

THE RELATIONSHIP BETWEEN ORGANIZATIONAL LEARNING AND INNOVATION IN THE ENTERPRISE INSURANCE IRAN GUILAN PROVINCE

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Abstract: Innovation can be a factor of dynamism and an element that is effective in improving the financial performance of organizations, granted. Due to the acceleration of technological change and global competition, the ability of insurance companies to develop and offer new services have a crucial bearing on the industry's long-term performance and remain competitive in the global sphere as one of the country's vision implementation of such a thing make it necessary. On the other hand, the biggest competitive advantage in the new business paradigm is learning. This means that organizations are more successful sooner, faster and better than your competitors to learn and try to learn as a competitive advantage to their work. Thus, descriptive study aims to examine the relationship between organizational learning and innovation among 130 experts of Iran's Gilan Province's insurance company. In order to test the hypotheses, descriptive statistical methods have been used to summarize and classify information and statistical inference methods (regression and correlation). The results indicate that there is a significant positive relationship among the components of organizational learning "management commitment, vision systems, open space and experimentation and integration of knowledge" and innovation in the insurance industry, and increasing their efforts cause to innovation in the organization.

Keywords: Innovation, management commitment, vision systems, opens space and experimentation and integration of knowledge

INTRODUCTION

Insurance Iran has a long history, but it isn't like other service sectors in the country it is underdeveloped. The privatization of the insurance industry in Iran that is going to privatization in the future without having a mechanism for creating new designs and global or localized successful projects cannot have necessary efficiency and effectiveness. Each insurance company must create a culture of innovation and creativity and strategy to become an innovative and creative organization in its programs and activities for the implementation of models based on the factors

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affecting innovation as one of the main needs ago to understand and try to find the remedy. With the advancement of knowledge and technology and extensive flow of information and increase competitiveness at the global level and global issues, our today's economy requires organizations to be able to face problems with creative thinking and innovation to deal with problem and to solve them (Johnson and colleagues 2011). Innovative organization is more than a structure, is actually a series of interlocking concepts that create and strengthen the environment for innovation to enable growth. Studies on creating innovative organizations have been developed. Although most of them have a comment or limited because of too much emphasis on a single concept has been criticized, however it is possible that the extraction of a series of concepts that relate to the company's success in innovation (Mvntalvv, 2004). With the development of science and technology and the development of new paradigms such as virtualization or network organizations, business environment and competitive environment full of challenges and has become the new paradigm; survival is difficult for many firms. The biggest competitive advantage in the new business paradigm, is learning.

This means that the organizations are more successful learn which sooner, faster and better than your competitors and try to learn as a competitive advantage to their work. On the other hand, organizations today are so dynamic and turbulent environment to operate the pause and slow enough to be eliminated from the competition. The concept of innovation has great importance because innovation is the only way maintenance, supply and maintains a competitive advantage (Marquardt, 2012). Therefore, this study are discussed the relationship between innovation and organizational learning in insurance companies. Creating innovation and the application of organizational learning is one of the requirements of the insurance companies and can play a role in the survival of the company; therefore this issue has been discussed in this study.

THEORETICAL AND RESEARCH BACKGROUND

Innovation

Systematic Innovation is a purposeful and organized search for change. Drucker (2006) in their definition of innovation focuses on process and innovation process of collecting any new and useful ideas to resolve the issue and he believes that innovation, including the development of ideas adoption and implementation of new ideas in the process of production and services (Louis, 2008), Van Devon in defining the role of the individual and the organization emphasizes innovation and new ideas by people knows that in a context of mutual institutional communicate with each other. (Han 2010)

ORGANIZATIONAL LEARNING

Brian R. (2002) organizational learning process is different set of views for the acquisition, creation and transfer of new knowledge to improve and change in behavior, organizational products. In fact, organizational learning is a series of knowledge, dissemination of knowledge and information, interpretation and improvement of organizational memory refers to consciously or unconsciously lead to positive changes in organizational (Hindi, 2005).

Dimensions of organizational learning

Based on Gomes and et al (2005) organizational learning dimension “management commitment, vision systems, open space and experimentation and integration of knowledge” that we go on to a brief description of them.

1. Management commitment and organizational learning
2. Management must understand the importance of learning and cultural development of the business, creating and transferring knowledge as a fundamental value in the transfer. Management should express clear strategic vision of learning because it is a valuable tool for achieving long-term outcomes (Ahman, 2011).

SYSTEMATIC VISION

Different individuals, sectors and areas of the organization must have a clear view of the organization’s objectives and understand how to develop them. The organization shall be considered as a system that is made of different parts, each with its own function, but work in concert with each other.

OUTDOOR AND SUITABLE FOR TESTING

Creative learning or the learning of the second ringrequires open space and new ideas and points of view within the organization or outside cares. The type of learning to individual students allow for stable renovated, expanded and improved. Open to new ideas that come from within the organization or outside it, it is experimentation for creative learning is an essential aspect because the method for flexible, innovative ways to solve current and future problems using the methods and procedures different (Elsie, 2004).

TRANSFER AND INTEGRATION OF KNOWLEDGE

Transmission is range of knowledge in the subjects involved, mainly through conversation and interaction between people is created. In other words, through communication, dialogue and negotiation, the transfer process is done.

Relationship between Organizational Learning and Innovation

In the literature on the relationship between innovation and the learning organization is not mentioned explicitly, but that research also like Agrl and colleagues (2002) have considered learning a prerequisite for innovation. On the other hand, in some articles, the relationship between organizational capabilities and technology capabilities in the innovation process has been addressed implicitly.

According to Mvntalvv handlers innovations include: the ability of an organization that has to conduct change, technological capabilities (hardware) and the technological opportunities that the market is (Mvntalvv, 2004), one of the main organizational capabilities which enables organizations to manage growth and change, is the ability to learn.

CONCEPTUAL FRAMEWORK

In this study, based on Gomes, 2005, the organizational variable was considered as independent variable innovation and organizational learning as a dependent variable, the model is as follow.

According to the conceptual model hypotheses are as follows:

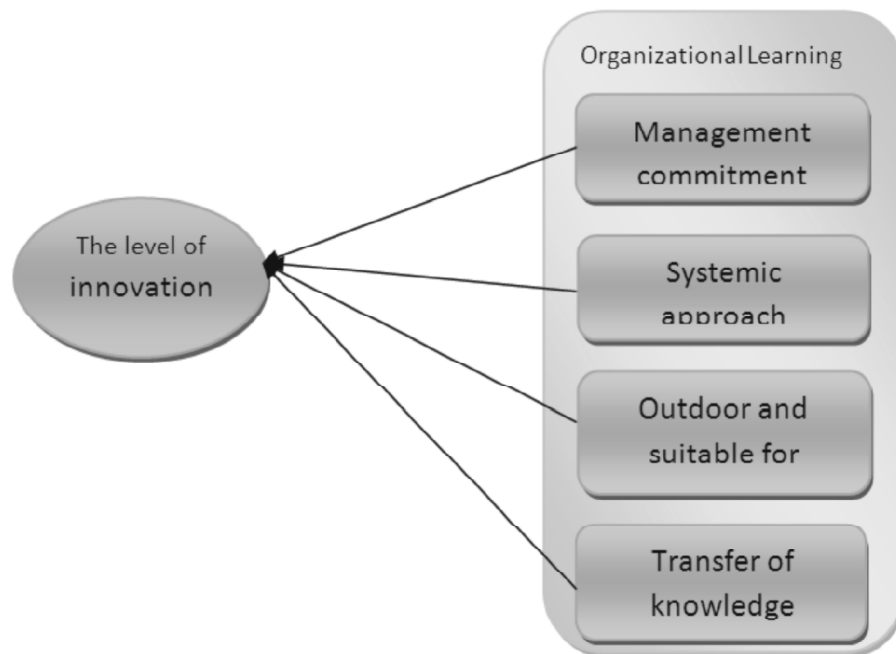


Figure 1: Conceptual Framework (Gomes, 2005)

Main hypothesis

There is a significant relationship between organizational learning and innovation.

Sub-hypotheses

1. There is a significant relationship between Management commitment and level of innovation in an organization.
2. There is a significant relationship between systemic vision and innovation system.
3. There is a significant relationship between Outdooring and right to trial and innovation in an organization.
4. There is a significant relationship between the transfer and integration of knowledge and innovation in organization.

METHODOLOGY

Given that the present study was to investigate the relationship between organizational learning and innovation and applied knowledge is concerned about the quality of the relationship and influence between these two variables develops the target application.

Present research because describe the state of variables and the effect of their relationship, is a descriptive study and because using correlation analysis, regression analysis concurrency relationships among variables, will test the correlation type.

Population and Sampling

The study sample all the employees and representatives of insurance offices in the province of Gilan, including 130 employees and 250 representatives of insurance is insurance offices on the basis of the limited sample size of 130 was calculated.

Measuring Instruments and Statistical Techniques

In this study, data were collected for analysis of 2 questionnaires resident of Ramadan (2011) used a questionnaire consisted of 15 organizational learning and organizational innovation questionnaire contains 12 questions. Distribution is questions as the following table:

Table 1
Distribution of the Questionnaire

| <i>Component</i> | <i>Dimensions</i> | <i>Number of questions</i> |
|-------------------------|---------------------------------------|----------------------------|
| Organizational learning | Management commitment | 14-13-5-4-1 |
| | Systemic approach | 15-7-6 |
| The level of innovation | Outdoor and suitable for testing | 9-8-3-2 |
| | Transfer and integration of knowledge | 12-11-10 |
| | The level of innovation | 12-1 |

Validity and Reliability Study

In this study, Cronbach's alpha was used to determine the reliability of the test. For this purpose a prototype contains 30 pre-test questionnaire, and then use the data, with Cronbach's alpha reliability coefficient for SPSS statistical software to a questionnaire from the questionnaire and 91% of organizational learning and innovation questionnaire enterprise 86%, respectively.

Findings of research

Demographic research is as below.

Table 2
Demographic Population

| | |
|------------------|--|
| Sex contributors | 2.56 are male 8.43% of females |
| Education level | 8.3% of diploma, bachelor's 7.67 percent, 5.28 percent, MA |
| Job experience | 5.8% under 5 years, 2.49 of 5 to 10 years, 15.4 percent of 10 to 15 years and 26.9 percent 15 years |
| Age | 9.6% between 20 and 30 years old, 5.61% between 30 and 40 years, 9.26 percent between 40 and 50 years, 6.4 of 50 years |

Analytical finding

Table3
Multiple Correlations between Predictor Variables and Criteria

| <i>Hypothesis</i> | <i>Multiple correlation coefficient</i> | <i>Square multiple correlation coefficient</i> | <i>The square of the correlation coefficient corrected</i> |
|--------------------------|---|--|--|
| The main hypothesis | 0.590 | 0.348 | 0.343 |
| The first hypothesis | 0.365 | 0.133 | 0.126 |
| The second hypothesis | 0.300 | 0.90 | 0.083 |
| The third sub-hypothesis | 0.604 | 0.364 | 0.359 |
| The fourth hypothesis | 0.563 | 0.317 | 0.312 |

As seen in the table. The regression results show that:

1. In the main hypothesis of organizational learning could explain component has 34% of the variance criterion (innovation).
2. In the first hypothesis, component of management commitment can explain 13% of the variance criterion (innovation).
3. In the second hypothesis, components, systems perspective can explain 9% of the variance criterion (innovation).
4. In the third sub-hypothesis, and appropriate outdoor component can explain 36% of the variance criterion (innovation) to explain.
5. In the fourth hypothesis components and the integrity of knowledge transfer and innovation can explain 31% of the variance criterion (innovation).

Table 4
Standardized Coefficients Predictor Variables and Hypotheses Criterion

| Hypothesis | Coefficients predictor variables | Non-standard coefficients | | Standardized coefficients | | | Conclusion |
|--------------------------|---------------------------------------|---------------------------|---------------------------|---------------------------|------|-------------------|--------------------|
| | | B | Standard estimation error | Beta | t | Significant level | |
| The main hypothesis | Organizational Learning | 0. 770 | 0. 093 | 0. 59 | 8266 | 0. 000 | Confirm Hypothesis |
| The first hypothesis | Management commitment | 0. 532 | 0. 120 | 0. 365 | 4430 | 0. 000 | Confirm Hypothesis |
| The second hypothesis | Systemic approach | 0. 177 | 0. 050 | 0. 300 | 3561 | 0. 000 | Confirm hypothesis |
| The third sub-hypothesis | Outdoor and appropriate | 0. 376 | 0. 044 | 0. 604 | 8564 | 0. 000 | Confirm hypothesis |
| The fourth hypothesis | Transfer and integration of knowledge | 0. 395 | 0. 051 | 0. 563 | 7711 | 0. 000 | |

As seen in the table. Show that:

1. The main hypothesis of organizational learning component can explain 59% of the variance criterion (innovation).
2. In the first hypothesis, component of management commitment can explain 36 percent variance criterion (innovation) to explain.
3. In the second hypothesis, components of the system have been able to explain 30% of the variance criterion (innovation).

4. The third sub-hypothesis, and appropriate outdoor component can explain 60% of the variance criterion (innovation).
5. The fourth component of the transfer and integration of knowledge hypothesis can explain 56% of the variance criterion (innovation).

CONCLUSIONS AND RECOMMENDATIONS

Organizational learning and innovation in the insurance industry status quo has many gaps. Lack of manager's attention to issues such as organizational learning industry executives that many insurance companies have attracted the world is one of the available gaps. It is also possible to refer to cases such as organizational goals, such as lack of transparency, lack of open space for ideas, not the ideas of national and international importance and so on. On the other hand, the insurance company to increase the level of innovation in your company and above the insurance industry must pay more attention to organizational learning. They can be appropriate to increase the numerical context management commitment and systemic approach in the organization and also to promote the development and dissemination of appropriate and suitable for outdoor experiments and transfer and integration of knowledge, foster innovation not possible in your organization and thus contribute to the country's insurance industry.

Since the four components in the study of organizational learning management commitment, vision systems, open space and suitable for testing and integration of knowledge transfer and innovation has a direct effect, can point the following as offering of the research

1. Deregulation of tariffs and other innovation challenges insurance companies by the Central Insurance can provide the right atmosphere for innovation in this industry.
2. Follow-up activities and useful methods and attention to the errors and failures of insurance companies at home and abroad for new ideas and a solution imitate them or analyze errors and avoid them.
3. The insurance industry leaders to develop and deliver organizational learning strategy special attention and your strategy based on knowledge-intensive approach to regulation.
4. Insurance companies are quite clear and express your goals and explain how to achieve the objectives for staff.
5. The establishment of information systems in insurance companies of steps that must be done to increase organizational learning in the insurance industry.

This leads to the formation of an integrated information system for the country's insurance industry is the industry that the current gaps.

6. Launched a think tank on insurance companies and more widely among insurance companies of the country will lead to the creation of new ideas in the industry.

8. RESEARCH LIMITATIONS AND SUGGESTIONS FOR FUTURE RESEARCH

Given the limitations of current research suggests future research topics dear scholars consider the following:

1. Investigating and determine indicators of innovation in the insurance industry Iran's lack of innovation indicators so serious that even the ranking of insurance companies every year The Central Insurance offered no place and the ranking is done only on the basis of the annual financial statements of insurance companies.
2. Check the development of models to measure the level of innovation in industry
After identifying indicators of innovation should look for a model that would, based on these indicators measure the level of innovation

1. Identify strategies to increase the uptake of innovation in insurance companies.

Innovation assessment refers to two categories of innovation assessment of the current situation means that an organization Where it is now in terms of innovation and the other assessing the capacity of innovation means that an organization's potential how much absorbed the innovation.

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