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THE ORGANIZATIONAL LEARNING AND ORGANIZATIONAL PERFORMANCE IN MOGADISHU-SOMALIA

(A Case Study of Hormuud Telecom Company)

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Abstract: The main purpose of the study is the investigate and explain the organizational learning and organizational performance in Hormuud Telecom, Mogadishu, Somalia. And its specific objectives were to determine the contribution of organizational learning to performance improvement within Hormuud Telecom Mogadishu, Somalia, to determine the factors affecting the performance of Hormuud Telecom Mogadishu, Somalia and to establish the relationship between organizational learning and organizational performance in Hormuud Telecom Mogadishu, Somalia. The research design in this study was used as a descriptive design and quantitative approach. The study population was 170 employees who work in Hormuud Telecom. The sampling procedure was sample random sampling and the research instrument was a structured questionnaire. The statistical tools were aligned with the objective of the research. For this purpose, frequency tables and percentages and were presented. The findings of the study revealed most of the respondents were given the scales were divided into dimensions by factor analysis. Further analysis continued with the dimensions obtained. Also, the reliability values of the obtained dimensions were examined. The Cronbach Alpha value of the performance scale was found to be 0.752. This value is reliable for research. The value calculated for the organizational learning scale is 0.776 and reliable. The Cronbach alpha values calculated for the sub-dimensions of the organizational scale are above 0.700 as seen in the table. This situation found us that the scale and its sub-dimensions are suitable for research and are of good reliability.
Key terms: Learning; Performance; Organizational; Mogadishu; Security

I. INTRODUCTION

Organizational learning has been the subject of research by many researchers who relate to the concept that organizational learning is certainly superior when properly implemented. For some researchers, organizational learning can be divided into an information processing phase or a process of self-regulation or the detection and correction of errors. For some researchers, organizational learning includes certain learning bases or basic disciplines. Many researchers focus not only on organizational learning but also on product innovations to study the impact of product innovations on business performance. Innovation is an important organizational strategy for a company to obtain a competitive advantage. Innovation has a positive impact on business development. Product innovation is the production of new products and services to create markets and new customers to the satisfaction of the market and customers. Product innovations not only play an important role in companies and industries but are also of great economic importance.

In this context, the study begins by reviewing the literature on organizational learning, product innovation, and business performance, and then develops the hypothesis. The research methodology, the results of the analysis, and the research model are presented in the second section. The results of the analyzes are discussed and transmitted to managers and scientists in the last section of the recommendations.

II. ORGANIZATIONAL LEARNING

Learning is concerned with the information gained from the reactions given when a situation is encountered or from the stages of the creation of that information. The process of both acquiring information first and then learning it leads to additional knowledge (Argyris and Schön, 1996:3). According to another definition, organizational learning is described as the development of new information with the potential to influence an organization's behavior. Hult et al. (2003: 401) examined organizational learning ability in four dimensions. These are team orientation, system orientation, learning orientation, organizational memory orientation. Organizational learning is not a brand-new concept and yet in essence it aims to bring a new approach to governance (Dilworth, 1996: 407-422). Organizational learning is a process that improves organizational success by making the experience of the environment around the organizational process, working system, organizational behavior and finally organizing culture and developing this culture which can make the organization more successful than the competition around the environment where it exists. Organizational learning is a process that aims to improve the knowledge and values obtained by transferring the experiences of individuals who have previously worked for or who are still working for an institution to their surroundings (Lipshitz, Popper and Oz, 1996:292-305). The organization has to learn not only against its competitors to maintain its presence or to protect itself from its competitors, but also against situations that may interfere with its internal functioning administratively, technically and socially, and thus threaten its existence internally even if it is not a competitor (Yıldırım, 1998: 165). Learning is not only about obtaining information but also about the continuity of this process of acquiring knowledge (Tevrüz, Artan, and Bozkurt, 1989: 35).

a) Acquisition and Production of Knowledge: According to Huber, organizations obtain information in three ways (Huber, 1991: 88-109).In the first method; organizations acquire knowledge directly by experiencing it. Although systematically demonstrated efforts have been made to obtain information on a conscious figure, these efforts are hardly observed at an organizational level. In general, these learning experiences are obtained from spontaneous answers when they are encountered randomly with internal or external problems. For organizations to use these random experiences more effectively and efficiently, it is necessary to develop a feedback mechanism that successfully interacts with or within the organization's environment. The more efficient and effective this mechanism is the more worthwhile money and effort spent to gain experience. The effectiveness of data to be received from feedback can be increased with a system that can accurately control the correctness and clarity of the received data and precisely interpret the cause-effect relationships between actions.

b) Sharing of Knowledge: It refers to spreading the information obtained within the organization, making sure that it reaches all relevant units, the organizational dimensions, and combines with other acquired knowledge. The sub-units involved in the organization may combine the knowledge they obtain together with the knowledge from other units to make that piece of knowledge larger, make it more useful, or produce a completely 'new' set of knowledge. For example, organizations can conduct certain preparations according to the knowledge received from the production unit, warehouse and purchasing departments so that the need can be foreseen and solved at a much lower cost without having to deal with a potential problem beforehand. Moreover, when information becomes available in a wide area within the organization, it also increases the sources of knowledge accordingly. Employees or departments learn more easily and swiftly as this body of knowledge is going to be within their reach. Synergy is created and knowledge is transferred to the required units. The transmission of the knowledge required in one unit to the other is made possible through the exchange of knowledge by the employees amongst different departments (Huber, 1991: 88-109).

c) Internalization of Knowledge: In the process of interpreting the information, the roles of the employees and the units they work with are the most important factors. It is internalized after this stage. The subjective perceptions, experiences, and conceptions of employees tend to gradually shape it. The creation of a common interpretation of the institution is facilitated by the use of mechanisms in which feedback can be made and context can be understood. If employees in an organization face a lot of data and knowledge all at the same time then they may have difficulty interpreting and internalizing it. (Huber, 1991: 88-109).

d) Organizational Memory: Huber emphasizes the relationship between organizational memory and each level of organizational learning. Knowledge is produced and acquired within the organization and then influenced by organizational memory. The process of obtaining the first learned piece of information starts to form a cultural and habitual infrastructure for the process of obtaining the next piece of information. The first information obtained also affects the second information in terms of data. The second stage, the sharing of knowledge, also benefits from the methods and habits that the organization uses in its memory building process. The first shared information and decisions start to form a model within the organization.

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The knowledge that follows the first one also contributes to the organizational memory by following or improving this model. In that respect, Huber called this stage that emerges with the internalization of knowledge as organizational memory (Huber, 1991: 106-107).

The four components of organizational learning are discussed below (Hult, 1998: 196-198):

a) Team Orientation: It can lead to learning to develop a unique vision while thinking together in dialogue (because members think that they are realizing their own goals). Team orientation measures the degree of collaboration and cooperation in this area. Senge, P. M. (1994: 8) states that when employees work in teams, they not only describe their weaknesses and flaws more easily but also they work more effectively as they ultimately trust each other.

b) System Orientation: It measures the level of cognitive learning when there is a lot of input. Systems orientation allows the members of the organization to see the big picture and, in turn, leads to the grasp of the significance of existing activities. It serves as a link between the other three types of orientations. Since there are many inputs to a system, it is of pivotal importance to conduct their evaluation as a whole. Senge, P. M. (1994: 10) asserts that organizations and their employees should be seen as a whole. In that regard, it is almost impossible to handle the concept of change as independent parts.

c) Learning Orientation: The planning process in organizations is essentially a part of institutional learning to adapt to the constantly changing environment and to expand their businesses Senge, 1994: 11). This type of orientation is concerned with the development of new individual skills of the members of the organization by strengthening their awareness, emphasizing the importance of organizational learning, and developing the climate for implementing these skills. The learning orientation forms the basis for the formation of an organizational culture that can ultimately lead to organizational learning. With the development of the learning orientation, the members of the organization in the form of 'thinking literacy' may develop the ability to think, reason, and spread knowledge.

d) Organizational orientation: The formation of an organizational memory depends completely on the mechanism created in that organization. Learning takes place with the accumulation or memory of the knowledge and experience gained in the past (Senge, 1994: 312)**.** It is an orientation to establish an accessible, communicable knowledge base in the organization and to develop an organizational culture related to it. Thus, knowledge can be used to learn and develop new ways of learning. Memory orientation has features that can lead to the improvement of the learners achieved by members of the organization by correcting certain skill paths in time.

Organizational Performance: Success is a constant and versatile mechanism including managers and others they employ working as collaborators within a system that maps out how best they will function some as the produce desired results (Armstrong, 2010). Output in the outcome of the activities involves the actual results of the project management process. The strategic methodology is supported by its ability to improve the efficiency of the organization (Wheelen & Hunger, 2010). Organizational success involves an organization's actual output or outcomes, as calculated against its expected outputs (or objectives and targets). Organizational success covers three specific areas of company results, according to Richard et al. (2009): financial performance (profits, return on income, return on investment), commodity market performance (sales, market share) and shareholder return (total shareholder gain, increased economic value). Therefore this thesis aimed the question to answer what is the relationship between strategic approaches in Mogadishu Somalia and the success of telecommunications companies. They claimed that organizational success as a term in modern management has suffered in many areas from problems of conceptual clarification. The first was the description area whereas the second was the calculation area. Success on the word has sometimes been associated with profitability. According to Ricardo (2001), efficiency and profitability varied. Productivity was a measure that represented the quantity of research completed over a specified period. Quality was a wider measure of efficiency, price, performance, and other influences. Productivity metrics are usually taken into consideration in the result-oriented assessment. In English, the term "performance" is derived from "to perform" which means "doing work, achieving a mission, or realizing a given activity. It is a reflection of the organization's ability and aptitude to realize its goals (Eccles, 1991). OP is the ability of the organization to achieve its long-term goals (Robins & Wiersema, 1995). OP is that which exceeds the normal average performance, besides being a part of a series of excellent performance (Privett, 1983).

Data analysis and scales: The data obtained from the internet via the questionnaire were analyzed using SPSS 19.0program. The analyzes applied for their search were interpreted to reach the desired purpose. Some results have been reached with statistics suitable for their search purposes. With the questionnaire form, demographic information of the participants was obtained and the judgments of the scales were asked to be evaluated. Thanks to the data obtained, the table of demographic data, the Organizational Learning Scale and Financial and Market Performance of Business Scale, and statistical evaluation tables of their judgments were compiled. Scale dimensions were determined by applying factor analysis to the scales respectively. These dimensions are used in the further analysis as a reduced version of judgments. Reliability analysis was applied to the scales and the obtained dimensions to test whether they were suitable for research.

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It is concluded that there liability obtained from the scales and dimensions is high. After this step, correlation and regression analysis and the relationship and effect values between dimensions were calculated. Hypotheses were tested by determining which dimensions affect each other and to what extent they affect each other. Hypothesis results are interpreted.

III. RESULTS

As the increasing importance of “human” in organizations and many other human resources practices are closely related to the success of the organization, measuring performance has gained great importance. Performance evaluation is made up of special sections for almost all personnel, regardless of which department is working in the organization. The Performance Management System is closely related to all issues in Human Resources. It gives an opportunity to evaluate performance in a systematic and realistic manner. It also benefits in tracking in terms of programming, planning, control, feedback, guidance and development. PMS provides important data for the decision making process of managers in determining and planning the training needs of employees. Vision, mission statements to be able to implement the Performance Management System most effectively according to the company structure, to make strategic goals and business analysis. Each strategy to reach the company's future goals shows significant strengths and weaknesses of the company, while making significant progress in determining the steps needed to achieve this goal. They present opportunities, strengths, competition and threats for the company. These actions effect the company's ability to remain in the market.

Historically, organizational learning has emerged as one of the most promising concepts in strategic management since the late 1980s. "The ability to learn faster than your competitors may be the only sustainable competitive advantage," says a leading researcher in organizational learning. Thus, technological developments, financial globalization, ever-increasing competition and innovation, to find new ways to improve world performances. Increasing a firm's performance requires multiple features to be embedded in one firm already. By focusing on just one or more features business, this increases the chances of making the firm or business less competitive. In order to stand out from other businesses or companies in a competitive business environment, companies must produce creative ideas, produce ingenious products, and remain open to keep up with technological and technological developments and at the same time to give equal importance to education in new innovations performance. Therefore, good strategies such as organization learning are the long-term super normal profit of businesses. Jones (2000) emphasizes the importance of organizational learning for organizational performance as a process where managers define their skills to better understand the organizational members' abilities and accept increasing decisions to manage an organization and its environment Continuous organizational performance. In addition, Škerlavaj et al (2007) established a statistically significant link between Organizational Learning culture on Organizational Performance.

IV. CONCLUSION

Since the increasing importance of "people" in organizations and many other human resource practices are closely related to the success of the organization, performance measurement has become very important. Performance evaluation consists of special sections for almost all employees, regardless of the department that works in the organization. The performance management system is closely related to all personnel problems. It offers the opportunity to systematically and realistically evaluate performance. It also benefits from monitoring in terms of planning, planning, monitoring, feedback, guidance, and development. PMS provides important data for managers to make decisions when determining and planning the training needs of employees. Vision, guiding principles for more effective implementation of the performance management system according to the structure of the company, Create strategic objectives and business analysis. Each strategy to achieve future business goals highlights the company's strengths and weaknesses and makes significant progress in determining the steps necessary to achieve that goal. They offer opportunities, strengths, competition, and threats to the company. These measures affect the company's ability to remain in the market. Correct evaluation and reward of employees based on the motivation of their performance has a positive effect on motivation. Highly motivated employees strive to achieve their individual and business goals. An overall result can be achieved with an active performance management system that helps employees achieve their goals by providing feedback, satisfying, and motivating evaluation results. Organizational learning has become one of the most promising concepts in strategic management since the late 1980s. "The ability to learn faster than your competitors can be the only lasting competitive advantage," says one researcher for a leader in organizational learning. Increase in technological developments, financial globalization, competition, and innovation,

Find new ways to improve overall performance. To increase the performance of a company, several functions have to be integrated into one company. Focusing on one or more characteristics of the company increases the likelihood that the company or the company will become less competitive. In order to stand out from other companies or companies in a highly competitive business environment, companies must develop creative ideas and innovative products and remain open. Observe technological and technological progress and at the same time attach the same importance to training in new innovations Performance.

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Good strategies such as organizational learning are therefore long-term gains that are above average for companies. Jones (2000) emphasizes the importance of organizational learning for organizational performance as a process in which managers define their skills to better understand the skills of the members of the organization and to accept growing decisions about the management of a company organization and its organization Surroundings Continuous organizational performance. In addition, Škerlavaj et al. (2007) established a statistically significant connection between the culture of organizational learning and organizational performance.

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