learning strategies and support them by making efforts and overcoming the obstacles they face in order to continue to continue their work and ensure their survival

The following can be achieved:

Directing the attention of university faculties and affiliates to the importance of organizational learning strategies.

- Preparing training and development programs on learning strategies.

- Preparing work guides for improving and developing the performance of the university services provided.

3. The need for the university to establish strategic alliances at a high level with universities and organizations of great reputation to enable it to transfer knowledge and in a way that ensures its survival, strengthen its organizational processes and continue its learning. This requires activating memoranda of understanding with authorities and institutions to continue building community relations in the field of education.

4. The need for attention and care for groups and learning teams and keenness to implement their ideas that they generate and keep pace with the development taking place in the functional environment, through continuous access to the relevant practices in the universities of the developed world.

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