



The reflection of human resources management in building learning organization field research in Iraqi ministry of health

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ABSTRACT

This research aims to study the reflection of the availability of human resources management in the construction of learning organization. The instrument to collect data was questionnaire and interviews, the questionnaire was distributed to a sample of (53) physicians working in Baghdad teaching hospital. The main findings of this research is "there are relation and impact between strategies of human resources management and most of the aspects of the learning organization. the main conclusion of that research was the weakness of using performance assessment results in constructing learning organization, in addition, the lack of availability of strategy of job analysis in the mentioned hospital and the dependence on hierarchical in the division of work.

Keywords: Strategy, Human Resources Management, Learning Organization.

1. INTRODUCTION

The research cares relatively about the studying of a new combined terms that belongs to a three of different disciplines, first of all, the learning organization in all its scientific and philosophical dimensions, operational and its contents which began to capture the major care and attention from the presence of researchers and specialists as a means to achieve the additional value for the organizations and support innovation and development processes.

Second of them the strategic human resource management where the care of human element has been increased as an effective mean that the organizations gains through it the knowledge and learning, in Iraq most of the organizations Lack a modern and effective methodology in order to employ their skills and competencies and increase its learning and development.

The establishment of the learning organization concept has become a striking feature for the modern organizations, there is no way for the organizations except to learn and no way to learn it only through its members, and especially for those who have competencies and skills so this research has been chosen and determined.

This research consist of four parts, the first one specialized for the presentation of the research methodology and some of previous studies, where the second one specialized for the presentation of the theoretical concept for each of learning organizations and the human resource management strategies according to the latest treatise informed by researchers, the third part specialized for the data analysis and interpretation of the results and the fourth for conclusions and recommendations with a list of sources upon which the search.

The problem of the research embodies in two dimensions which are the theoretical and applied, at the theoretical level philosophical debate is still increasing among researchers about the importance of the outcome for the term learning organization and its usefulness for all organizations in addition to the difficulty of providing requirements in the developing countries, according to other philosophical debate is to determine its dimensions and how they measure it, this talk returns back on the human resource strategies which combine between two major fields that are the strategy and human resource management. The determining of these strategies and its affect, relation and impact in providing the requires of learning organization is one of the contentious issues, and the ongoing debate, as for the applied level all of Iraq organizations types need to more application for both research variables, the matter that researchers sense in the previous examined dilemma and embodies the research problems in the following questions:-

What is the existence level of the learning organization and the human resource strategies in the examined organization?

What is the kind of relationship between research variables in the examined organization?

What is the impact of providing human resource strategies of the construction of learning organization in the examined organization?

2. LITERATURE REVIEW

2.1. Learning organization:

The concept of learning organization has become widely known in the nineteenth of the last century (Peter Senge is considered the first one who set learning organization principles through his book *The Fifth Discipline*) in 1990 and in which he outlined what are the learning organization through the five pillars are (thinking systemic, superiority Profile, models mental, building a shared vision, team learning, and between (Senge, 1990: 5) that the learning organization is the organization that expand steadily and continuously potential to create future either Denisi & Griffin, 2001,268)) believes that the learning organization is the organization that workers trying to where constantly learn new things and use what they learn to improve product and service quality, and described (Daft, 2001: 25) as the organization that promotes communication and cooperation in order to make everyone busy to determine and solve the problems as well as to enable the organization of the development of usability,(Gortner , et al ,2006) considered learning organizations are organizations in which it occurs to learn how to adapt to both (Ornstein & Lunenburg, 2011: 22) learning organization described as the same obligation strategic taking and exchange of learning for the benefit of individuals and teams regulatory organization and broad (Davis, 2012: 143) that educated Organization is the organization in which the leaders and departments are ready to adapt and acquire new ideas.

2.2. The importance of learning organization:

The importance of learning organization has increased in the third millennium in the light of increasing environmental complexity in today's world, that world full of difficulties and lack of predictability to the point that it became following the traditional methods as inappropriate matter (Johnson, 2002,72), people who have an interest with the seeking organization see that its necessary for contemporary organizations as a result of the rapid change in the environment, which makes it imperative for the organization that are flexible and adapt, and change the nature of the work, and the variety of jobs, which led to the development of ways of learning a way that goes beyond the traditional training, and direction to the collective learning. Astronomical organization can keep up with the changes and remain effective must be changed at least as rapidly as the environment, there must be a strong push to change the organizational culture to be converted to an hourly learning organization and the reasons that drive to compete to create an educated organizations according to what it has been expressed by a number of the authors are the following: -

Consumers keen on today's world about the quality of the goods and services they receive and reduce costs to one, and this will not be achieved unless if the organizations employed all their energies in search of the latest scientific methods and techniques used.

Acceleration in the generation of deep knowledge and updated and easily obtained through various means of publication and conservation, transportation and delivery, especially after the spread of satellite television networks and the global Internet.

Economic and political globalization and the role of organizations in the pressure on the systems and governments with the must to improve the performance and enterprise restructuring and reforms taking and applying international standards and indicators To development of management experience in dealing with the capacity of workers.

Development of information technology

2.3. Learning organization features:

Writers and researchers determined a set of features and principles that distinguish learning from other traditional organizations (ferry 370:) 2009, Robbins & Judge) that the characteristics of learning organizations are: -

- (I): possession of a shared vision agreed by everyone.
- (II): Individuals who renounced the old ways of thinking and routines and seek to renew.
- (III): Members who think of all operations and activities and regulatory functions and interaction with the environment as part of interaction system.
- (IV): individuals openly communicate with each other (via the horizontal and vertical borders) without a sense of fear of punishment or criticism.
- (V): workers focus to achieve shared vision away from their own personal interests and the interests of competing sections.

As for (Daft, 2012) identifies the most prominent characteristics of the learning organization as follows: -

(I): Strategic Leadership: Indicating to the roles exercised by the skilled leadership of the organization such as determining the strategic direction and exploring the core competencies and keeping them as well as the development of human resources and the promotion of positive cultures and the establishment of a balanced regulatory oversight.

(II): Networking: It means the arrival and recycling information and elements of knowledge, not only influencing technological, but also because of the existing networking organization on the difference of self-working, though hierarchical work against learning is not because the information and elements of knowledge will be concentrated at the top of the organization without sharing it with the minimum, though the important value in the learning organization is the cooperation and communication within the hierarchical levels and through the border between the departments concerned in that organization.

(III): Culture adaptive: We must adopt a learning organization and the development of a new organizational culture based on sharing and openness, transparency and improvement, which is based on continuous learning available to all without discrimination and motivate individuals through differentiation on the basis of liberality and achievement which contributes to the promotion of innovation and capabilities of workers as the Champions of this culture will be the entrepreneurs who can provide bright example in the sharing of knowledge.

(IV): Strategic Learning: a degree of flexibility gives employees opportunities to learn and grow through their work in the organization, which in turn will impact on the development of the company as a whole through the workers, as Henry Mintzberg believes every effective strategy walk with feet: The first consultation represented by learning, and the second pops up from the making of the new strategy, which elevate the company's ability to respond to the environment. There is no doubt that learning becomes a strategic, not only for the strategic transformation of the new pops up to all of the company's strategy, but also because of strategic learning is the basis for the development of strategic new pops up in the subsequent phase necessity.

(V): The demand for knowledge: learning organization has a competitive advantage based on knowledge, both in the acquisition of knowledge from outside the organization, or in the generation of the response to the environment, however, this is not an abstract way, but the relationship with competitors, and this means that learning more quickly and mechanisms of the best package broader knowledge of competitors, there is no doubt that this function will demand larger and broader knowledge.

2.4. Human resources management strategy:

Human Resources Management began to shift from being a function involved in the affairs of specialized personnel for individuals and job counseling in this area, to the executive management have a significant and comprehensive role in the whole organization through the strategic planning of human resources, as the human resources director become a member who direct the formulation of human resource management strategy which represents the central philosophy and basic in how to manage and organize individuals and translate in the policies and practices that cooperation and harmony between everyone within the organization (Torrington & Hall, 1998: 23), and see (kobonyo & Dimba, 2007: 3) that the strategic human resource management is a development group practices and programs "strategies" in accordance with the policies to achieve the strategic goals of the organization, and expressed (Sarnovies, 2010: 773) as a series of decisions and concerted actions that guide human resources management in the context of achieving the organization's goals, and he went (Armstrong, 2009: 115) in the same direction as described Strategy is human resources as the approach to decision-making regarding the intentions and plans of the organization in the form of policies and programs on the provision of resources, performance management, learning and development, rewards, and relations staff, while he sees (, 2000: 22Dessler) as the focal point for the management of human resources with the strategic goals and objectives in order to improve work performance and develop organizational cultures that support innovation, flexibility, and adds that the strategic human resource management means the acceptance of the function of human resources as a strategic partner in the formulation and implementation of corporate strategies through the activities of human resources such as recruitment, selection, training and compensation for individuals, and described (Noe et al, 2011: 74)-style planned activities and the use of human resources, which enables the organization to achieve its goals.

2.5. The importance of human resource strategies:

Supports the continued success of organizations on their ability to create a competitive advantage difficult imitation by competitors, and these sources are owning physical and technological equipment and resources that could be easy to imitate than the other two, but when the organization has an effective and successful human resources, it is difficult for competitors to imitate. (Stewart & Brown, 2009: 51) by-products, technology and the protection of markets, all of which can check the competition, but the human resources working to achieve sustainability (Caliskan, 2010: 102) Thus, human resources will be an important strategic resource of the organization's resources determines the chances of survival and the success and growth of her. As seen (Mathis & Jackson, 2003: 30) to the need to be seen today to workers that they are the core capabilities that give a competitive advantage for organizations, especially if they have the potential and skills of private and distinctive in the decision-making processes and creativity in a way that cannot be imitated by competitors, is the human resources key factors for strategic success for organizations, which became imposed on organizations, taking into account how the skills and knowledge available to it, both in the preparation phase of the strategy or in the implementation phase, that those growing importance of strategic human resource management, particularly in the light of the knowledge economy, the owner of the emergence of many strategies for the management of human resources, but that more of those strategies common is the following:

(I): Strategic Job Analysis and design: consisting organizations of functional sites should be prepared Angels to its proceedings is a job analysis is the method through which determine the duties of this job sites and individuals who will fall Persons selected for its proceedings figures (Dessler, 2000: 84) It is through Job Analysis is to obtain detailed information on these functions, and pointed ((Noe, et al, 1994: 57 and his colleagues that should be the method of job design linked to an important regulatory strategy because it may require new tasks or different to accomplish the same tasks.

(II): strategy selection and appointment: the ultimate choice for those who are most efficient requires information about the duties and needs to be done for the job and responsibilities as well as the qualities and qualifications of the incumbent, and can meet through the Job Analysis. (Ivancevich, 1995: 160) So is the selection process system represents the input and the results of the functional analysis of human resources plans and results of polarization, and operations in the interview and selection and medical examination and fitness.

(III): Strategic Training and Development: Training is a systematic process to change the behavior of employees towards achieving the goals of the organization, an activity prompt help workers get the skills, abilities and knowledge they need to succeed in the work training and development strategy put should identify a number of steps are:

1. Identify training needs: the training process begins first identify training needs, which aims to identify the gap between what is happening and what should happen.
2. Implementation of the training program: The implementation phase includes three aspects are "design a training program in accordance with the objectives of the training, and then the training program management, and identify the methods used in training.

(IV): Strategic evaluation of performance: contributing to the performance evaluation of the actual performance compared to each of the workers with the performance of each function standards experts are usually specify the criteria that should be accessible and

the specific activities that must be carried out through the Job Analysis ((Dessler, 2000: 84 to evaluate the great importance it which can identify those workers who need more training and also help in the assessment of the results of the training programs as well as the usefulness of the report who is who should receive an increase in pay or elevating in functional class, and evaluation encourages initiatives and develop a sense of responsibility , (Ivancevich, 1995: 258) the main steps that should be taken when determining the performance evaluation are: -

1. Identify Position: means that there is an agreement between the President and his subordinates about the job duties and the criteria used to judge the performance levels of the occupants.
2. Performance Evaluation: it means the actual performance of subordinates compared to the established criteria.
3. Feedback: which is done through the sessions is held through the provision of information on the performance and strength and weak points for the purpose of evaluation toward the right track (Dessler.2000: 323).

T stages of building strategic human resources: -

That the most important stages of building strategic human resources according to some writers and researchers identified are the following:

(I): the study and determine the requirements of the organization's mission: require formation strategy for the management of human resources working in this administration, the initial process of identifying the content of the organization's mission and the content of values as a public officer in the organization.

(II): Environmental analysis: analysis process consists of the first two-fold special analysis of the internal environment, which aims to identify the strengths and weaknesses of the potential of existing human resources and the second prong special analysis of the external environment in order to identify the opportunities and threats and work to reduce the gap strategy to enable human resources exploitation opportunities and avoid threats.

(III): formulation and composition of strategic human resource management: The formulation of strategic human resources depending on the results of the analysis and taking into account the overall strategic direction of the organization and the strategic integration with other sections.

(IV): the development of strategies and human resources management functions: by drawing an integrated strategy for future functions and practices.

(V): implementation of strategic human resources: the application of strategic human resource management through translated into plans, programs and budgets and policies that reflect each of which must be done in a particular activity.

(VI): Evaluate the effectiveness of the implementation of strategic human resource management: that the main criterion for the evaluation process is the ability of this administration to achieve efficiency and equity in the performance levels of the organization and to achieve its main objectives.

3. MATERIAL AND METHOD

3.1. Conceptual framework

In order to achieve the objective of this study, a Conceptual framework has been formulated as in chart (1).

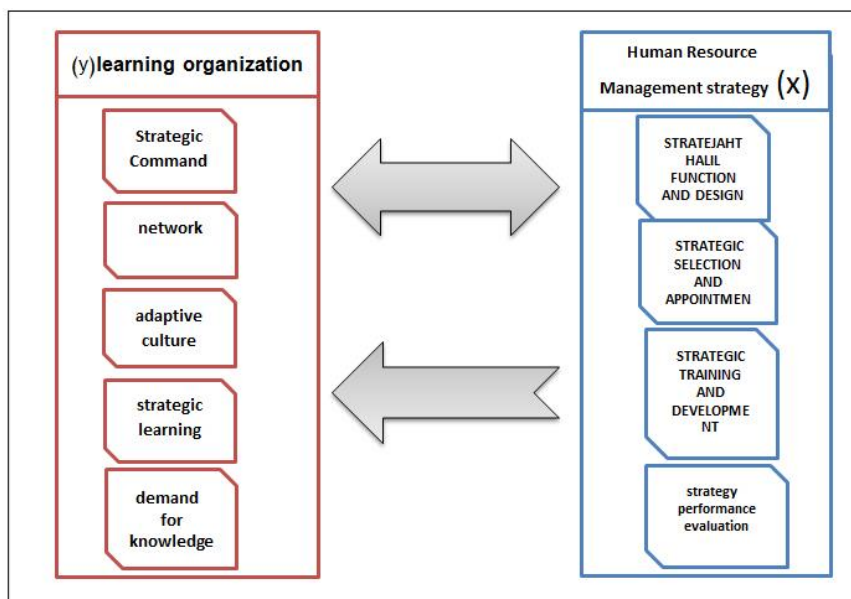


Chart-1 Conceptual framework

3.2. Instrument

The main instrument to collect data was questionnaire and it has been formulated according to (dessler, 2000) about the variable human resource management, and (Daft, 2012) about the learning organization, In addition, the researcher used review as a second

instrument to collect data. And to test the reliability and consistency it depend on Cronbach's coefficient, and it indicate high consistency of the parts of questionnaire.

Table-1: Consistency of the Questionnaire

| SAF | SCS | TS | AS | HRMS | L |
|-------|-------|-------|-------|-------|-------|
| 0.771 | 0.781 | 0.693 | 0.801 | 0.739 | 0.739 |
| N | C | LS | RK | LO | Total |
| 0.736 | 0.739 | 0.806 | 0.693 | 0.781 | 0.771 |

3.3. Sampling

The sample 68 physicians working in Baghdad Teaching Hospital in Baghdad, due to the hospital and being in contact with the status has been retrieved (53) questionnaire only after excluding incomplete and invalid questionnaires. the scale was 5 point (Likert scale) which has a points (very agreed not quite agree).

4. FINDINGS

4.1. Descriptive Analysis of Human Resources Management strategies

4.1.1 Job Analysis Strategy

Table (2) show descriptive analysis of Job Analysis Strategy which refer to relative weakness of the availability, where its (XW=2.89) that refers to strategy performed in the hospital is below the required level, and with standard deviation of (1.01), and it reflects the relative dispersion in the answer sample's members. As for the sub-paragraphs for this strategy it has recorded (5) highest (XW=3.79) that reflects that staff know its duties and their responsibilities in an acceptable manner, which is a positive factor; this may be a result of their daily work. With standard deviation of (0.98), and this value reflects the lack of dispersion of the sample answers. Paragraph (4) has recorded the lowest (XW=2.41), as this result interprets that the choice and development operations do not perform according to job analysis operations, and this result is inconsistent with the nature of the work that assumes the adoption of selection and training for the job analysis and with standard deviation of (1.02) and reflects the relative dispersion of the answers.

4.1.2. Strategy selection

Table (2) shows the selection strategy where the general (XW=3.71), and with standard deviation of (0.88); it's an indicator of the relative autism sample's answer. These results confirm the existence of a strategy for selection processes. As for the sub-paragraphs, paragraph (7) has recorded highest (XW=4.35), which reflects that there are tests and interviews carried out for jobs applicants at the hospital; this is a positive factor. And standard deviation of (0.88), which confirms the sample's agreement of the answer.

Paragraph (6) recorded the lowest (XW=2.83), which confirms that the selection of jobs candidates does not depend on the results and data, and this is a discouraging relationship and differs from the objective scientific logic. Sample members have agreed on this answer as this paragraph's standard deviation reaches (0.91).

4.1.3. Training and Development Strategy

Training and development strategy recorded higher availability compared with the rest of Human Resource Management strategies, as (XW=4.22), and with standard deviation of (0.91); this is a positive factor. It is know that this strategy has been taken care of after the year 2003, where the number of training course has increased, and deputations that seek to develop, generally, the capabilities of staff of the Iraqi organizations.

All paragraphs of this strategy has recorded higher results, which shows the existence of training courses inside and outside the country with assessment operations of these programs and their effectiveness.

Except the paragraph (14), this confirmed the fact that the participation of these training activities is not done according to scientific context through a prior analysis of training needs, then the quality of the training programs is determined in the light of which, as these items are not taking the point of view of employees in identifying those needs, as (XW=3.37); and standard deviation of (0.93) , which confirms the relative agreement of the sample on this answer.

4.1.4. Performance Evaluation Strategy

The table show that the (XW= 3.68), which indicates the existence of this strategy, with standard deviation of (1.02), that reflects the sample's disagreement on this answer.

paragraph (17) has recorded the highest value of (XW=4.38), and with standard deviation of (1.02); This answer reflects the promotion processes carried out on the basis of performance assessments, and this a positive side, even one of the most important results of the evaluations as the promotion opportunities must identify and arrange its priorities based on performance evaluations. As for paragraph (19); it has recorded the least (XW=2.93), which reflects that the performance evaluation processes do not lead to motivate employees positively. The researchers touched through follow-up interviews that the incentives, and their distribution, do not depend on the results of the performance evaluation processes, which require senior management attention to this result shown by the sample in their answers.

Table-2: Descriptive Analysis Human Resources Management strategies

| | Items | XW | SD | RI |
|--|--|------|------|----|
| 1 | Jobs are subject to analysis process in the hospital | 2.47 | 1.02 | 48 |
| 2 | There is description of each job and the duties and responsibilities of the work. | 2.49 | 1.01 | 64 |
| 3 | The hospital has a guide for the necessary requirements of each job. | 3.21 | 1.00 | 64 |
| 4 | Relying on the jobs analysis in the selection and development processes. | 2.41 | 1.02 | 48 |
| 5 | The hospital staff knows its duties and responsibilities. | 3.79 | 0.98 | 76 |
| Job Analysis strategy | | 2.89 | 1.01 | 58 |
| 6 | The hospital relies on the process of job analysis and evaluation in the selection of the candidate to work. | 2.82 | 0.91 | 57 |
| 7 | The job applicant is subject number of tests and interviews before chosen for the job. | 4.35 | 0.88 | 87 |
| 8 | Job vacancies in the hospital are filled. | 3.21 | 0.88 | 84 |
| 9 | The work requires reliance on different external skills. | 3.39 | 0.86 | 68 |
| 10 | The selection process targets the attraction of the best qualifications. | 3.68 | 0.89 | 74 |
| strategy selection | | 3.71 | 0.88 | 74 |
| 11 | Training programs are evaluated according to the job requirements. | 4.56 | 1.03 | 91 |
| 12 | The training programs are executed in the hospital. | 4.67 | 0.99 | 92 |
| 13 | Training programs focus, outside the ministry, on high qualifications and skills. | 4.62 | 0.96 | 92 |
| 14 | The training requirements are identified in the light of figuring out the staff opinions. | 3.37 | 0.93 | 67 |
| 15 | There is a continuous evaluation for the effectiveness of the training programs. | 4.45 | 0.88 | 89 |
| Training and Development Strategy | | 4.22 | 0.91 | 84 |
| 16 | There is an effective performance evaluation system, available in the hospital. | 3.64 | 1.02 | 73 |
| 17 | Performance evaluation system helps to renew the qualified individuals for promotion. | 4.38 | 1.02 | 88 |
| 18 | The performance evaluation system provides a data base for the employees to design and develop the personnel policies. | 3.36 | 0.99 | 67 |
| 19 | The performance appraisal system helps the hospital to motivate the employees positively. | 2.93 | 1.00 | 59 |
| 20 | Performance evaluation system helps the hospital to increase trust between superiors and subordinates. | 4.03 | 0.88 | 81 |
| Performance Evaluation Strategy | | 3.68 | 1.02 | 74 |

4.2. Descriptive Analysis of learning organization

4.2.1. Leadership

Table (3) was dedicated for the diagnosis of sample's answers on leadership as a learning organization dimension ($XW=4.57$), which confirms the existence of this dimension in the researched organization according to the sample's answers, and with standard deviation of (0.99), to reflect the lack of dispersion of those answers and marks a positive case and the most important demand of the learning organization.

4.2.2. Network

The result show the measuring the distance of the Network as one of the learning organization's dimension, the drop of the ($XW=2.86$), which confirms the fact of the absence of this dimension in the researched organization, and with standard deviation of (0.98), which refers to the homogeneity of the answers.

The results, contained in paragraph (2), confirmed the lack of teamwork usage, and dependence on individuals separately, where the arithmetic mean for this paragraph reaches (2.41), which is lower than the mid premise of (3) and standard deviation of (0.89). This indicates the rule of the individual work over the teamwork, relatively. Even though, the sample assured the importance and the usefulness of the teamwork which is also assured by the paragraphs (28, 29); its answers were above the mid-premise which indicates the sample's belief of the importance of Team work, however, the results confirmed the need to adopt network organization and that organization is now adopting traditional structure at work.

4.2.3. Culture

The result indicates that the general mean for the organizational culture dimension, as one of the dimensions of the learning organization has ($XW=4.37$) and standard deviation (0.99). The results have confirmed that the hospital has well-established values and traditions, and that the senior management encourages these values and traditions, and works on its longevity. The hospital provides a sound regulatory environment allows freedom of expression, in addition to channels to transfer development proposals and ideas, and that's not surprising, since the hospital is considered to be one of the oldest and most prestigious Iraqi and Arab hospitals and in which there is a valuable base and a solid culture, spanning over a century ago, where it is the oldest hospitals of Iraq in spite of the different labels that was called out.

4.2.4. Strategic Learning

As for the strategic learning, where it recorded ($XW=3.41$), which indicates the existence of a state of shortage in this dimension and standard deviation (0.98) reflects the answers agreement. The paragraphs, paragraph (36) pointed out that the existing strategy, in the hospital, is not sufficient, and need to increase its effectiveness for the strategic learning to be a headline for excellence in this hospital. The sample's answer, with the paragraphs related to strategic learning, pointed out the existence of plans to develop the learning processes, but it is not enough where they need reconsideration, to achieve more of this dimension's requirements.

The only paragraph with the arithmetic mean below the mid premise was number (41), where physicians confirmed the lack of incentives they receive from the hospital, and we say here, the hospital and it is a general and governmental hospital and that incentives systems it has, is being updated in a slower way, considering the legal nature that rules the incentives distribution. To view the sample's answer for this dimension, notice table (11).

4.2.5. Demand for knowledge

About the dimension demand for knowledge, the results indicate that the demand for knowledge is not the satisfying and required level where ($XW=3.35$), and standard deviation of (0.98). This result confirms the presence of a large field at the hospital to increase the demand for knowledge.

As for the sub-paragraphs the paragraph recorded (43); the ($XW=3.80$) and standard deviation of (0.95), and this result is considered to be normal, since the hospital is one of the oldest Iraqi hospitals and the widest, and includes various and reputable expertise and specializations at the level if Iraq, as the hospital administration cares and focuses on these expertise and specializations.

However, paragraph (41), pointed out the hospital's need to make more effort to attract extra medical knowledge and skills, that can develop the activities carried out by the hospital currently. But the hospital is facing difficulties in this subject, some of it, is that it's a governmental hospital, and that any attraction needs to give these competencies new incentives and advantages, that taken Laws do not allow to act freely with it.

Table-3: Descriptive Analysis of learning organization

| | Items | XW | SD | RI |
|----|---|------|------|----|
| 21 | Hospital supports the results of performance evaluation in leadership positions. | 4.61 | 1.03 | 92 |
| 22 | Bonuses and awards are distributed according to the distinctive performance. | 4.42 | 1.03 | 88 |
| 23 | Hospital seeks to fill senior positions by efficient medical personnel. | 4.73 | 0.88 | 95 |
| 24 | The hospital physicians and Administrative leaders have high skills and knowledge. | 4.70 | 0.88 | 94 |
| 25 | Hospital works on making great efforts to develop the medical staff skills. | 4.41 | 0.98 | 88 |
| | leadership | 4.57 | 0.99 | 91 |
| 26 | The use of teamwork in dealing with the problems faced by the hospital. | 2.41 | 0.89 | 48 |
| 27 | The adoption of the principle of work teams in the daily work details. | 3.05 | 0.88 | 61 |
| 28 | Team work helps to ease the transmission of information and knowledge among the medical staff. | 3.18 | 0.88 | 64 |
| 29 | Team work allows giving a comprehensive view on any subject, in the hospital. | 3.25 | 0.99 | 65 |
| 30 | There is a policy of group training for medical staff on an ongoing basis. | 2.41 | 1.03 | 48 |
| | Network | 2.86 | 0.98 | 57 |
| 31 | Hospital seeks to promote the values and medical traditions by adopting the Organizational Learning strategy. | 4.58 | 0.99 | 92 |
| 32 | The hospital administration rewards physicians with new and innovative ideas. | 3.93 | 0.99 | 79 |

| | | | | |
|-----------------------------|---|------|------|----|
| 33 | Values and traditions available in the hospital encourage physicians to improve the work. | 3.72 | 0.95 | 74 |
| 34 | There is an organizational environment that guarantees the freedom to express opinions and make suggestions readily | 3.99 | 0.96 | 80 |
| 35 | Physicians at the hospital have a high level of mutual respect and appreciation of among themselves. | 4.75 | 1.03 | 95 |
| Culture | | 4.36 | 0.99 | 87 |
| 36 | There are appropriate strategies, in the hospital, to increase the learning processes. | 3.03 | 0.99 | 62 |
| 37 | Senior management devotes part of their time to support the development and learning programs. | 3.10 | 0.99 | 61 |
| 38 | The hospital has plans to develop learning processes on an ongoing basis. | 3.80 | 1.02 | 76 |
| 39 | The programs and medical plans, in the hospital, are continuously updated. | 4.05 | 1.03 | 81 |
| 40 | Doctors have a high level of incentives, in the hospital. | 2.96 | 0.90 | 59 |
| Strategic learning | | 3.41 | 0.98 | 68 |
| 41 | The hospital requires high medical knowledge and qualifications. | 2.72 | 1.00 | 54 |
| 42 | The hospital is keen doctors' participation in the sessions and conferences to enhance medical knowledge. | 3.64 | 1.00 | 73 |
| 43 | Doctors, at the hospital, have high knowledge in their field of specialization. | 3.80 | 0.95 | 76 |
| 44 | Hospital provides multi techniques to increase the knowledge of medical staff. | 3.09 | 0.95 | 62 |
| 45 | The hospital assesses the high-knowledge possessed by the medical staff working in it. | 3.34 | 0.99 | 67 |
| Demand for Knowledge | | 3.35 | 0.98 | 67 |

4.3. Testing the Hypotheses

4.3.1. Correlation

The first hypotheses main test and its sub-hypotheses, will take place. Table 4 shows the search variables correlation matrix.

Table-4: Variables Correlation Matrix

| C | | Leadership | Network | Culture | Strategic Learning | Knowledge Demand | Learning organization as a whole |
|---|---------------------------------|------------|---------|---------|--------------------|------------------|----------------------------------|
| 1 | Analysis Strategy | 0.32 | 0.15 | 0.44 * | 0.38 | 0.29 | 0.28 |
| 2 | Selection strategy | 0.51 * | 0.32 | 0.61** | 0.71** | 0.64** | 0.60* |
| 3 | Training strategy | 0.42* | 0.28 | 0.24 | 0.66** | 0.59** | 0.48* |
| 4 | Performance evaluation strategy | 0.81** | 0.36 | 0.41* | 0.72* | 0.72* | 0.64* |
| 5 | Strategies as a whole | 0.56** | 0.39 | 0.45* | 0.66* | 0.61* | 0.59* |

Seen from the table 4 variance correlation between the variables of the study, in the following diagram:

- The analysis strategy has shown a significant relationship the learning organization dimensions, and it's with culture of (0.44), a significant degree of (0.99), which confirms that the job analysis operations, at the hospital, take place according to the values and traditions of the organization.
- But, the rest of the relationships between analysis strategy and dimensions of the learning organization, are not significant, as a result, the sub-hypothesis that links between the two variables, was rejected.
- The selection strategy has shown 4 significant relationships with the learning organization dimensions, one of them of confidence degree (0.99), and the other three of confidence degree (0.95), and one insignificant relationship with the Network, which explains that the staff selection strategies do not take place according to the teamwork philosophy and its applications. Generally the second sub-hypothesis of the first main hypothesis, have been accepted.

- Strategic Training showed the presence of three significant linking rings with the dimensions of the learning organization (leadership, strategic learning, and the knowledge demand), and no significant correlation relationships shown with (the Network and culture), and on this basis the third sub-hypothesis of the first main hypothesis, has been accepted.
- As for the training strategy, it has pointed out the existence of significant correlations with all dimensions of the learning organization, except (the Network), which confirms our acceptance of the fourth sub-hypothesis of the first main hypothesis.
- But at the level of all human resource management strategies, all correlations were between these strategies and the dimensions of the significant learning organization except (Network), where the answers inclined to be the philosophy of teamwork, and its requirements that are not taken into consideration when formulating strategies of human resource management.

4.3.2. Testing the impact hypothesis:

The process of testing the main impact hypothesis and its sub hypotheses through a model of multi-paragraphs (multi variable model), which is used for the analysis of a complex set of independent and dependent variables data using Structural Equation Modeling (SEM); the model convenience can be judged, and the test results can be determined through the indicators outlined in the following table:

Table-5: Fit good indices

| C | Indicators | Measuring matching quality standards |
|---|---|--------------------------------------|
| 1 | ratio between X ² values and freedom degrees | Less than 5 |
| 2 | Goodness of Fit index | More than 0.90 |
| 3 | Normative matching Index | More than 0.90 |
| 4 | Comparative Fit index | More than or equal 0.95 |
| 5 | Approximate error Root mean square Index | Between 0.05-0.08 |

Most of the traditional statistical tools depend on testing effect size, its direction, and its significance, but the modeling structural equation, shall be determined in addition to the acceptability of the assumed relationship.

The table shows (16) the summary of values, paths, regression coefficients, and significant values (R², f, t), and the symbols (*) show those paths.

(*) - L = Leadership - N = Net work - C = Culture - SL = Strategic Learning- Knowledge Demand = KD JAS = J0b Analysis Strategy - SS = Selection Strategy - TDS = Training & Development Strategy - PES = Performance Evaluation Strategy.

Table-6: the summary of values, paths, regression coefficients, and significant values R², f, t

| C | Hypotheses | Regressions paths | Regression coefficient | Values of t | Values of R ² | Values of f | Significance |
|---|----------------------------|-------------------|------------------------|-------------|--------------------------|-------------|---------------|
| 1 | First Sub-hypothesis | L ← JAS | 0.24 | 1.39 | 0.31 | ** 8.05 | Significant |
| | | L ← SS | 0.36 | 3.96 | | | |
| | | L ← TPS | 0.39 | 4.01 | | | |
| | | L ← PES | 0.27 | 2.30 | | | |
| 2 | Second Sub-hypothesis | N ← JAS | 0.25 | 1.42 | 0.16 | 2.84 | Insignificant |
| | | N ← SS | 0.28 | 3.11 | | | |
| | | N ← TPS | 0.15 | 0.15 | | | |
| | | N ← PES | 0.14 | 0.62 | | | |
| 3 | Third Sub-hypothesis | C ← JAS | 0.52 | 2.94 | 0,21 | * 4.17 | Significant |
| | | C ← SS | 0.35 | 3.48 | | | |
| | | C ← TPS | 0.18 | 1.33 | | | |
| | | C ← PES | 0.33 | 1.75 | | | |
| 4 | Forth Sub-hypothesis | SL ← JAS | 0.20 | 1.38 | 0.44 | ** 10.26 | Significant |
| | | SL ← SS | 0.41 | 8.11 | | | |
| | | SL ← TPS | 0.26 | 1.99 | | | |
| | | SL ← PES | 0.35 | 1.85 | | | |
| 5 | Fifth Sub-hypothesis | KD ← JAS | 0.41 | 1.35 | 0.47 | ** 12.34 | Significant |
| | | KD ← SS | 0.44 | 7.32 | | | |
| | | KD ← TPS | 0.31 | 2.5 | | | |
| | | KD ← PES | 0.22 | 1.48 | | | |
| 6 | The second main hypothesis | LO ← JAS | 0.33 | 2.13 | 0.35 | ** 7.53 | Significant |
| | | LO ← SS | 0.37 | 4.95 | | | |
| | | LO ← TPS | 0.26 | 2.01 | | | |
| | | LO ← PES | 0.36 | 1.78 | | | |

In table 6 we extract the following:

On the table (16) extract the following indicators:

(I): The first sub-hypothesis stipulated of a second major (the availability of human resource strategy reflected moral and positive influence in the leadership) in accordance with the table (16) note the existence of a significant effect in terms of value (f) where the draw ((8.05 a being higher than the tabular value morally function and the value of (R²) of ((0.31 which indicates that the strategies identified human resources management in this research explain worth (31%) of leadership as one of the dimensions of the learning organization and was beta (B) of the strategic function analysis, choosing, training, performance appraisal values ((0.24,0.36,0.39,0.27 respectively any change that one unit of each of these strategies change in the proportions mentioned in leadership as one of the dimensions of the learning organization and allow these results to accept this hypothesis.

(II): The second sub-hypothesis stipulated of a second major (the availability of human resource strategy reflected moral and positive influence in the network), and the previous table characterize the lack of a significant effect in terms of value (f) where he was (2.86) which is less than the tabular every confidence degrees value (0.95,0.99) the value of R² ((0.16, which means that the strategies identified human resources management in this research explain worth (16%) of all the dimensions of the Network as a learning organization, and the value of (B) beta (0.14,0.15,0.28,0.25) the strategies of analysis, selection, training, and performance evaluation, respectively. in other words, the change in unit one of these strategies will change the proportions mentioned in the Network as a learning organization dimensions of a relatively small proportions of leading this speech to the rejection of the second sub-hypothesis of the hypothesis major second.

(III): To test the third sub-hypothesis of a second major, which stipulates (the availability of human resources strategy reflected to influence moral and positive in culture) note the existence of a significant effect in terms of the value ((f calculated the (4.17) being higher than the tabular degree of confidence (0.95) and the value of 0.21) R²) which indicates that the strategies identified human resources in this research explain worth (21%) only of the culture as one of the dimensions of the learning organization and was beta B to strategies analysis, selection, training, and performance evaluation consecutive values (0.33,0.18,0.35, 0.52) that the change of one unit in each of these strategies change in the proportions mentioned in the culture as one of the dimensions of the learning organization and allow these results to accept this hypothesis

(IV):The fourth sub-hypothesis stipulation of the second major (the availability of human resources strategy reflected a moral and positive influence in the strategic learning) and through the previous table we note the existence of a significant effect in terms of value (f) the calculated amount (10.26) being higher than the table-driven, and the value of R² (0.44), which means that the specific strategies of human resources in this research explain (44%) of the strategic learning in the organization as one of the dimensions of the surveyed learning organization and reached beta B value of these strategies (0.35,0.26,0.41,0.20) respectively, and to change one unit in these strategies will lead to a change in the strategic learning in the organization researched and therefore we can say that this is acceptable hypothesis.

(V): The fifth sub-hypothesis stipulation of the second major (the availability of human resources strategies reflected significantly and positively influence the demand for knowledge) and the note from the table (16) having a significant effect in terms of value (f) calculated the (12:34) It is morally function being higher than scheduling the value of R² (0.47), which indicates that the strategies identified human resources in this research explain the gain (47%) of the demand for knowledge as a learning organization dimensions in the hospital respondent was beta B to strategies values (analysis, choosing, training, performance assessment) is (0.41,0.44,0.31,0.22) means that these values change and one unit for each of the above strategies will change the proportions mentioned in the demand for knowledge as one of the dimensions of the learning organization, and on this basis was accepted this hypothesis.

As for the test of the second major hypothesis, which stipulates (reflected the availability of Human Resource Management strategies of morally and positively influence the availability of learning organization dimension) we note from the table (16) having a significant effect in terms of value (f) calculated the (7.53), a morally function being higher than the table-driven and value R² (0.35), which indicates that the specific strategies of human resources in this research explain the gain (35%) of the total only learning organization in all its dimensions in the organization and was researched beta B (0.33,0.37,0.26,0.36) strategies for job analysis, value and selection, and training, performance evaluation, and this means that the change in the values of these strategies and the unity of one will lead to a change in the same values in the learning organization as a whole, and this analysis leads to the acceptance of the main hypothesis second.

5. CONCLUSIONS AND RECOMMENDATIONS

5.1. The conclusions

- a. Hospital administration was keen on the availability of human resources management strategies in general and the level of the average and this is normal, according to the circumstances of Iraq known.
- b. At the hospital there is an availability of an average level of the overall dimensions of the learning organization.
- c. The availability of Low level strategic analysis of jobs in the hospital under examination and the weakness of its effectiveness on the basis that the training, selection and promotion processes which is not be done in the light of that strategy because their presence was low.
- d. Average availability of the learning organization, such as the strategic dimensions of learning level, the demand for knowledge.
- e. The existence of a weak level of the networking as a learning organization dimensions are weak, where the hospital is still followed in most hierarchical administrative activities.
- f. Weakness of the results of performance conducted employment by hospital workers periodically calendar, where should employ these results in determining the incentives and promotions.

g. Weak connection between strategic analyses, with most of the learning organization, especially with the dimensions of the networking.

h. The presence of the impact of the strategies of human resource management in all learning organization dimensions except after networking this is normal, it is not the objective that the effect will be full and comprehensive, because the application of these strategies and concepts of the learning organization fully in the hospital still need more effort and work.

5.2. Recommendations

In the light of the conclusions that have been reached in this research, researchers can be specified following recommendations:

a. The need to investigate the hospital administration about the reasons for weaknesses and deficiencies in the application of the learning organization dimensions, through the formation of committees to study them.

b. Hold seminars and meetings with employees on various functional positions in order to see the difficulties faced by these workers in their work.

c. Open communication with groups and academic institutions inside and outside Iraq and the organization of courses and research to increase the possibility of the application of the study variables channels.

d. Work on increasing the knowledge workers, especially physician's concepts such as strategic management and the learning organization and sub-dimensions.

e. Work to develop an effective strategy for the analysis of all jobs in the hospital and reliable in identifying training and recruitment, promotion and other programs.

f. Develop incentive systems for workers in the hospital depends mainly on the results of the performance evaluation.

g. Work on the deployment of teamwork philosophy and various work teams and the adoption of collective action networks, away from the hierarchies in the daily work as much as possible.

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