

Strategic Learning and its Impact on Human Resource Management Practices: Analytical research in the Directorate of Training and Rehabilitation of the Ministry of the Interior

Ahmed Naji Adhab ¹

Asst. Prof. Dr. Nisreen Jasim Mohammed
Fhn7785@gmail.com

Article History: Received: 11 January 2021; Revised: 12 February 2021; Accepted: 27 March 2021; Published online: 16 May 2021

Abstract

This research test the performance test of the strategic application in human resource practices and the identification of exercise in exercise practice, psychology, strategic training, training, training, research plans, descriptive and analytical approach, and to achieve the research objective. Shown here is a set of songs, actresses, statistical, programs (SMART PLS V.3.3-SPSS V.24-). Excel) for data analysis, data simplification, data simplification, standard deviation, arithmetic mean, correlation coefficient, simple regression model). Among the most important findings of the research, the Directorate has invested strategic learning in human resource practices well in directing knowledge, initiating knowledge, interpreting it and teaching it that begins to improve it directly, and the research concluded with a group of the most important of which is the interest in additional interest in human resource management practices in directing strategic learning in its dimensions in [improving it](#)

Key words: strategic learning, human resource management practice, organization, performance.

1. Introduction

The strategic learning of organizations has become processes and activities that pass through foundations and dimensions represented in generating strategic knowledge, disseminating strategic knowledge, interpreting strategic knowledge and implementing strategic knowledge, to be complemented by human resource management practices that work to change the thinking and style of individuals in light of the needs of the organizations to which they belong in light of actual needs and problems The importance of the current study came as it dealt with an important security organization in the Ministry of Interior represented by the Training and Rehabilitation Directorate, as it is considered the most effective and important in developing the skills, capabilities and knowledge of the internal security forces men. Humanity) and their importance and the influence of one on the other, in order to prepare an operational mix and subject them to serve the objectives of the Directorate, and in order to achieve the objectives of the current research and its interests and to be familiar with its theoretical intellectual aspects, by examining the most prominent findings of modern administrative thought. The first is the research methodology and some previous studies, while the topic was devoted. The second is for the theoretical side of the research, while the third topic included the practical side, while the fourth topic dealt with conclusions and recommendations that will contribute to improving the directorate's strategic learning through human resource management practices.

2. Literature Review

Firstly: Strategic Learning

1. **The concept of strategic learning:** (Voronov, 2008: 196) distinguishes between organizational learning and learning strategic as seen organizational learning as a process has been deployed in the service of current strategies to learn organization competencies and skills required to achieve the strategy identified, while learning strategic according to him takes another direction through rework and generate new strategies, where learning is a strategic combination of organizational learning strategy and knowledge is to take advantage of them to adjust the strategy of the organization, description (Kuwada, 1998: 719) strategic learning that he learned the organizers he can improve the Organization's strategic capacity and change the basic assumptions that form the continuous generation process Which determines the design mechanism of strategic behavior. Both Clarke & Clegg (2000: 62) see the trend of new management models increasingly towards linking the characteristic of strategic learning with high performance in an increasingly complex and changing world. set precedence for the areas of learning based on the strategic assumptions of the process, as it is located on organizations wishing to enhance the learning ability of the strategic understanding of the position, we shall take into account the study carefully and design of its own, as can learning processes Alastregi that directs the acquisition of knowledge that raises the organization level set up for the work of a strategic Future, strategic learning represents the ability that enables senior management to continuously integrate experience and knowledge at the organization level in strategies for the purpose of overcoming increasing ambiguities, (Moon & Lee, 2015: 629).

2 - Characteristics of Strategic Learning

A- Autonomy to achieve strategic learning: The units of the organization must have autonomy that makes them able to think and act freely through the availability of freedom in setting means, goals and standards, and freedom within the scope of the current strategy, (719 - 736 kuwada, 1998,)

B - Strategic knowledge extraction: This process is characterized by providing important information entrusted to experts in order to interpret and verify its validity, and it also embodies the organizational ability to raise the level of information technology in the efforts to extract it and integrate it with the processes of generating and storing, and transferring new unpublished strategic knowledge across the multiple levels of the organization (Thomas, 2001, 330-345).

3 .Dimensions of Strategic Learning

A- Strategic knowledge generation:

(Gupta & Bose, 2018: 3) defined strategic knowledge generation as an exploratory process that enables human resources in the organization to collect strategic information from their environment in order to expand the scope of their current knowledge. Making the organization more capable of perceiving and anticipating external change and developing the knowledge base necessary to bring about strategic changes (Ben-Menahem et al., 2013: 216).

B- Dissemination of strategic knowledge:

He (Ishikawa and Naka, 2007: 9) referred to the dissemination of strategic knowledge represented by the passage of knowledge and its circulation between individuals and groups in the organization, as knowledge is described as being there that increases when it is used and shared, and through the exchange of ideas, skills and experiences they grow and grow, so the organizations seek to increase participation. (Hamdan, 2020: 219), and (Jerez-Gómez et al, 2005: 715) stated that the dissemination of strategic knowledge is a process of social exchange that refers to the sharing of strategic knowledge through interactions within and between organizational units in order to ensure learning and the penetration of new ideas into the organization.

C. Interpretation of strategic knowledge:

Interpretation of strategic knowledge allows organizations to identify the parts of strategic meaning and take collective actions that affect the organization's strategy and performance (Tippins and Sohi 2003: 745), as well as the ability of the organization to develop a common interpretation of knowledge on how human resources behave and how the organization is performing.

D. Implement strategic knowledge:

(Farzin, et al. 2014: 595) indicated that the implementation of strategic knowledge is an act that requires the creation of processes or activities that enable the organization to be in the best case through the creation, storage and use of knowledge in order to reach future goals in a positive and constructive manner, as the application of knowledge is simply Embrace available knowledge and make good use of it by making decisions and innovations based on available knowledge

Secondly: Human Resource Management Practices

1- The concept of human resource management practices

Human resource management practices lead to an appropriate climate for increasing human capital assets, innovation and creativity, mechanisms of administrative empowerment, methods of material and moral motivation, and human resource management practices are the basis for performance that enables the organization to make positive change and achieve a qualitative leap in its various fields (Elizabeth, et al. , 2017: 103 & Pelin, 2016: 463).

2- The importance of human resource management practices

(Çalışkan, 2010: 106) states that strategic human resource management practices can achieve a number of advantages for the organization, which are contributing to the achievement of the goal and the survival of the organization, supporting and implementing the business strategies of the organization successfully, creating and maintaining a competitive advantage for the organization, improving responsiveness and innovation For the organization, increasing the number of possible strategic options available to the organization, participating in strategic planning and influencing the strategic direction of the organization, improving cooperation between human resources management and executives.

3- Dimensions of human resource management practices

A- Employment: the recruitment process is a logical extension of the practice of human resources planning, and a tool through which individuals can be attracted and make a comparison between them and who meet the conditions necessary to perform the work and assume responsibility, as the requirements of each job should be precisely defined, in addition to that, the greater the number of job applicants, the more The opportunity is greater in selecting and hiring the best candidates.

The recruitment process includes three components (recruitment, selection, and recruitment). As these operations are integrated and harmonious among themselves and are considered an integrated and harmonious chain, as the success of any operation is linked to the success of the rest of the previous and subsequent processes, the appropriate selection is related to the appropriate recruitment of human resources that meet the specifications and basic qualifications to fill the specific jobs, (Bernard, 2016: 44).

B - Training and development

The practice of human resources training has become an important place in contemporary organizations because of its impact on the development of human resource behaviors. Training programs are now planned and considered as a way to overcome the challenges facing organizations in the work environment, solve problems, develop creative thinking and develop leadership (Rahman, 2014: 28). (Dessler, 2011: 292) indicated that it is the process by which new or existing employees are provided with the knowledge and skills necessary to perform their jobs, and training is defined as the intended effort with the appropriate plan that the organization undertakes to facilitate the continuation of human resources learning of skills and competencies in relation to their current work. The Future (Elmuzzamil, 28: 2017).

C- Motivation

Motivation is defined as a return obtained by the human resources in the organization for their excellence in their performance, and organizations use it to achieve their specific goals and objectives (Ayanda & Sani 2011: 11), and maintaining an effective motivation system and linking it to performance contributes to enhancing the performance of the organization. Therefore, rewards, incentives and benefits must be offered to employees to motivate them to perform better (Jouda et al., 2016: 1083).

D- Performance evaluation

The practice of performance evaluation is essential to the success of organizations, through which the organization can measure the effectiveness of its various policies of attracting, selecting, training and planning human resources, and the organization and human resource through it can identify strengths and maximize them and identify weaknesses to address them (Manoharan, et al. , 2012: 448).

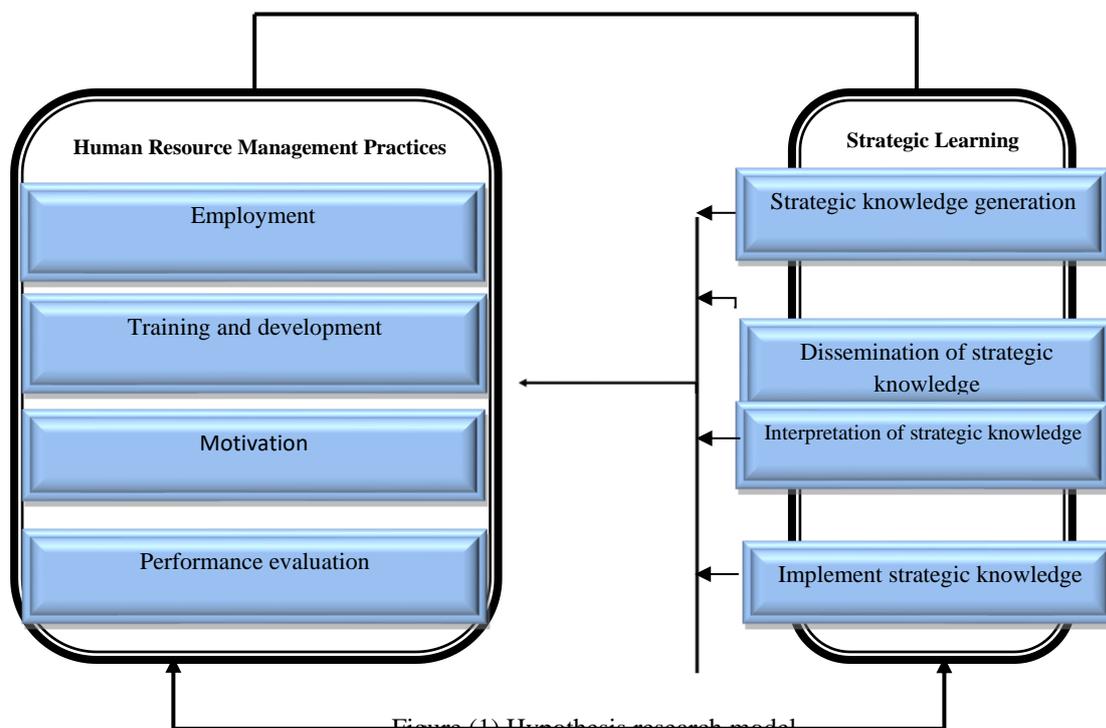


Figure (1) Hypothesis research model

Source: Prepared by the researcher

3. Practical Side

First: Presentation, analysis and diagnosis of strategic learning

It is evident from the results of Table (1) that the independent variable of strategic learning, as an independent variable, has an arithmetic mean (3.85) available, and is exercised with relative interest (77%) average in the dynamic capabilities of the Training and Rehabilitation Directorate, which includes an integrated series of cognitive processes aimed at generating and disseminating , interpretation, and implementation of strategic knowledge between employees of the Directorate and other directorates affiliated with the Ministry of Interior, so that the dimension as a result of these practices in general obtains a standard deviation (0.637), and a relative coefficient of difference indicating agreement and homogeneity about the availability and practice of strategic learning in the Directorate.

Table (1) Presentation, analysis and discussion of strategic learning (n = 60)

coefficient of %variation	Relative %importance	standard deviation	Arithmetic mean	Items	NO
18.9	81	0.768	4.05	The Directorate seeks to collect strategic information in a proactive and continuous manner to identify strategic needs in the performance of its tasks.	q1
18.3	81.2	0.746	4.06	The directorate aims to generate strategic knowledge by developing its capabilities to enable it to develop its new plans	q2
21.7	79.4	0.862	3.97	Loading the Directorate to adopt new ideas that go beyond its expertise in modern technology	q3
18.5	80.4	0.747	4.02	The directorate aims to generate new strategic knowledge and to contribute to the development of new programs	q4
	15.7	80.4	0.633	4.02	Generating strategic knowledge
20	78.4	0.787	3.92	The directorate works to promote a culture of sharing necessary information	q5
27.8	71.6	0.996	3.58	The Directorate provides job information for all its employees objectively and transparently	q6
25.7	78	1.003	3.90	The directors of the various departments in the directorate meet regularly to discuss all issues of long-term importance to their employees	q7
24	77.2	0.929	3.86	Information of necessary importance is exchanged between the different departments in the directorate	q8
23.3	81	0.946	4.05	The information is circulated to the departments and	q9

				individuals on the core issues of .the Directorate	
	18.1	77.2	0.702	3.86	Distribution strategic knowledge
24.2	74.4	0.903	3.72	Managers deliberate the expected effects of information .about a manager's future jobs	q10
25	74	0.926	3.70	Directorate employees understand each other's views on .any new information	q11
21.8	76.4	0.833	3.82	Departments and departments of the Directorate are preparing not to review various issues .when new information appears	q12
25.6	71	0.909	3.55	The Directorate has a specialized unit to analyze information and circulate it to all .departments	q13
27.3	72.6	0.991	3.63	The Directorate is keen on evaluating the methods used in interpreting new information regarding external environmental .factors	q14
	18.8	73.6	0.695	3.68	Interpreting strategic knowledge
21.7	77.6	0.845	3.88	The directorate uses the information it has gained to .improve its services	q15
25.5	76	0.970	3.80	Changes are made to the directorate's systems and work procedures in light of new .environmental information	q16
23.3	77	0.898	3.85	The directorate invests new information in developing and .adjusting its strategies	q17
23	75.4	0.870	3.77	The Directorate adopts the proposals submitted by its departments and organizational units on making use of the observed environmental .information	q18
	20.6	76.4	0.789	3.82	Implementation of strategic knowledge
	16.5	77	0.637	3.85	strategic Learning

Second: Description and diagnosis of human resource management practices:

Human resource management practices obtained an arithmetic mean (3.55) available, and they are practiced with relative interest (71%) average, and with a relative difference coefficient (19.3%), and a standard deviation (0.685) to indicate the sample's agreement and the homogeneity of its opinions and convergence about resorting to a set of activities, tasks and decisions And developing future plans related to employees, with the aim of building a qualified and effective human resource that can fulfill the requirements of the directorate and the ministry's strategy. As for the four dimensions in which they were measured, the preliminary statistical analysis of the data has arranged them according to the coefficient of relative difference from the least difference to the most different.

Table (2) Analysis and Discussion of Human Resource Management Practices (n = 60)

Coefficient of variation %	Items			No	
25.4	73.4	0.932	3.67	The directorate is keen to select job applicants with diverse skills to ensure that the diverse work is performed seriously and efficiently	q19
28	70	0.982	3.50	The decision to appoint new applicants is يتخذ free from favoritism, mediation and bias	q20
26.8	71.6	0.961	3.58	Applicants, when appointed to the directorate, are subject to unified professional standards	q21
29.4	69	1.015	3.45	Appointments depend on the characteristics of the applicant, as the best of them are selected	q22
20	80	0.802	4.00	The Directorate shall adopt a unified system approved by the Ministry upon appointment	q23
19.2	72.8	0.702	3.64	Employment	
27.6	73.6	1.016	3.68	The directorate's employees are trained to perform multiple functions in it according to the required tasks	q24
20.9	79.6	0.833	3.98	The Directorate is interested in training its employees, whether inside or outside it, if the need arises	q25
23.3	77	0.898	3.85	The Directorate has short and long-term plans to train all its employees	q26
20.7	77.6	0.804	3.88	The Directorate encourages upgrading the capabilities and skills of its employees	q27
24.1	76.6	0.923	3.83	The Directorate encourages upgrading the capabilities and skills of its employees	q28
19.4	77	0.748	3.85	التدريب والتطوير	
42.4	60.4	1.282	3.02	The directorate grants flexible and variable incentives and rewards according to the performance of its employees for the tasks assigned to them	q29
37.5	64.4	1.208	3.22	The Directorate pays salaries to its employees based on the value of the job each of them performs	q30
39.6	59.4	1.178	2.97	The directorate's employees and management shall jointly determine the rewards and incentives that are paid to them	q31
37.8	62.4	1.180	3.12	The directorate is committed to a system of grants, incentives and rewards according to the quality of the work provided	q32
35.7	64.6	1.155	3.23	Granting moral and material incentives is part of the directorate's strategy	q33
32.9	62.2	1.025	3.11	Motivation	
27.5	68.6	0.945	3.43	The directorate adopts contemporary approaches in measuring the performance of its employees	q34
25.2	76.4	0.965	3.82	The directorate approves the evaluation results for training and promotion purposes	q35
24.9	70	0.873	3.50	The directorate uses quantifiable results when evaluating performance	q36

23.9	72.4	0.865	3.62	The directorate provides sufficient information regarding the methods and methods of the .performance appraisal system	q37
21.6	71.8	0.778	3.59	Performance evaluation	
<u>19.3</u>	<u>71</u>	<u>0.685</u>	<u>3.55</u>	<u>human resource management practices</u>	

From the review of the previous two tables (8,9), the researcher finds the availability of strategic learning with an arithmetic mean (3.85), while the arithmetic mean for human resource management practices was (3.55), and despite their availability, strategic learning solved first in terms of availability, which gave it Relative interest (77%) is good, and relative interest (71%) is good for human resource management practices. As for the relative coefficient of variation, the highest for human resource management practices (19.3%) was due to the fact that the standard dimension deviation was (0.685), while the coefficient was The relative difference (16.5%) is a result of the deviation of the standard variable (0.637), which generated agreement on the availability of human resource management practices second, while the first order was for strategic learning, and as shown by the results of Table (18), Thus, the researcher has answered some of the questions of the research problem, concerned with the interest and availability of the two variables of the research and their dimensions.

Table (3) arrange the variables according to the relative coefficient of variation

Sequence	Relative importance%	Coefficient of variation%	standard deviation	Arithmetic mean	Variables
First	77	16.5	0.637	3.85	Strategic Learning
Second	71	19.3	0.685	3.55	Human Resource Management Practices

First: Analyzing the correlation between strategic learning and human resource management practices:

To test the first main hypothesis, which is directed at verifying the correlation relationship between the two variables of the research, it was as follows (strategic learning and its dimensions are linked with human resource management practices and their dimensions are significantly related).

Test the first main hypothesis: strategic learning and its dimensions are linked with human resource management practices and their dimensions are morally related.

It is evident to the researcher from the results of Table (4) that there is a strong positive correlation positive for strategic learning with human resource management practices and their dimensions and with a percentage (100%) of strong positive relationships. The strongest of these relationships were with human resource management practices as a whole (0.735 **), and with training and development (0.691**), with motivation (0.646**), with performance evaluation (0.569**), and with employment (0.560**), and all these relationships are at the significance level (0.000) and with the calculated T value (8.257-4.338). It exceeds its scheduled value (2.326) at the level of significance (0.01), which indicates any increased interest by the Training and Rehabilitation Directorate at the Ministry of Interior for strategic learning, as it will automatically take care of human resource management practices and their dimensions as far as the correlation coefficient between them and vice versa. From all of the above, accept the first main hypothesis of the research (Strategic learning is linked with human resource management practices and their dimensions are morally related).

Testing and analyzing the impact hypotheses of the main research variables (strategic learning, human resource management practices) in the Directorate of Training and Qualification of the Ministry of Interior
Verification of the second main hypothesis:

An effect of (strategic learning) was found in (human resource management practices) overall, its value was ($\beta = 0.735$), at the level of significance ($\text{sig} = 0.000$), which is less than (0.01), and with the calculated value of (T) (8.257), while the percentage of its impact was (73.5%) in human resource management practices in general and it is considered a strong influence, while the value of the constant was (0.502), that is, when the value of the marginal slope is zero, or the value of strategic learning is equal to zero, the value of the human resource

management practices in the directorate is equal to the value of the constant (0.502), as shown in the results of Table (21). While strategic learning explained (54%) of the changes that occur in human resource management practices in general, The remaining percentage of the model (46%) is attributed to other variables that were not included in the tested research model, while the calculated (F) value was (68.174) for the model, which is greater than its tabular value (5.410), at the significance level (0.01) and from all of the above The second main hypothesis is accepted (strategic learning has a significant effect on human resource management practices), while the estimated equation of the model was:

$$\text{HRM practices (Y)} = 0.502 + 0.735 * (\text{strategic learning})$$

Table (4) The impact of strategic learning and its dimensions on human resource management practices (n = 60)

F	Tβ	Sig	R ²	βs	α	Independent variable
70.898	8.420	0.000	0.550	0.742	0.318	Strategic knowledge generation
52.921	7.275	0.000	0.477	0.691	0.940	Dissemination of strategic knowledge
40.796	6.387	0.000	0.413	0.643	1.212	Interpretation of strategic knowledge
32.192	5.674	0.000	0.357	0.597	1.562	Implement strategic knowledge
68.174	8.257	0.000	0.540	0.735	0.502	Strategic Learning

Source: SPSS V.26 outputs

Test the third main hypothesis:

The researcher directed to test the third main hypothesis (the combined dimensions of strategic learning have a significant impact on human resource management practices):

And to identify the impact of the four dimensions of strategic learning (generation of strategic knowledge, dissemination of strategic knowledge, interpretation of strategic knowledge, implementation of strategic knowledge) on human resource management practices, and through the use of (SPSS V.26) and the (Enter) method, from the results of Table (6) , it becomes clear that:

The value of the correlation coefficient was (0.772 **), positive, positive, directly at the level of significance (0.000), while the value of the coefficient of determination was (0.595), while the value of the modified coefficient of determination was (0.566), indicating that the combined dimensions were able to interpret a ratio of (56.6) .% Of the changes that occur to human resources management practices in the Training and Rehabilitation Directorate, which is an acceptable and strong model, with a value of (F) calculated for the form (20.229). At the level of significance (0.000), which is more than its tabular value (5.41) at the level of significance (0.01).

As for the effect of the dimensions, the generation of strategic knowledge appeared to be effective separately in the model, with the value of the marginal slope (0.488) at the level of significance (0.001), and the value (T = 3.548), while the dissemination, interpretation, and implementation of strategic knowledge had no effect on The model, as for the estimated equation for the model, was as follows:

$$\text{Human resource management practices} = 0.132 + 0.488 * (\text{strategic knowledge generation})$$

Table (5) The effect of the combined dimensions of strategic learning on human resource management practices as a whole (n = 60)

Human Resource Management Practices									Independent variable Strategic knowledge generation
r	Tα	F	Tβ	Sig	AR ₂	R ²	β	A	
0.772	0.343	20.229	3.548	0.000	0.566	0.595	.488	0.132	Dissemination of strategic knowledge
			1.481				.236		Interpretation of strategic knowledge

			0.6 95				.12 6		Implement strategic knowledge
			- 0.124				- .021		Strategic Learning

Source: (SPSS V.26) output.

4. Conclusions

The study resulted in the directorate resorting to generating strategic knowledge to develop its capabilities and dissemination of strategic knowledge and dissemination of information to departments and individuals on various core issues. On its ability to implement strategic knowledge and invest new information in developing and modifying its strategies, as well as adopting the proposals submitted by its departments and organizational units to benefit from the monitored environmental information and to improve its strategic learning level.

5. Recommendations

The directorate should take care of its qualified and skilled employees and attract the best of them in locations that require development and creativity without regard to gender, and support the work force with those with higher degrees and give them experience through knowledge sharing with its members who have experience in the field of work. In the Ministry of the Interior, to generate strategic knowledge and to enhance its strategic learning by adopting new ideas and diversifying experiences on modern information technology, the Directorate should also spread strategic knowledge in a way that improves its capacity for strategic learning. The directorate should pay extra attention to the interpretation of strategic knowledge in a way that contributes to improving the level of strategic learning. Finally, the Training and Rehabilitation Directorate at the Ministry of Interior should pay attention to implementing strategic knowledge and in a way that increases its strategic learning level.

References

1. Ayanda, O. J., & Sani, A. D. (2011), An evaluation of Strategic Human Resource Management (SHRM) practices in Nigerian Universities, the impact of ownership type and age, *European Journal of Economics, Finance and Administrative Sciences*, 32,7,pp: 7-25.
2. Ben-Menahem, S., Kwee, Z., Volberda, H., Van Den Bosch, F., (2013). Strategic renewal over time: the enabling role of potential absorptive capacity in aligning internal and external rates of change. *Long Range Planning* 46, 216–235
3. Bernard Martory; Daniel Crozet; Bruno Solnik, *Gestion des ressources humaines: Pilotage social et performances*, 9ème édition, Dunod, Paris, 2016, p. 44.
4. Çalışkan, E. N. (2010) , The impact of strategic human resource management on organizational performance. *Journal of Naval science and engineering* , Vol.6 No.2, 100-116 .
5. Clarke, T & Clegg, S (2000), "Changing paradigms: the transformation of management knowledge for the 21st century", London, Harper Collins Business.
6. Dessler Cary (2011) . *Human Resource Management* ", 12th ed , prantice Hall , New Jersey
7. Elmuzzamil, M.M.E. (2017), Role Of Human Resource Management on Attaining The Goals of Construction Projects in Sudan, A thesis Master in Construction Management, College of Graduate Studies, udan University of Science and Technology.
8. Farzin, Mohammad Reza, et al. "A survey of critical success factors for strategic knowledge implementation: Applications for Service Sector." *Procedia-Social and Behavioral Sciences* 109 (2014): 595-599.
9. Gerdes, L., Kristine R. and Barbara A. (2014). "Assessing the Abu Sayyaf Group's Strategic and Learning Capacities." *Studies in Conflict & Terrorism*.
10. Giniuniene, J., & Jurksiene, L., (2015), "Dynamic Capabilities, Innovation and Organizational Learning: Interrelations and Impact on Firm Performance", *Procedia - Social and Behavioral Sciences*.
11. Guijt, I. (2010). Accountability and Learning. In J. Ubels, N-A. Acquaye Gaddoo, & A. Fowler, (Eds.), *Capacity development in practice*. London, UK: Earth Scan.
12. Gupta ,G. & Bose ,I. (2018) ,"Strategic learning for digital market pioneering: Examining the transformation of Wishberry's crowdfunding model", *Technological Forecasting & Social Change*, Vol.(146) ,pp. 865-876.
13. Hamdan, C. (2020). Factors Affecting the Development of Knowledge Management and its Impact on Business Organizations. Jinan University, chaza.
14. Henderson et al, (2015). Understanding "Strategic Learning": Linking Organizational Learning, Knowledge Management, and Sense Making. Maryland, USA

15. Henderson, J., Watts, S., and Thomas, J. (1998), "Creating and Explaining Knowledge for Fast Cycle Organization Response", S Stamford.
16. Hitt, Michael A, Duane, R. and Robert E. Haskisson, (2009), " Strategic Management Concept: Competitiveness and Globalization", 8th Edition, South-Western, Cengage Learning, Mason, USA.
17. Idris & AL-Rubaie (2013). Examining the Impact of Strategic Learning on Strategic Agility. Jinan University: The Hashemite Kingdom of Jordan
18. Ishikawa, A. and Naka, I. (2007). Knowledge Management and Risk Strategies, River Edge, NJ, USA: World Scientific. Jerez-Gomez, P., Cespedes-Lorente, J., Valle-Cabrera, R., (2005). Organizational learning capability: a proposal of measurement. Journal of Business Research 58, 715–725.
19. Islam, M., Ahmed, S., Hasan, I., and Ahmed, S.V. (2011), Organizational
20. John, S. (2009)," Strategic Learning and Leading Change " , First Edition, Oxford, UK.
21. Jouda, A. A., Ahmad, U. N. U., & Dahleez, K. A. (2016),The Impact of Human Resource Management Practices on Employees Performance, The Case of Islamic University of Gaza in Palestine. International Review of Management and Marketing, 6(4),pp: 1080-1088.
22. Keh, H., Nguyen, T., Ng, H. (2007). The Effects of Entrepreneurial Orientation and Marketing Information on the Performance of SMEs. 5365
23. Kuabara, P. & Takahashi, A. (2017), "Organizational Learning, Practices of Diversity, and Ceremonialism: A Study Proposal in the Multinationals Context", Revista de Administração Mackenzie.
24. Manoharan .T& Muralidharan .C& Deshmukh S" A composite model for employees' performance appraisal and improvement ",(2012)•European Journal of Training and Development, V 36 •N .4.
25. McShane, S. & Glinow, M. (2008), "Organizational behavior", Fourth Edition, New York: McGraw-Hill Irwin.
26. Mertins, K., Heisig, P. & Vorbeck, J. ,(2000), " Knowledge Management Best Practice In Europe", Berlin Heidelberg New York, Spinger- Verlage, Ist.Ed.
27. Moon, H. & Lee, C. (2015), "Strategic learning capability: through the lens of environmental jolts", European Journal of Training and Development, Vol.39, Iss.7.
28. Nonaka, I. and Hirotaka T. (1995). "The Knowledge-Creating." New York.
29. Pangil, F. & Khandakar, M. (2019). Relationship between Human Resource management practices and Informal Workplace Learning: An Empirical
30. Pelin ,V. (2016). Strategic Approach to Human Resources Management During Crisis .Social and Behavioral Sciences, V.235, 24 Nov. : 463-472.
31. Pierre Bach, Le management de Projets de formation en entreprise: administration et organisation, 1ère édition, Editions de Boeck université, Bruxelles, (2007), p. 137.
32. Rahman, H. (2014),Traning and job satisfaction for organizatinal effectiveness, A case study from the banking sector, Central European Business Review, 3.(1)
33. Siren, Charlotta A., (2012), "Unmasking the capability of strategic learning: a validation study", The Learning Organization, Vol.19, No.6.
34. Tippins MJ, Sohi RS. (2003). IT competency and fi rm performance: is organizational learning a missing link? Strategic Management Journal 24(8): 745–761 Widodo, R. (2015)," Strategic Knowledge with Strategic Alliance Based to Achieve a Sustainable Competitive Advantage", Journal of Economic Cooperation and Development,Vol.(36), No.(2) .
35. Uotila, J.; Maula, M.; Keil, T.& Zahra, S.,(2009)," Exploration, exploitation, and financial performance: analysis of S&P 500c Cooperation and Development,Vol.(36), No.(2) .