

THE REPUBLIC OF TURKEY

BAHCESEHIR UNIVERSITY

**THE EFFECTS OF ORGANIZATIONAL
LEARNING ON INNOVATION: AN APPLICATION
FROM THE WHITE GOODS SECTOR**

Master's Thesis

Emrah Mustafa HOŞCOŞKUN

ISTANBUL, 2019

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Supervisor: Dr. Yıldırım Örnekli

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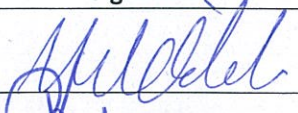
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ABSTRACT

THE EFFECTS OF ORGANIZATIONAL LEARNING ON INNOVATION: AN APPLICATION FROM THE WHITE GOODS SECTOR

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Nowadays, companies are trying to outperform their competitors and achieve the highest level of organizational performance. Innovative companies that continuously create value in the sectors in which the companies are located obtain competitive advantage. To achieve this, companies investing in organizational learning are making more strategic moves to increase this superiority. In this study, the sub-dimensions of innovation and organizational learning scales of a global company, which is active in the white goods sector and which has high organizational learning skills, are presented. For this purpose, the sub-headings of innovation and organizational learning were investigated in the literature and 16 different hypotheses were formed based on these sub-headings. 3 businesses of the company in the white goods sector, based in Turkey to investigate this hypothesis, and one of the white-collar workers at the center of Innovation and Organizational Learning Scale Scale questionnaire survey was administered.

Keywords: Organizational Learning, Innovation , Innovation Strategy

ÖZET

ÖRGÜTSEL ÖĞRENMENİN İNOVASYONA ETKİLERİ: BEYAZ EŞYA SEKTÖRÜNDEN BİR UYGULAMA

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Günümüzde şirketler, rakiplerine üstünlük sağlamak ve en üst seviye örgüt performansına ulaşmak için çalışmaktadırlar. Şirketlerin bulundukları sektörlerde sürekli olarak değer yaratan inovatif şirketler rekabet üstünlüğünü elde etmektedir. Bunu sağlayabilmek için örgütsel öğrenmeye yatırım şirketler bu üstünlüğü arttırmak için daha stratejik hamleler yapmaktadır. Buradan hareketle hazırlanan bu çalışmada beyaz eşya sektöründe faaliyet gösteren, örgütsel öğrenme becerileri yüksek olduğu belirtilen global bir şirketin, inovasyon ve örgütsel öğrenme ölçeklerinin alt boyutları ortaya konulmuştur. Bu amaç doğrultusunda literatürde inovasyon ve örgütsel öğrenme konularının alt başlıkları araştırılmış ve bu alt başlıklar baz alınarak 16 farklı hipotez oluşturulmuştur. Bu hipotezlerin araştırılması için Türkiye merkezli beyaz eşya sektöründeki bir firmanın 3 işletmesi ve 1 merkezindeki beyaz yaka çalışanlarına İnovasyon Ölçeği anketi ve Örgütsel Öğrenme Ölçeği anketi uygulanmıştır.

Anahtar kelimeler: Örgütsel Öğrenme, İnovasyon, İnovasyon Stratejisi

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LIST OF ABBREVIATIONS



1. INTRODUCTION

Organizations, like living things, must be in harmony with their environment in order to survive. They should be able to recognize the events, threats and opportunities that develop around them and develop their own strategies against these situations. In this way, it should provide an advantage against the organizations and the environment in which they compete by determining their own positions.

With the effect of globalization, which has become widespread all over the world, the commercial borders have started to disappear. With the abolition of these borders, it has become much easier to enter a market almost anywhere in the world. On the other side of the world, the brand of a country can now enter all markets and this situation can bring competition to a very high level. In addition, technological changes and the requirements of the communication age can have a major impact on the life cycle of companies.

There are two different approaches to competitive advantage in strategy science. According to the resource-based approach, the companies' advanced performance and competitive advantage, the values of the company, are rarely imitated, and are related to the availability of substituted resources. (Barney, 1991). However, the competitive advantage of entrepreneurial companies operating in a mobile area is not due to the assets of strategic resources, but because of the ability to create, integrate and reconstruct resources according to environmental conditions. (Teece et al. 1997).

According to these two approaches, human resources of firms are both rare and almost impossible to be substituted and can be integrated and restructured according to environmental conditions. In short, human resources of firms is one of the foundations that are at the center of competitive advantage in both approaches. Preparing and developing this basis according to all kinds of conditions and changes brought the concept of organizational learning into the literature.

Information is seen as the most valuable treasure of our age. Knowledge has great importance in organizational learning process. The rapidly changing environment, the conditions, the demands of the customers and the internal customers can be met strongly by the information. Research has shown that in order to turn the organizational

environment into a more efficient and innovative situation, the rate of information production needs to be increased.

As mentioned above, it is possible for organizations to develop a strategy according to their environment and gain advantage, thanks to the learning capabilities of these organizations. Organizations' learning capabilities and learning processes are not time-dependent, but must be continually maintained and developed.

In this study, research has been conducted on the subheadings and processes of the concept of organizational learning. The subheadings of organizational learning are determined in the literature as follows. These are shared vision , commitment to learning, open-mindedness and knowledge sharing. These sub-headings are the basis for determining the organizational learning scale of companies. In addition, these sub-headings are features that support the learning capabilities and flexibility of the organization in some way.

The importance of innovation in providing competitive advantage in today's rapid change process is undeniable. The companies that are aware of this importance are increasing their efforts to be innovative. In order to achieve this goal, very large budgets have been allocated.

In the related literature, the concept of innovation is seen as a solution for firms to gain competitive advantage, to be sustainable and to grow. In order to achieve the goals determined successfully, it is necessary to understand and internalize the concept of innovation individually and institutionally. Companies that accomplish this can achieve their goals more easily and continuously improve themselves.

In this study, as in the organizational learning literature, a research has been made on subheadings, processes and strategies on innovation. As a result of this research, 4 sub-titles of innovation were identified in the literature. These are strategy innovation, process innovation, market innovation and product innovation. These sub-headings are also the basis for determining the innovation scale of the company.

The aim of this study is to determine the significant effect of organizational learning and sub-diffraction, which is an independent variable, on innovation and sub-diffraction determined as dependent variable. The main hypothesis is divided into 16 sub-hypotheses

considering the above-mentioned sub-diffraction of both variables. The population of this study was selected from white collar employees working in 3 plants and 1 head office of a global company operating in the white goods sector. These employees were given an innovation scale questionnaire with 23 questions and an organizational learning scale questionnaire with 43 questions.

This study proposes hypotheses on the effect of shared vision, commitment to learning, open-mindedness and knowledge sharing, which are subheadings of organizational learning, on strategy innovation, process innovation, market innovation and product innovation, which are the subheadings of firm innovation capability. The validity of the 16 hypotheses was tested with the analysis of the research. The relationships between the variables forming the hypothesis were also discovered. For future research, different hypotheses can be created with variables that are different from these variables.

2. ORGANIZATIONAL LEARNING AND INNOVATION

2.1 ORGANIZATIONAL LEARNING

2.1.1 The Concept Of Learning

The concept of learning is expressed in the dictionary as gaining knowledge and mastery. Besides the definition of dictionary as an individual, the concept of learning is understood as an individual's information and knowledge acquisition (Kim, 1993: 26). When the theories of learning are examined, it is seen that learning falls into the field of psychology. Apart from psychologists, linguists, educators, sociologists, information technologists, organizational theorists and some other scientists have focused on the subject. Therefore, there are various and different definitions about the concept of learning (Özer, 2001: 116).

The concept of learning is explained as the process of gaining new knowledge and intuitive insights by changing behaviors and actions to achieve the desired results (Aydınlı, 2005: 82-98). Learning is expressed as a functional concept for survival and continuity along with the development process of knowledge and the impact of the environment on these processes (Töremen, 2001: 1). According to Kolb (1984: 26), the concept of learning is expressed as the process by which knowledge is created through the transformation of experiences. According to Senge (2007: 22), the concept of real learning expresses the deepest understanding of the meaning of being human. Learning helps us rediscover ourselves. Learning is made to experience what has not been done before. Through learning, the relationship between the world and man is rediscovered. By learning, we understand that we are a part of the production process and how to expand our capacity (Karatay, 2019).

Learning is not just about acquiring new intuitions or ideas. When in an action state, it is learned when the action is effective, errors occur and corrected. The concept of error is the difference between the expected result of an action and the result after an action is taken. In other words, it describes the difference between expected and result. When the

harmony between expectations and results increases, learning is provided (Argyris, 1993: 17).

Learning can be defined as a lifelong process of acquiring information, so that the organism can adapt to the environment and achieve the desired state. Learning takes place as input, output, transformation process and feedback in a systematic structure. The concept of learning is generally understood as acquiring knowledge. However, the information acquired for learning requires behavior and being able to do new things (Özer, 2001: 119).

The definitions related to learning are collected in two different groups. The first of these is concrete definitions based on behavioral changes at the end of learning. The second is abstract definitions based on the theoretical process of learning. Concrete definitions reveal that learning, experience of learning, retention of memory, habit of learning, understanding of the information learned by the learners. Abstract definitions, on the other hand, argue that learning has actions, motivations, an internal vision and saturation against the reactions that affect the nerves (Basaran, 1994: 246).

It is stated that three different types of learning take place in a different concept of learning, not in a single concept. The first of these concepts is the acquisition and comprehension of knowledge. In this type of learning, it refers to situations such as reading, memorization and sudden response occurring in the mind. The second type of learning is the acquisition of behavioral habits and skills. This type of learning is slow in any case, because it requires constant practice and continuous motivation in order to become an expert. There is a need for a safe environment in this type of learning and it is necessary to have an environment that can tolerate and keep people motivated in the event of errors. The last type of learning is the strongest. This type of learning is about behavioral learning and is expressed as classical conditioning (Schein, 1993: 85-92).

From a management perspective, most studies deal with the concept of learning in terms of variety and level. The most important part is the part where learning is examined at the individual level. Afterwards, it is stated that individual learning is mainly taken into consideration while defining organizational learning. The basic assumption is that individuals are the basic learning parts of organizations and that unique transformations are provided by individuals. (Dodgson, 1993: 375-394).

Learning is not a conscious action in every situation. It may not affect behaviors at an observable level. However, by changing the boundaries of the field of behavior, the processing of the information obtained, realizes the use of the state is expressed as provided learning (Barutçugil, 2002: 150-151).

As a result of all these explanations, it can be expressed as the meaning of learning by feeling changes in the behavioral, cognitive or emotional states of the learner. In fact, the learner understands that the learning situation is experience learning, he / she can make appropriate changes in himself or his environment and take responsibility (Sheehan, 2000: 31).

In organizational theory, the definition of learning is to ensure the sustainability of the information and routines that businesses create around their activities and within their own culture. These created knowledge and routines are described as the activities of ensuring the development of the skills of the employees of the organization and then adapting the whole organization to these developments (Dodgson, 1993: 375-394). Learning concepts and learning organizations within the enterprise are developed based on the understanding of learning. (Romme and Dillen, 1997: 68).

2.1.2 Learning Types

Learning is defined as a process in which new knowledge and insights are gained that will make a difference in movements and behaviors. Learning is studied at various levels including individual, team and organizational. The concept of individual learning refers to a person reaching, interpreting, interpreting, creating experience and shaping his behavior according to his intuition. Individual learning is essential for group and organizational learning. Collaborations and co-ordination go towards team and organizational learning (Kapucu, 2012: 9-10).

In terms of organization, learning is different from personal learning. Personal learning occurs when a single person acquires knowledge and skills and puts them into practice. In order to implement the trainings to be given within the organization, a good distribution should be made within the organization and the information beyond the organization should be examined. As a result, the researchers stated that organizational learning should

take place at three levels as individuals, groups and organizations (Hoe 2007, p.213). According to Brown and Woodland (1999), information is used for both control and defense at the individual level, and if individuals perceive the power of knowledge they have, they will likely have more to accumulate (Gubbins, Garavan, Hogan, & Woodlock 2006, p.178).

According to Fiol and Lyles (1985), organizations do not have a brain but they have cognitive systems and memories. In this sense, learning provides organizations with the opportunity to understand and interpret their environment to determine the applicable strategy (Liao 2006, p.228). In other words, the sum of the learning of each individual in the organization does not give organizational learning, that is, organizational information (Avcı, Kılınç and Okumuş 2010, p.100). In organizational learning, even if individuals leave the organization, the information is stored in the whole organization, that is, the information is stored throughout the organization. The organization consists of individuals and can learn through individuals. Without the initiative of individuals and the interaction between group members, an organization cannot acquire, disseminate or use information. In this context, individual learning carries forward organizational learning (Hoe 2007, p.213). However, many factors such as the transition from individual-level learning to organizational-level learning, organizational culture, and the attitude of managers make it difficult for organizational learning. At the same time, it is not easy to establish a coherent memory and to ensure integrity throughout the organization. Therefore, teams can be seen as a basic link between the transition between these two levels (Avcı, Kılınç and Okumuş 2010, p.100).

Team-level learning is the expression of a social process involving interactive members through interactive dialogue in a strong and effective communication process, based on continuous interaction, collaboration and participation rather than individual learning by individual members of the organization. Communication and dialogue are factors that support cooperation and participation. A common goal, shared vision and culture adopted by employees in organizations, the reward system that encourages learning, the effectiveness of continuous and inter-team dialogues, continuous interaction, clear and comprehensible team goals are the factors that play an active role in improving team spirit or increasing team level learning (Hunter, Kilinc and Okumus 2010, p.98). Lynn et al. (1999), which is important in the process of gaining competitive advantage of enterprises

used in process innovation activities of the learning skills of the team is of the opinion that affect the success of process innovation activities (Seyrek, Akgun and Ozer 2007, p.18–19).

Probst and Buchel (1997) describe group-level learning as an activity that can only take place in the group's learning process in order to improve organizational learning, only when individuals are ready to share their individual views. They argued that there are three conditions for team-level learning, a bridge that bridges the gap between individual and organizational learning. Team-level learning does not only benefit the organization. By collecting common mental models and experiences, it undertook two purposeful roles as increasing the repository of organizational knowledge and ensuring individual development. In this context, team-level learning is equally beneficial for individuals and organizations (Aslam, Javaid, Tanveer, Khan and Shabbir 2011, p.741-742).

2.1.3 Organizational Learning

Learning status is activities related to improvement, especially in situations where competition is uncertain in terms of technology and market, productivity situations or. The need for learning increases with the proliferation of uncertain situations. Organizational learning is natural, as is the learning of individuals who strive to adapt and survive in an uncertain and competitive world (Dodgson 1993, p.378,380).

According to Dibella and Nevis (1998), learning done within the organization is called to protect the talents and stages within the employees or to increase the performances based on experience. Firstly, in the organizational learning environment, new skills, attitudes, values and behaviors are acquired over time. Continuous changes in the environment provide opportunities to create new information. Learning takes place when this knowledge acquires new skills, attitudes, values or behaviors. What is learned is becoming a feature of some collective social units (Hoe 2007, p.213).

Learning within the organization is a social stage that can be reached by different people as a result of the learning of individuals. Even if the individual leaves the organization, what is learned remains within the organization or group (Hoe 2007, p.213).

The birth of organizational learning depends on the change in the following factors (Celep C., 2004):

- i. Change in the importance of production factors (Celep C., 2004)
- ii. First place of information as a source of competitive environment (Celep C., 2004)
- iii. Rapid change in business environment (Celep C., 2004)
- iv. Unlimited customer needs and expectations (Celep C., 2004)
- v. Insatiability in managers and employees. (Celep C., 2004)

Organizational learning is defined as the ability of the enterprise to produce and disseminate the information that an entire organization performs. Nonaka and Takeuchi (1995) describe it as the ability of an enterprise to produce and disseminate knowledge. In organizational terms, this ability is to obtain and use information from customers or competing companies to adapt to the changing external environment. Some of these learning styles are listed as follows. (Hoe 2007, p.213):

- i. Organizational learning is a skill.
- ii. Organizational learning consists of many information processes.
- iii. The organization will change in the form of activity as a result of applying knowledge.
- iv. This organizational learning ability arises from organizations that can apply knowledge to change behavior in response to rapid change of external factors (Hoe 2007, p.213).

Organizational learning is a process involving interactions between individuals. According to Brown and Duquid (1998), an organization that can only promote knowledge and learning in interaction with each other can create value. According to Baskett and Marsick (1992), best learning occurs in interaction with daily work problems. There is a dynamic interaction between the learner and the environment, and various resources are used unconsciously in the form of professional initiatives to confront daily business concerns. In addition to these interactions, external resources also play a role in building professional understanding. This is a learning cycle. (Hacıbeyoğlu 2018)

According to Becerra-Fernandez, Gonzalez and Sabherwal (2004), continuous changes in the workplace and daily work activities require the use of organizational knowledge

sharing practices and an increase in the demand for continuous learning. Information sharing literature has revealed two information sharing results. They develop individual competencies and ensure job satisfaction. Individuals have different knowledge, skills and abilities among various businesses, and it is important that they are effectively guided and coordinated to improve organizational performance. In this context, individual learning commitments provide capital increase for both individuals and organizations. Collecting data about the culture of the institution, learning the culture of the institution, directs people to learn continuously. The efforts of the personnel to reach new information not only cause the company to be successful in the competitive environment but also to achieve sustainable success. Businesses seeking performance improvements should take into account that they have a significant impact on encouraging employees to learn and share (Almahamid, McAdams and Kalalkeh 2010, p.328).

2.1.3.1 Characteristics of organizational learning

Organizational learning consists of processes that include the following features (Saadat and Saadat, 2016: 221):

Complex: It is influenced by the internal communication of various and many interpersonal, intra-organizational and inter-organizational factors.

Unplanned: It is not coded as educational texts of official terms.

Trigger and Purpose: The areas of learning and improvement of interest are governed by each person and organization groups and individuals. In addition, groups are eagerly eager to learn carefully and adapt to the organizational strategy.

Interactive and in Dynamism: People, groups and organizations take on the role of providing their knowledge, experience and learning and transferring them to others at the same time.

Continuous and Permanent: It is not limited to a certain time and place, such as formal education conditions.

Evolved and Developing: The mentioned interaction, dynamism and continuity and the special feedback of this process also provide efficiency.

Affected by Cultural Resources: The members of this organization are influenced by the concepts, structures, social rules and common technologies in the society.

Learning organizations generally have some capabilities. These are (Atak and Atik, 2007: 65):

- i. Solve systematic problems.
- ii. New approaches are tried.
- iii. Learn from past experience.
- iv. The best work is learned from the experience of others and is learned from others.
- v. Information is disseminated quickly and effectively.

These characteristics can be defined as the characteristics required by all organizations in the information age.

2.1.3.2 Types of organizational learning

Organizational learning emphasizes two things: the first is the need to learn at various levels, and the second is the protection of science in institutions. Another important aspect is the need to use the rescued science in the field of practice. Specialists seem to divide the ways of learning organizationally into different dimensions. These are (Saadat and Saadat, 2016: 222):

According to Dawes (2003: 1-20), Types of Organizational Learning:

- i. *Hereditary Learning:* refers to a science created by the founders of the organization.
- ii. *Experiential Learning:* It considers a science that is acquired through experience that can be obtained intentionally or by chance.
- iii. *Indirect learning:* refers to the experience experienced by people outside the organization.

According to Argyris and Schon (1978) Organizational Learning Types:

- i. *Single Stage Learning:* This type of learning occurs when the members of the organization respond by finding and correcting the faults in the environment, in fact this response to environmental requirements is achieved by keeping the current organizational norms.

- ii. *Two-Stage Learning*: This type of learning not only controls current processes, but also refers to learning by correcting culture, policies, objectives, strategies. Two-stage learning involves changing the science base of qualifications and the work of a common organization.
- iii. *Three Stage Learning*: It is based on changing methods. This is the new way of repeating the reflections of learning cycles and creating new sciences. The way to learn at first is through finding and science. According to Marquardt (2002: 182) Organizational Learning Types:

In Marquardt's opinion, the training provided within the organization does not limit the individual to a person who can receive training in more than one field.

- i. *Adaptive Learning*: It occurs as a result of the experience or experience of a person or group. Adaptive learning in an organization is a situation in which an organization begins to achieve its goals and results in some internal and external problems. The results are evaluated and if these results are good, if they are not maintained, corrections are made.
- ii. *Forward Learning*: It starts with an organization learning its future goals. According to this approach, the best way is to identify the opportunities and find ways to achieve them and to avoid negative results and experiences.
- iii. *Practical Learning*: Emphasis on real problems consists of paying attention to the science taken and the real effectiveness of the solutions.

2.1.3.3 The importance and necessity of organizational learning

Organizational discussions have been ongoing for more than half a century. Against the changes and challenges in the world, institutions should dedicate themselves to learning and updating. They must update and synchronize themselves with rapid improvements. They must strive to survive by responding to environmental changes in this way, aligning the organization, and acquiring the expanding science and knowledge. In order to survive, organizations need to be more successful. In this way, they learn earlier, faster and better than their competitors. Today, traditional structures do not have the necessary capabilities to adapt to rapid environmental changes. Businesses should change their structures to survive and equip themselves with current tools to gain the ability to withstand global

changes. One of the most important tools for this is to internalize the concept of organizational learning. This approach, instead of traditional movements and behaviors, should always be learning, involving change and organization (Saadat and Saadat, 2016: 220).

The strategic importance of learning stems from the positive synergy that will be created by sharing experiences, results, mistakes, knowledge and ideas. Organizations have to create such a synergy and use it by turning it into an advantage. Therefore, training and development and continuous development have been identified as the most emphasized organizations. Organizations have realized that the way to make profit in global competition is to obtain individuals who learn continuously (Atak and Atik, 2007: 66).

2.1.3.4 Organizational learning barriers

In order to establish, maintain and improve the learning structure of the organization, it is necessary to eliminate the elements that negatively affect organizational learning. In order to do this, the factors that negatively affect organizational learning should be well known. If we list these elements as individual items, we will see 6 items (Senge, 2007: 27-35). These items are described below:

Position: Based on the principle of *ne I am what I am* “, individuals generally concentrate only on their own positions within the organization and do not have a sense of responsibility in the jobs that need teamwork.

Searching for Errors in Others: It is the tendency of individuals within the organization to break down the mistakes of the negative processes caused by them in the works they are responsible or to search for errors in others.

Stuck to Events: Individuals lose more time than necessary on cause-effect relationships during the learning process. This will cause the individual to lose unnecessary and inefficient efforts, rather than spending time and energy already limited and at a certain level for the learning process. In order for the productive learning to be sustainable within the organization, individuals should not concentrate on sudden events more than necessary.

Inability to Recognize Progressive Processes: Within the organization, individuals often react to instant events. However, the primary threats to organizations do not come from instant events, but from gradual processes. Failure to recognize progressive processes can have as dramatic consequences as instant events. Therefore, gradual processes should be analyzed accurately and in detail by individuals within the organization and necessary measures should be implemented before dramatic results are obtained.

Experience and Learning Dilemma: One of the basic structures of the learning cycle is experience. The best way of learning is also possible with experience. However, this does not mean that they will make the most important decisions. Because it may not be possible to predict where the results of our actions will coincide with our own learning horizon.

Executive Team: It is the fact that the executive team should constantly deal with the inadequacies and dilemmas within the organization. This team is composed of experienced managers representing different areas of expertise within the organization.

2.1.4 Organizational Learning Process

Organizational learning process is a dynamic and knowledge based process. The stored information is defined as organizational memory. Organizational memory contributes to the interpretation and sharing of the acquired knowledge of the organization. Organizational learning process is divided into three. These are the acquisition, interpretation and storage of information. This process is a process where information is processed and its output is information. This information has a constantly changing structure. Acquiring new information, sharing and distributing information, creating usable information and transferring information to organizational memory are activities related to organizational learning (Barutçugil, 2002: 150).

2.1.4.1 Knowledge acquisition

Organizational learning begins with an attempt to obtain information. At this stage, the organization becomes aware of its own deficiency and attempts to close the deficits and obtain information to improve its conditions (Barutçugil, 2002: 150).

Huber (1991: 97) mentions that there are five stages in the process of obtaining information. These stages can be specified as follows:

1. *Genetic-innate learning*: With the knowledge of the founders, the organization's learning policy will be effective in the following processes.
2. *Experiential learning*: A learning policy based on the experiences of the organization in the past.
3. *Learning by interacting with others*: It is the ability of organizations to establish learning relationships with other organizations and to develop, organize and make new formations of their strategies, management practices and technological developments.
4. *Vaccination learning - adding new members*: The ability to change the development and policy of the organization with new members with knowledge and experience, and to obtain new information.
5. *Learning with research*: Ensuring the acquisition of information by conducting research, measuring the performance of the organization, researching on special topics, researching the important issues of the organization.(Karatay, 2019:12)

With a similar approach to Huber's approach, Akgül et al. (2006: 20-21). We can explain this distinction as follows:

- i. *Purchasing*: It is described as the most effective and direct way to obtain information. Thus, the knowledge and the ability to produce information acquired by companies are purchased.
- ii. *Imitation*: It refers to the application of a successful knowledge or practice in its own business in a competitive environment.
- iii. *Benchmarking*: Organizations mimic information by comparison, observation, transfer of successful employees.
- iv. *Outsourcing*: It focuses on the capabilities of organizations and becomes an expert in this field, invests in basic activities and provides outsourcing activities.
- v. *Derivation*: It can be expressed as working for the use of the knowledge and experience gained within the organization elsewhere in the enterprise.(Karatay, 2019:12-13)

The main competitive advantage for organizations is the ability and capacity to produce new information within the organization. The most important example of this is McKinsey's research involving major companies in Europe, the USA and Japan. When

the results of the research are examined, it is seen that 80% of the successful companies support new information and ideas and make important works in their production and allocate serious resources. Thus, the most important stage for organizations emerges as the production of new information, this is expressed as the key to success (Akgul et al., 2006: 20-21).

2.1.4.2 Dissemination of information

Organizational learning differs from individual learning as a result of the dissemination of information and obtaining a common interpretation from this information within the organization. The use of information through an efficient sharing or dissemination process, and its detailed meaning by every employee of the organization will increase the value of information (Slater and Narver, 1995: 63-74).

In the process of dissemination of information, it is very important how existing information is shared with all units of the organization. The biggest problem is that the information is not known to whom and where. This is due to the lack of strong systems to manage information. New information (externally or internally) should be shared with the right path within the organization. This sharing will encourage learning and give rise to new knowledge and experiences. For this purpose, effective distribution channels should be used and the information should be evaluated with a focus on strategy, who should use it and the information should be classified properly. Ultimately, the more effective the sharing of information within the organization, the higher the level of learning. Sharing information on time, mode of action, rate of spread and accuracy are the most important factors in the dissemination of information. Information becomes meaningful when shared within the organization. Having individuals who cannot access information in the organization eliminates the integrity of learning (Bentürk, 2003: 59).

2.1.4.3 Interpretation of information

Interpretation of information is defined as the process of meaning of information. By exposing different interpretations, the existing area of behavior of the organization is expanded. In this way, an improvement is expected to occur in the field of organizational learning (Kalkan, 2004: 92; Huber, 1991).

At this stage, conceptual information is created. The information distributed before the interpretation stage is conceptualized at this stage and the information is externalized as a result (Özer, 2001: 170).

2.1.4.4 Retention and internalization of information

Organizational memory plays an important role in storing information. Individuals are temporary, but organizational memory stores certain behaviors, rules, and values over time. Information is processed in the organization's policies, rules and processes. The information is now operational so that the organization takes action. At this point, organizational learning is realized. As a result, it is made permanent by transferring to organizational memory (Özer, 2001: 171).

Organizational memory is regarded as the treasury where information is protected and is defined as “Company information”/“Genetics of the Company.. The effect of organizational memory on organizational learning is very important. Depending on the effectiveness of organizational memory, the ability to explain and use learning with practice varies. The formation of organizational memory is important in maintaining the existence of organizations and interpretation of information (Aydınlı, 2005: 89-90).

2.1.5 Organizational Learning and Learning Organization

Generally, organizational learning and learning organization are used interchangeably. The learning organization has a system that internalizes external information; organizational learning includes all learning processes in which individual knowledge becomes common knowledge (Song, Joo and Chermack 2009, p.46-47). They are learning organizations that are composed of individuals who are capable of producing information, acquiring, interpreting, transferring, preserving information and changing their behavior in a conscious way by reflecting new knowledge and understanding to their behavior (Hoe 2007, p.213). While knowledge takes place both inside and outside individuals; learning organization, primarily means the learning of individuals (Örtenblad 2001, p.131). According to Hedberg (1981), the knowledge gained by individuals is stored in organizational memory outside individuals. Accordingly, Cook and Yanow (1993), only individuals do not learn, as if an individual self-learning organizations suggest (Örtenblad 2002, p.90). The aim of the learning organization is to benefit from

the collective knowledge of employees (Sammartino, O'Flynn and Nicholas 2002, p.8). The ability to adapt to changes developed, changing and developing with the motive of learning, differentiates from other organizations with its dynamic organizational structure that constantly renews itself by making inferences from the mistakes of its experiences, successes and failures, from the results of other organizations (Karahan and Yılmaz 2010, p.148-149). According to Calcantone (2002), the learning organization refers to the organization-wide activity of information created and used to increase competitive advantage (Liao 2006, p.228).

Senge, which promotes the learning organization, defines the learning organization as follows. A learning organization is an organization that consists of individuals who constantly increase their capacity to realize the results they really desire, feed on new and broad thinking models, release the common goal and learn how to learn together (Buck 2004, p.8). A learning organization is the place where employees specialize in creating, acquiring and sharing information and are superior (Garvin 2008, p.110). Senge (1990) and Garvin (1993) as defined by the authors of a learning organization, is committed to learning, is an organization that undertakes learning. With this commitment, it is an organization ready to change the way it is made by combining existing information or adding new information (Sebestova and Rylkova 2011, p.954). Cohen and Levinthal (1990) stated that the ability to learn involves the capacity to express problem-solving skills to create new knowledge and to develop the capacity to absorb existing knowledge. Baker and Sinkula (1999) suggested that the value of organizational learning abilities revolves around commitment to learning (1), open-mindedness (2), and shared (common) vision (3). In addition, Liao (2006) stated that the organization should provide a good communication channel and a sense of trust to encourage learning outside these three dimensions (Liao 2006, p.228).

Senge mentioned five basic disciplines, each of which is crucial for the formation of learning organizations, each of which is vitally important and which play a role in the success of each other (Senge 1998, p.15; Printing, Sözen et al. 2009, p.68; Çakır and Yüksel) 2010, p.503). Senge (1990) defined the learner organization as an organization that continuously increases its capacity to create its future and determined the basic assumptions about the learner organization by proposing five disciplines consisting of

five basic elements for a successful learner organization. The learning organization is based on these five basic components (Song, Joo and Chermack 2009, p.46).

Personal domination / mastery: It is the discipline of continuous clarification, deepening of personal vision horizon, focusing of energy, improving determination and patience and seeing the reality as objective. Thanks to learning individuals, the learning ability and willingness of the learning organization cannot be greater than that of its employees. This discipline that emphasizes personal learning is the cornerstone of the learning organization (Senge 1998, p.16; Erigüç and Balçık 2007, p.85; Printing, Sözen et al. 2009, p.68; Çakır and Yüksekeltürk 2010, p.503).

Intellectual Models: In addition to creating their own thinking systems, individuals are also open to the ideas of others, giving meaning to their thoughts and directing their thoughts and actions. This discipline allows individuals to be free from uniform assumptions, generalizations and patterns by providing inquiries (Bas, Sozen et al. 2009, p.68; Eriguc and Balchik 2007, p.85).

Team learning: The team learning discipline starts with dialogue. The organization cannot learn unless teams learn in the learning organization. For this reason, thinking action starts with learning as a team starting with dialogue (Senge 1998, p.18-19; Erigüç and Balçık 2007, p.86; Çakır and Yukselturk 2010, p.503).

Creating a shared vision: All employees within the organization should have the motivation for learning by coming together of their own will without coercion for a common purpose. The shared vision is the adoption of future goals by all employees in the organization with the same energy. However, with a shared vision, learning action can be activated (Senge 1998, p.18-19; Erigüç and Balchik 2007, p.85; Edition, Sozen et al. 2009, p.68; Cakir and Yukselturk 2010, p.503).

System thinking: In the system thinking that brings together the disciplines of learning organization, the aim is not to see each of the parts that seem independent from each other, but to see the effects of each other and the connections between them and the systems as a whole (Senge 1998, p.18-19; Erigüç). and Balchik 2007, p.84, Edition, Sozen et al., 2009, p.68; Cakir and Yukselturk 2010, p.503).

According to Argyris (1977), organizational learning is the process of revealing and correcting error. According to Fiol and Lyles (1985), organizational learning is the process of improving and developing actions with better knowledge and understanding (Liao 2006, p.228). According to Huber (1991), if an enterprise learns through information processing, its potential behavior changes (Garvin 1993, p. 80). Huber (1991), organizational learning is defined as the development of new knowledge or the development of understanding that has the potential to affect behavior (Liao 2006, p.229). While cognitive change is a necessary condition for organizational learning, the possible outcome is behavior change. However, this result is a necessity in learning organizations (Kapu and Aybas 2008, p.83). (Sebestova and Rylkova 2011, p.954).

A learning organization is an organization capable of changing the production, acquisition, transmission and behavior of knowledge by reflecting new understanding of knowledge and behavior. This definition begins with a simple fact: new ideas are needed for learning. Sometimes new information is reproduced with understanding or creativity; In other cases, this may occur outside the organization, or internally transmitted information is transmitted by individuals. Regardless of their source, these ideas are the trigger of organizational development. However, they cannot form a self-learning organization. When there is no change in the way the work is done, only potential improvement and development is mentioned. Generally, it can be said that enterprises are effective in producing or acquiring new information, but are less successful in applying this information to their own activities (Garvin 1993, p.80).

The characteristics of learning organizations where learning is seen as a fundamental value and has become a natural process are discussed as follows (Hoe 2007, p.213):

- i. Provides continuous learning opportunities.
- ii. They use learning to achieve their goals.
- iii. They connect organizational performance with individual performance.
- iv. They openly encourage individuals to create a safe environment for sharing and taking risks.
- v. They adopt creative tension (tension) as an energy source.

- vi. They constantly interact with their environment.

Organizational learning is used to identify specific types of activities that can occur in any analysis at various levels or in a process of organizational change. For example, when the individual salesperson encounters the customer or updates to a group of salesperson managers, information about the needs of the customers will be realized during a one-week sales meeting (Hoe 2007, p.213).

Gephart, Marsick, Van Buren and Spiro (1996), On the other hand, the organization tried to seize the essence of organizations to learners. (Buck 2004, p.8).

- i. Generating and sharing information
- ii. Critical
- iii. Systematic thinking
- iv. All learning culture
- v. Flexibility and spirit of trial
- vi. Human focus

These dimensions conceptualize the learning organization (Buck 2004, p.8).

Although there is a subtle difference between them, in practice organizational learning and learning organization are often used interchangeably. As stated, it refers to the levels of organizational learning analysis: individuals, teams and organizations; learning organization means interaction between these levels (Hoe 2007, p.214).

According to Garvin, such enterprises have three building blocks (Garvin 2008, p.110):

- i. A supportive learning environment
- ii. Concrete learning processes and applications
- iii. Leadership behavior that supports / strengthens learning Learning organizations are capable and successful with five main activities (Garvin 1993, p.81; Carpenter 2010, p.41; Erigüç and Balçık 2007, p.83; Atak and Atik 2007, p.65):

Systematic problem solving: The ideas that underlie systematic problem solving and are widely accepted today include the following activities. Based on the scientific method of diagnosing problems (such as planning, making, controlling, acting, producing hypotheses, and testing hypotheses); rather than relying on data instead of assumptions in decision-making, that is, basing data on assumptions (real-based management) and using simple statistical tools (to edit data and draw conclusions) (Garvin 1993, p.81).

Experimenting with new approaches: This activity involves systematic searching and testing of new information. The use of scientific methods is essential and is clearly parallel to systematic problem solving. Unlike problem solving, however, experimentation is often not with current challenges; motivated by opportunities and ideas spread (Garvin 1993, p.82).

Learning from their own experiences and backgrounds: It is necessary to monitor the successes and failures of the companies, to evaluate them systematically and to be open and accessible. Unfortunately, today, we do not look at a lot of executive history and cause information to escape. (Garvin 1993, p.85).

Learning from the experiences and best practices of others: All learning is not due to reflection and self-analysis. Sometimes the most powerful insights to gain a new perspective come from outside the immediate environment. Intellectual managers even know about businesses in different areas where ideas and catalysts for creative thinking can be efficient sources. Benchmarking is a continuous research and learning experience that enables the discovery, analysis, adoption and implementation of best industry practices. Benchmarking is one of the ways to gain an outside perspective; Customers are also the source of efficient ideas. Customers, current product information, competitive comparisons, predictions of changing preferences; provide instant feedback on their use and service. Sometimes customers may not be able to articulate their needs or remember the most recent problems with the product or service they have. In this case, managers need to observe the actions of customers. Regardless of the source of external ideas, training will only take place in an open and receptive environment. (Garvin 1993, p.86-87).

Transfer information quickly and effectively in the organization: Information needs to be disseminated quickly and effectively in the organization. When information is widely

shared rather than held by a handful of people, ideas have the highest level of influence (Garvin 1993, p.87).

There are two most widely used ways to differentiate organizational learning and learning organization. The first of these, while organizational learning, activities and processes in organizations; learning organization is a form of organization. Secondly, while organizational learning can exist without effort, the learning organization needs effort. Organizational learning is a continuous process in the learning organization. In other words, it is an organizational form in which there are important learning processes (Örtenblad 2001, p.126). Every organization is learning, but what is important is that the organization can view learning as a conscious action. In this context, awareness of learning makes organizations learning organizations (Kapu and Aybas 2008, p.83).

The learning organization expresses a particular type of organization; organizational learning is a concept used to describe the specific types of activities involved in an organization. Both old and new organizational learning can be seen as processes. Argyris and Schön (1978) argue that old organizational learning is related to the learning of individuals as factors for the organization; Cook and Yanow (1993) think that new organizational learning also means collective learning, or Brown and Duguid (1991) think that it means learning by people as social entities (Örtenblad 2001, p.126).

In this distinction, a two-way problem may arise. Today's organizations can now be seen as processes. This period of time eliminates the differences between organizations and forms in particular. In addition, learning, adaptations and development are considered as learning stages. In order to reveal these differences, it is necessary to observe and deal with the concept of form from the organizational point of view. The other problem is that the concept of organizational form is not very clear. According to the contingency approach of Mintzberg (1983), it is a form suitable for a particular situation. According to the definition of Alvesson (1993), some companies are a certain kind of organization like knowledge-intensive companies, while others have other characteristics. The learning organization in this way should be a form of organization that does not depend on any situation. Instead, its effectiveness should be compared with health and ethics such as effective organizations, healthy organizations, and ethical organizations (Örtenblad 2001, p.126-127).

2.1.6 Learning Organizational Culture

Learning is an activity carried out by individuals who facilitate organizational learning. Learning is the result of cognitive perfection and behavioral adjustment that mutually reinforce each other. This requires an environment where new approaches are encouraged to experiment and errors are not perceived as failure (Jha 2007, p.139). If failure can be seen as a precursor to success, it should be encouraged rather than tolerating errors. Businesses who realize that mistakes are life itself rather than being a part of life are aware that the greater the failure, the more successful and successful they will be (Peters 2008, p.104-105). According to Baker and Sinkula (1999), learning culture does not only make organizations question information. It also teaches whether their personal approach (attitudes) is applicable to innovation (Liao 2006, p.227). For the continuity of the existence of the organizations, a collective learning process which constitutes the organizational culture is necessary in the solution of the problems they face in the process of internal integration and adaptation to the external environment. Organizational culture, which is shared by all members of the organization and which is considered as a whole of beliefs, values, norms, attitudes, expectations and ways of doing business, is the learning process that gives them a common identity (Gizir 2008, p.190).

Learning is not just for the benefit of the organization. The first priorities of individuals, partners and society are as follows. A free climate to learn defines the organization. Learning is in part related to liberation and salvation. Information remains in individuals or co-workers. (Örtenblad 2002, p.96).

Learning needs to be adapted to the conditions of the organization and the work being carried out. Each organization is different, but the working style of any organization is covered by four models. These are processes, systems, networks and competencies. In short, system and process models require some interpretation and correspond to creating routine settings (time and environment). Network and competence models require much higher decisions and depend on deeper understanding and knowledge as well as the ability to improvise (Sebestová and Rylková 2011, p.955).

Learning organizational culture is one of the main components that increase organizational commitment. Watkins and Marsick (1997) set seven conditions for the learning organization (Jo and Joo 2011, p.5).

- i. Creating continuous learning opportunities
- ii. Increasing inquiry and dialogue
- iii. Encourage collaboration and team learning
- iv. To establish systems that aim to learn and share
- v. Empowering individuals with collective vision
- vi. Ensuring that the organization connects with the environment
- vii. Presence of leaders supporting learning at the individual, team and organization level

According to these findings, Confessore and Kops (1998) It emphasizes the need for an environment where learning, cooperation, sharing ideas and values are important. The structure of the institution and the general learning situation of the individual affect the learning dynamically. (Jo and Joo 2011, p.5).

Garvin stated that an environment that supports learning has four distinct characteristics described below (Garvin 2008, p.111):

Psychological safety: Employees should not be excluded or fear of humiliation when they have disagreements with authority or their peers. They should be able to accept responsibility for their mistakes or present perspectives. They should be able to express their thoughts about their work easily (Garvin 2008, p.111).

Appreciating differences: Learning occurs in the presence of individuals who are aware of opposing ideas. Understanding competitor values, alternative worldviews that increase energy and motivation, encouraging new ideas prevent drowsiness and random drift (Garvin 2008, p.111).

Opening for the new ideas: The trainings are not related to correcting mistakes or eliminating problems. In this context, we will master new approaches. Personnel need to be guided to pacify things that have not been investigated. (Garvin 2008, p.111).

Reflection time: Many managers are judged by the abundance of working hours and the tasks they perform. When people are very busy, their analytical and creative thinking skills are compromised.

They become less capable of diagnosing problems and learning from their own experience. Supportive learning environments give time to pause during the action and

encourage thoughtful analysis and criticism of organizational processes (Garvin 2008, p.111).

2.2 INNOVATION

2.2.1 The Concept of Innovation

The concept of innovation is the ability to adopt and implement the necessary ideas, especially in the field of technological and innovation, by acting before competitors. (McDonald 2002, p.14). Thompson (1965) described innovations as the acceptance and implementation of ideas, stages, products and services provided. (1996) described innovation as a successful application of ideas within the organization. (Liao 2006, p.228). Innovation is primarily described as an information-intensive, uncertain, open to discussion and entrepreneurial process that requires a supporter, a supporter to promote change in the organization, related to the continuity and perpetuation of the known. In other words, change requires conscious action to overcome the present situation, which is innovation. Innovation is very important for the success and continuity of enterprises. When we look at it, the only aim of the innovations is to maintain the existence of the organization in the market and to increase the innovations on the basis of products. (McDonald 2002, p.22).

Innovation involves a process of change (Quinn, Baruch and Zien 1997, p.154). Calcantone (2002) states that the innovation process of the enterprise involves the acquisition, distribution and use of new information; Damanpour (1991), whether there is a change in the response to the internal or external environment, or as an preventive action taken to affect the environment, stated that the organization means change (Liao 2006, p.228). It threatens the status quo of the organization's existing products and resources in the form of market-related businesses and units, organizational structures, and strategic stance. Because innovative changes are highly sensitive to conditions and management determines most of these conditions. The researchers listed the prerequisites for continuous innovative organizations as follows (Quinn, Baruch and Zien 1997, p.154):

- i. Change is usually supported by senior management.
- ii. Successful change builds on the unique, unique strengths and values of the organization.
- iii. The characteristics of the change are not enforced.
- iv. Change tends to be whole because a changing part of culture requires other changes to ensure effective harmony between all parts.
- v. Successful change tends to be planned but quick.
- vi. The plan itself tends to be gradual, incremental, constantly examined, controlled and modified.
- vii. Change occurs not only on the surface, but also within the organization.
- viii. In successful enterprises, change becomes an accepted continuous process.

Change itself is an opportunity. Only the unpredictability and the possibility of the most unexpected things made it necessary for businesses to be sensitive to change. The ability of the business to see themselves from outside, to capture the customer's perspective means to learn where the original results are obtained. This is in fact an approach where all potential customers, except for their current customers, can also acquire existing qualifications. Moreover, this is the first step towards an opportunity. It needs managers who can anticipate potential and existing opportunities that may arise in an environment of uncertainty and learn and realize how to evaluate them (Drucker 1992, p.400,406).

According to Van de Venu and Anglo (1989), the formation of ideas involves their development and implementation. It is the adoption and implementation of ideas and thoughts that arise to solve and solve an existing problem. Particularly, the company focuses on obtaining creative ideas, realizing the desired results and yielding the fruits of success. For example, many bright ideas in organizations, never implemented (McLean 2005, p.227).

According to Bates and K. (2005), Innovation is the development of new ideas, new applications and developing new ideas in the business lines. It is expressed as a material resource that is difficult to imitate the innovation process. However, this resource constitutes an organizational capital that provides competitive advantage. Successful product, process, or service innovation gives businesses a unique value that they do not have in their competitors (Hung, Lien, Fang and Mclean 2010, p.427).

According to Özçer (2005), who states that creativity is behind all kinds of innovation, if the purpose of creativity is invention, the purpose of innovation is to implement the invention. Creative thinking is commercialized and transformed into innovation. As creativity is shared within the organization, the power of the organization to generate ideas increases and as these ideas are applied, it generates added value for the organization (Özçer 2005, p.15,143).

According to Zauss (2003), innovative organizations can transform employees 'knowledge and ideas into products and services tailored to customers' needs. These innovations are clearly evident in new products, services, technology and administrative practice (Hung, Lien, Fang and Mclean 2010, p.427).

2.2.1.1 Purpose of the innovation

The industrial and financial sectors in which the companies carry out their activities, the competitive conditions of the market in which they are located, the technological developments in the market or related sectors are constantly changing depending on the aims and objectives of the companies. In environments with such rapid variability and the increasing uncertainty in these environments, the continuity of the firms and their efforts to achieve their goals continuously affect. All of these companies see the concept of innovation.

Under market conditions, companies need to constantly renew themselves to ensure continuity. In order to increase innovation-related achievements, companies need to increase successes in the innovation process. Rapid technological developments force companies to transform faster. Innovation process is the most important way of economic growth, growth and development. Companies must be constantly updated to survive in free competition markets. In order to increase the success of innovation research, enterprises should increase the efficiency of innovation management process. Rapid technological change forces businesses to rise faster. Innovation is the key to economic growth, increasing employment and improving the quality of life. All companies producing in different fields should make changes and innovations in their fields. (Z.Ecevit Satı,Z.&Işık,Ö.,2011).

Innovation is an important competitive tool that enables them to increase production and profitability on behalf of companies, to enter new markets and to expand existing markets. Economies in which active, profitable and highly competitive companies operate, work, develop, develop and provide competitive advantage on a global scale. (Arikan et al., 2003)

Innovation aims to provide solutions to business problems. According to Kongar (1995), innovation has three main objectives.

1. *Business continuity:* Businesses often produce more than one product or service. The variety of products and services entails the obligation to compete in more than one market. Innovation and change are inevitable due to the shortness of the product-life curve, especially in markets with high-tech enterprises. A business must constantly renew itself in order to survive in a competitive environment.
2. *Becoming a leader in the market:* The firm knows exactly what the consumer wants and needs and offers innovations to meet this requirement. In order to become a leader, it is necessary to realize the major innovations in the technology market. In this way, the company has the opportunity to direct the market in line with its own interests and determine the competition conditions alone. “The person who plays the game best is the one who rules the game. ”
3. *Increasing profit:* Profitability is one of the important elements of the success of the company. Innovation projects have a certain financial burden. Although these projects seem to reduce profitability at first, they have an increasing effect on profitability in time. If the innovations are completed successfully, the expenditures will be reduced, the production phase will be shortened and production and productivity will increase. These developments increase the profit level of the company. The important thing is to be patient because it is almost impossible to get immediate results in innovation studies. Innovations that will bring great benefits to the enterprise in the long term will contribute to the increase of profit both directly and indirectly (Taylan, 1996: 5-6).

2.2.1.2 Features of innovation

The characteristics of innovation are classified as follows (Uzkurt 2008, p.19-26):

- i. Innovation is seen as a tool that increases the quality of life and welfare level and creates a change in the life of its users. For example, the introduction of computers or mobile phones into everyday life brings convenience and change to users' lives.
- ii. Innovation is not a single activity, but a continuous process.
- iii. Innovation is a value that creates economic and social benefits. New products, services or processes that are not adopted and spread by people, do not provide benefit to people and bring economic returns cannot be defined as innovation; it cannot go beyond invention and difference. An important feature of innovation is its commercialization.
- iv. Innovation has a spreading characteristic. Innovations can gain social contribution and economic added value to the extent they can spread between individuals and businesses.
- v. Innovation is one of the most important competitive tools. Innovation seems to have become an important determinant of long-term success (Liao 2006, p.228).
- vi. Innovation is a means of adapting and integrating with the environment. Innovation means that companies can keep pace with their market, suppliers and intermediaries and competitors; it is also a means of integrating with customers and society. It will be possible for enterprises to keep up with both organizational and social changes and adopt the innovations and changes.
- vii. Innovation is the product of a cultural environment that supports it. It is possible to say that organizations with a culture supporting change and dynamism are more advantageous than others in terms of innovation.
- viii. Innovation is a problem-solving process.
- ix. Innovation is the product of integration between functions.

Elenkov and Manev (2005) stated that successful innovation requires the coordination of active and highly complex efforts of important members (Liao 2006, p.228).

2.2.1.3 Types of innovation

Although innovation seems to be intertwined with the concepts of invention, not every invention is reflected as innovation. Innovation can be realized using the inventions; however, it does not constitute sufficient condition. The transformation of the invention into innovation depends on its successful commercialization and the potential to create added value (Güler & Kanber 2011, p.64). Innovation should not be confused with the invention or invention. Innovation is the first step in a long process that leads to the widespread and effective use of a good idea. Tidd and Ahuja agree that innovation means the commercialization of the invention. Different types of innovation may occur.

Abernathy and Clark's model (1985) Categorize the concept of innovation and the impact of technological capacities on the market based on business information; differences between the protection or elimination of knowledge and skills. While the market characteristics remain the same, the technological capabilities of the business can become obsolete. Even if their technological capabilities are destroyed, an enterprise can use market information against newcomers. From this combination of market knowledge and technological talent, four types of innovation emerge. Regular innovations are shaped according to existing technological capabilities and manufacturer's market information. The concept of innovation protects the capabilities of the technological community and therefore the market knowledge becomes invalid. Revolutionary innovation is the preservation of market knowledge, even though the technological capabilities of the enterprise are no longer valid. Architectural innovation is that both technological and market capabilities are outdated (Popadiuk and Choo 2006, p.304).

In Henderson and Clark's model (1990), they advocated the creation of two kinds of information needs of products: the knowledge of the components of a product and the linkage between the components. The combination of components and architectural knowledge provides four types of innovation. Incremental innovation is an innovation in which architecture and component knowledge evolve simultaneously. The combination of component and architectural knowledge offers four types of innovation. The ever-increasing innovation is an innovation in which architecture and unified knowledge develop at the same time. Radical innovation is an innovation in which both information is destroyed and destroyed. Architectural innovation is the innovation in which

component information is developed and enhanced. Modular innovation is the innovation in which component information is destroyed and architectural knowledge is developed (Popadiuk and Choo 2006, p.304).

Tushman et al. (1997) 's model, while considering the technology cycles and innovation flows, innovation types are also taken into consideration according to market knowledge and effect on technology. Market information is considered to be the "new" and "existing" levels of destruction proposed by Abernathy and Clark. The second dimension relates to technology, but is classified here as "up" and "radical". Using these metrics, four types of innovation have been identified: architectural innovation creates new markets with a gradual development of technology (a small Canon copier, Sony portable radio). For additional product, service or process innovations, markets remain the same, but technology is slowly evolving. The main product or service is a radical change in technology and the creation of new markets (DOS to Windows; analog to digital). Innovative / Innovative processes mean that the market remains the same despite radical changes in technology. In addition, the authors point to a fifth kind of innovation, the generations Innovation in which both the market and technology are constantly changing (Popadiuk and Choo 2006, p.304-305).

In Chandy and Tellis' model (1998), They identified two general dimensions that underlie innovation and definition: technology and markets. The first dimension determines how new the technologies in the product are, or to what extent they differ from previously used technologies. The second dimension determines the degree to which customers meet their needs better than existing products. The combination of these two dimensions leads to four types of innovation. Technology innovation is an incremental innovation if it is low and meeting customer needs is low. Low-tech innovation and high customer satisfaction mean a revolutionary market. High-tech innovation and low customer satisfaction is a technological revolution. Radical innovation is related to the combination of advanced technology innovations and customer satisfaction. (Popadiuk and Choo 2006, p.305).

Amiri et al. (2011), innovation is classified as radical innovation and incremental innovation. This classification is based on the degree of innovation and change of innovation. According to Dewar and Dutton (1986), radical innovations are fundamental

changes, while increasing innovations are complementary to innovations before changing the concept. Increased innovation can be, for example, the exchange of materials used to create a product, product development with an updated design, or by adding additional features or options. Incremental and radical innovation indicate the degree of innovation returns. In this sense, the product, process, administrative / administrative or technical characteristics of any of the other types of innovation may be (Amiri, Jandaghi and Ramezan 2011, p.474).

If we define the innovation; this concept includes commercialization and application terms. The concept of innovation is to put forward a new idea and apply it to new products or processes or services; this leads to the dynamic growth of the national economy, creating profits for an innovative enterprise and increasing employment. According to Afuah, innovation is defined as the inclusion of new knowledge in products, processes and services. In addition, innovations are classified according to technological, market and management / organization characteristics. (Khalili, Maleki and Mirzahosseiniian 2011, p.303).

Figure 2.1. General Classification Of Innovation

General Classification of Innovation		
Technology	Market	Managerial
Product	Product	Strategy
Process	Price	Structure
Service	Place Promotion	Systems People
Resource: Khalili, Maleki and Mirzahosseiniian 2011 , s.303		

Seidler et al. (2004), the definition of Hauschildt (1993), which describes the description of innovation types in four dimensions, is generally accepted (Seidler, Hartmann and Gemünden 2004, p.10-11):

- a. What is new? - Content / scope dimension
- b. Who's new to it? - Subjectivity dimension
- c. Where does innovation start and end? – Process dimension
- d. Does innovation mean successful? - Normative / prescriptive dimension

In relation to the content being large; renewals can be divided according to whether to solve an existing problem with new forms or to solve new problems by using existing tools, to solve new problems with new tools, to find more efficient solutions with existing tools in the traditional sense. The degree of innovation that leads to product or process innovation is important. (Seidler, Hartmann and Gemünden 2004, p.11).

As for the focal point of the subjectivity dimension, it is based on consciousness. Changes in technology are important, but it is necessary to be aware of these changes. Alongside Hauschildt (1993), the authors emphasize the entrepreneurial perspective rather than the individual, personal consciousness. Companies are talking about innovations when they use innovations for the first time without controlling their use. (Seidler, Hartmann, & Gemünden 2004, p.11).

As for the process dimension, it is clear that the start and end of innovation is necessary. According to Hauschildt (1993), this process consists of seven steps starting with ideas and ending with successful use (Seidler, Hartmann and Gemünden 2004, p.11).

According to Leonard and Sensiper (1998), this process is divided into only six steps that begin with ideas and end after service sales. Innovation process, research and selection harmony, discovery and synthesis that follows the different thinking cycles in harmony (Seidler, Hartmann and Gemünden 2004, p.12).

In the fourth dimension of innovation, which is the normative dimension, the economic success of innovation is evaluated. Goal setting is important. According to Hauschildt (1993), if measurable benefits can be achieved in terms of income and profits or cost reduction, an innovation is only valuable to an enterprise. There is a change in the major companies that include new products as new sales and profit sources. However, if it only results in economic benefits, speed and flexibility are important in the fast-paced and highly competitive world of today's commercial new product development (Seidler, Hartmann and Gemünden 2004, p.13-14).

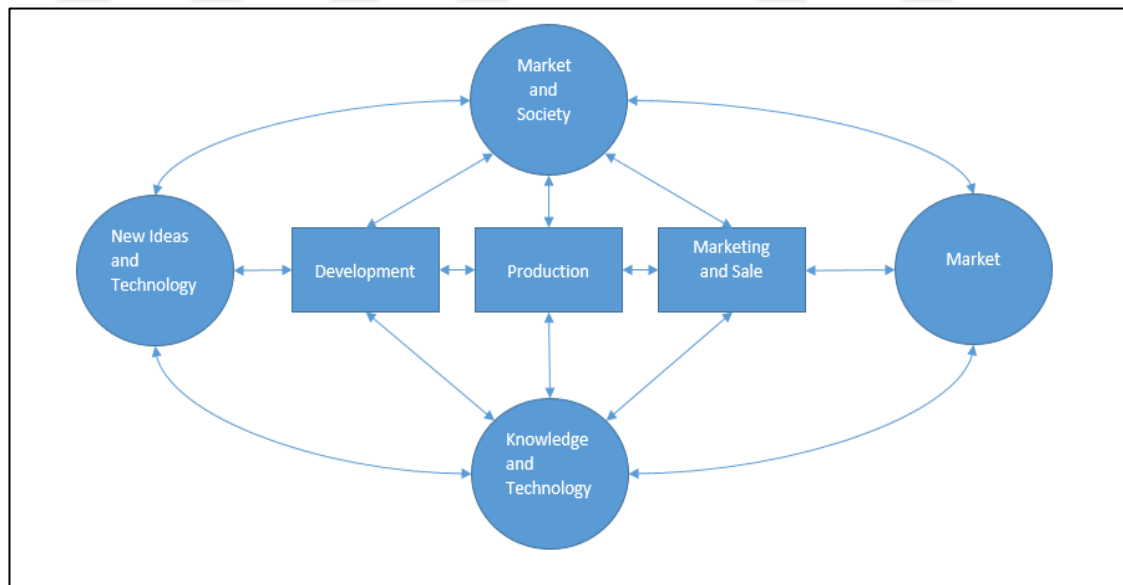
According to the Oslo Guidelines (2005), four types of innovation are defined; Innovations of products, innovation of stage, innovation in marketing, innovations in corporate sense:

2.2.1.3.1 *Product Innovation*

Product Innovation also refers to significant improvements in the functional characteristics of goods and services, as product expression covers both goods and services. Examples of the use of breathable fabrics in apparel, IP telephones, LCD and LED televisions, new functional food products (such as margarine, which lowers cholesterol levels in the blood), and internet banking or the increasing online retailing in recent years can be cited as examples (Oslo Guide 2005) , p. 51).

In this context, the greatest innovation found in credit cards was provided by the Bonus Card, which is the first chip-based credit card in our country, combining shopping cards with credit cards, earning points for buyers under the name of bonus, pushing consumers to shop by providing installments. In addition, the card holders, who gained bonuses, have created a reputation in the corporate sense by raising awareness of consumer perception, especially since they can support WWF (World Wildlife Fund). (Altun 2009, p.30,31).

Figure 2. Product Innovation Interaction Network



2.2.1.3.2 *Process Innovation*

Process Innovation is the introduction of new or highly corrected production or marketing methods, which includes technological tools, equipment, techniques and information used to convert inputs to outputs using production factors (Oslo Guide 2005, p.52). The

Process Innovation period includes new business process design, real process design activity, and all technological, individual and organizational change practices. For example, the use of GPS (global positioning system) monitoring of the necessary devices in the services provided for transportation or innovation of the application of a new system in the travel agency. Production methods are based on the use of an automation system in a production line, and when the distribution methods are taken into account, the software and techniques used in the delivery of final products, for example, barcode or active RTD (Radio Frequency Diagnosis) can be given the goods tracking system (Oslo Guide 2005, p.52).

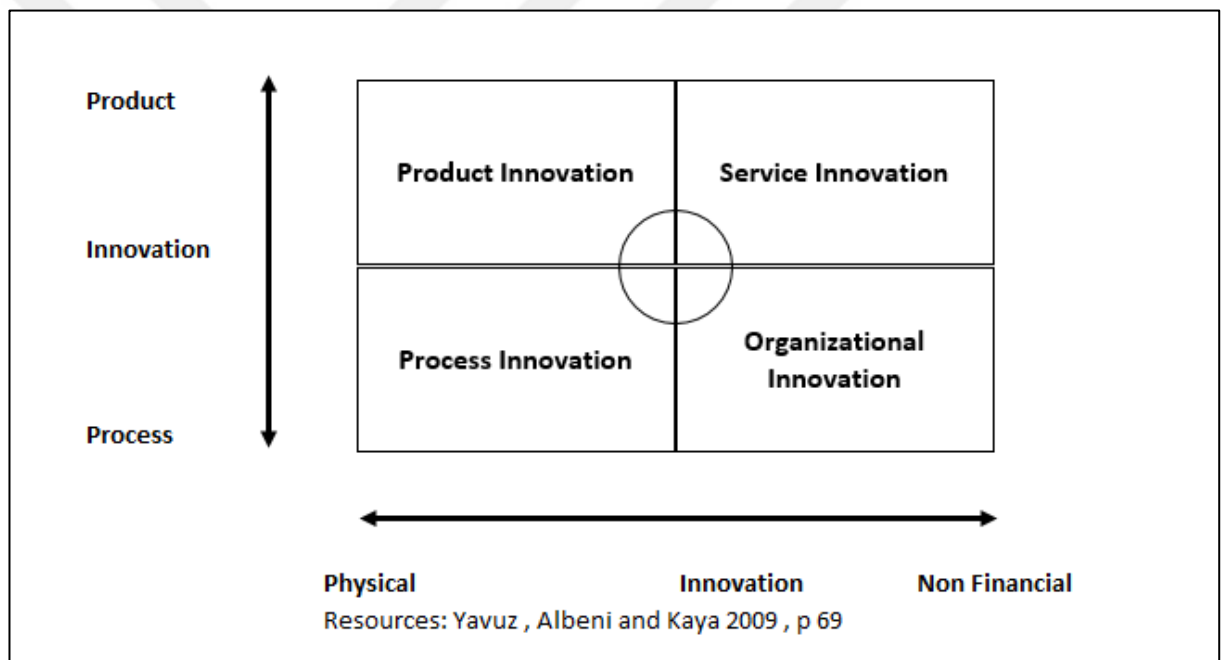
2.2.1.3.3 Market Innovation

In the field of marketing, renewals are the introduction of marketing methods that create significant changes in the design or packaging of a product. (sales channels), product promotion (promotion or promotion) or product pricing. It includes packaging changes for a variety of products, such as food, beverages and detergents, in order to increase the attractiveness of the product without changing its function and to provide a new perspective for transforming potential customers into existing customers. Coca-Cola's bottle design, for example, is one of the best examples of innovations in product design. Realization of new product presentation concepts such as furniture sales rooms designed according to the themes that allow customers to see the products in fully decorated rooms can be given as examples of product positioning. The development of a new brand symbol or the first use of product positioning in cinema or television programs is a marketing innovation to give a new image. The introduction of a new method that allows customers to select the desired product features on the firm's website and then see the price for the specified product, or the use of special in-store discounts for the first time only to the store's credit card or reward card holders are considered as innovations in pricing (Oslo Guide 2005) , pp. 53-54-55). Dole offers ready-made salads as a quick solution with extracted and washed salad ingredients to consumers who want to save time, do not want to deal with salads or cannot take the time to do so. Vittel beverage company for children to drink water for babies with special packaging has provided convenience (Ateş 2007, p.38,40).

2.2.1.3.4 Organizational Innovation

Organizational innovation refers to new types of organizational structures and processes (Yavuz, Albeni and Kaya 2009, p.69). It is about the organization of people and work. This application is a method used in business and non-business relationships. For the first time, an organizational model of an enterprise that gives employees greater autonomy (Oslo Guide 2005, p.55-56).

Figure 3: Types of innovation



2.2.2 The Importance Of The Innovation

Quality and cost advantages may be sufficient for companies to be permanent and provide sustainable profitable growth in the past, while these advantages are only temporary solutions in today's competitive business environment. In today's tough competition conditions, the way to be permanent and to achieve sustainable profit is through innovation. The necessity to make a difference in an environment where products and services are not permanent encourages companies to innovate continuously. Therefore,

this means that it is possible for firms to survive in a competitive environment by gaining innovation capability (BTSO, 2007: 2).

Developing and launching new products and services and mobilizing the markets accordingly is one of the most significant results of a successful innovation process. Other benefits obtained by innovation can be listed as follows (Güzelsoy, 2010: 34):

- i. Increased Productivity
- ii. Decreased Cost
- iii. Employment Growth
- iv. Increased Profit

Mische (2001) identified the benefits of Innovation defined by Peters and Waterman as the ability to respond to changes in the environment and as a new product development activity (Naktiyok 2007, p.213-215):

- i. Innovation promotes learning and knowledge sharing. Innovative organizations are therefore always in search of new ideas and knowledge, but also tend to share and learn.
- ii. Innovation improves the skills of employees.
- iii. Innovation improves the performance of organizations; organizations can capture the dynamism of the environment with innovation.

Not only will it be an opportunity to grow and survive, it will affect the market and change the rules of the game. Therefore, it is considered as a source of growth. Davila et al. (2006), innovations, increase in earnings, strong net profitability, development of bilateral relations with customers, not only with customers, advanced innovations, timings, applied organizational forms, continuous evaluation of ideas, management stages of innovation, willingness to implement management stages. culture. (Lopez, Lopez and Larranaga 2009, p.40-41).

2.2.3 Processes Of Innovation

Innovation consists of several successive stages. In order to start this process, firstly, new ideas should be developed as a result of the researches. Inspiration and imagination are important for the emergence of new ideas in innovation. Inspiration and im It will be possible for businesses to have the above mentioned innovative features by experiencing

some cultural changes and transformations. This change and transformation will be possible by the implementation of the following.

Innovation is essential for a company to maintain its continuity in the sector. By making innovation, companies come to a good position in the domestic and foreign markets with continuous growth, contribute to the economy and improve their employment opportunities. Innovation is the most important part of the corporate strategy that is continuous for companies. Innovation process is expressed in the following steps (Elçi, 2009: 161):

- i. *Identifying Opportunities*: Identifying and evaluating opportunities is very important for a company in terms of innovation ideas. Opportunities can be obtained from employees 'ideas, customers' needs, new technological products, developments or suppliers. When approached as an opportunity, the obligation to comply with a new law or standard may also reveal an opportunity for innovation. A company that wants to be strong among its competitors should work to catch such opportunities continuously and maintain its position in the market in this way.
- ii. *Realization of Strategic Elections*: The process of selecting the most appropriate opportunity is a strategic event. This selection process needs to be done before allocating resources and starting innovation. Customer needs and desires are important in determining this strategy. The way to be successful is to select the one that provides the greatest competitive advantage among all opportunities, allocate resources to it and turn it into innovation.
- iii. *Obtaining the Information Needed* : Before starting the innovation, all information about the product, service or process to be made must be gathered and gathered together. This information should not be limited to the written ones, it is also important to access non-written information. This unwritten information includes issues such as hiring an expert, purchasing R & D activities, purchasing services or applying for consultancy services. The collected information must be assimilated by the company and converted into written information. Thus, competitive advantage can be achieved.
- iv. *Solution Development and Commercialization* : Once the opportunity for innovation has been achieved and the best one has been strategically chosen, once

all the information has been collected, it is now up to implementation. All work is carried out seriously until the product, service or business process revealed in this step is at the final stage. It contributes to the development process with the information continuously fed by the market. We also continue our efforts to market the product or service and commercialize the process.

- v. *Learning* : It is very important that all developments and information during the innovation process are taken into consideration regardless of their success or failure. It is considered critical that all stages of innovation are learned by the institution in order to provide the company with competitive advantage and to ensure the continuity of innovation. The structure and culture of the institution needs to be developed with the benefits of innovation. It is of utmost importance that personal learnings are transferred to the institution, stored in writing and committed to the core of the institution. In addition, information management and transfer of learning and realization of the correct and clear way is important for the market position and profitability of the business (Elçi, 2009: 163).

2.2.4 Innovation Management

On the road to success, it is important to understand the concept of innovation correctly and to know how to manage it. Innovation is based on a continuous process rather than a single stage process. While this process concerns an entire organization, it also affects internal and external factors that will increase its market share. For this reason, companies that use and encourage the concept of innovation in their own right can both develop their products and services with superior features and produce and market these products and services more easily. (Güzelsoy, 2010: 32)

Drucker (2003) defines the concept of innovation management as the activities of controlling innovation in a process by activating the administrative activities in addition to the irregular and complex structure in order to adapt to the changes inside and outside the enterprises (On the road to success, it is important to understand the concept of innovation correctly and to know how to manage it. Innovation is based on a continuous process rather than a single stage process. While this process concerns an entire organization, it also affects internal and external factors that will increase its market share.

For this reason, companies that use and encourage the concept of innovation in their own right can both develop their products and services with superior features and produce and market these products and services more easily. (Güzelsoy, 2010: 32)

Drucker (2003) in order to adapt to the differences in and out of companies In order to provide extra control to the existing structure, it defines the innovative management to keep the innovations under control. (Karatay, 2019: 44)

Innovation management means that the company manages its technology, business processes and human relationships in a way that supports and encourages innovation. (Ecevit and Light, 2011: 543).

When the different sources related to innovation management are analyzed, the strategies, organizational structures of the companies regarding innovation management show that they are part of this culture, relations with customers and suppliers and technology capability (Terziovski, 2010: 6-7).

The most important problem in the innovation process is the management of the change. Firms that can manage innovation generally have the characteristics of being the leader in the sector and taking risks. Instead of groups having limited data sharing and communication within the company, a more effective environment is created by creating cooperation oriented teams (BTSO, 2007: 19).

2.2.5 Innovation Strategies

Despite the complexity and flexible nature of information, the flow of information becomes easier, faster and cheaper. Therefore, the complete innovation of the product, service or process is becoming increasingly difficult and even impossible. Therefore, instead of addressing all of them for success in innovation, businesses foresee a more wise approach to focusing on the core feature that will make a difference and imitating other elements (Altun 2011, p.111). Companies that do not want to move away from the dynamic environment of competition, which are inspired by nature or adapting to their own business by taking the best practices of other enterprises or increasing their knowledge for their own purposes by starting from their own knowledge, find themselves in innovation activities. In the innovation studies, enterprises should determine an innovation strategy that will guide them, guide them, and which is appropriate to their

structure (Altun 2011, p.107; Güleş and Bülbül 2004, p.175). The prerequisite for successful innovative management in enterprises is that the organization has a clear innovation strategy. In this context, according to Tidd and Bessant (2009), strategy selection can be made after the following stages are performed. In other words, the strategies required to successfully achieve innovation goals are listed as follows (Lopez, Lopez and Larranaga 2009, p.43):

- i. Determining whether technical innovation is sufficient in the enterprise, whether there is demand for innovation or not, identifying the changing needs and opportunities of the market by examining the qualifications of the existing demands, searching for competitors and legal regulations and defining them. To create innovation areas and environments suitable for developing new perspectives and original vision in organizations (Lopez, Lopez and Larranaga 2009, p.43).
- ii. Technological and market opportunities in line with the general strategy and knowledge of the enterprise should be selected. Ensuring the coordinated use of information and innovation initiatives (Lopez, Lopez and Larranaga 2009, p.43).
- iii. To undertake the impact of new technologies related to products and services and continuous technological follow-up of changes and trends in the environment (Lopez, Lopez and Larranaga 2009, p.43). The information obtained from internal and external sources and the ideas generated in accordance with the decisions taken should be implemented in the product, process or business model.
- iv. Acquiring commercial success and values as a result of new ideas implemented. Transition of every positive or negative result into experience and transition to learning process and ensuring continuity of this process.
- v. Creating strong capacity teams for creation and discovery (Lopez, Lopez and Larranaga 2009, p.43).
- vi. Regularly set goals to produce innovative products, services or new business projects at each corporate level. For example, Innovation of a product or service every two years or a new product per corporate brand per year (Lopez, Lopez and Larranaga 2009, p.44).

Innovation strategies are classified and explained as follows:

Aggressive Innovation Strategy: Enterprises aiming to lead the market in which they operate have adopted aggressive strategy by adapting innovations to the product or production process and presenting it to the market in the best way before their competitors. However, enterprises that adopt and implement this strategy should be prepared for high risks as well as high returns, employees with the support of senior management are willing to take risks and responsibilities, knowledge infrastructure is strong, both internal and external communication should be fast, organizational structure should be flexible, open to change (Örücü, Kılıç) and War 2011, p.63). These enterprises, which are open to risk taking and innovations, intensely include R & D studies (Güleş and Bülbül 2004, p.176).

Defensive Innovation Strategy: In contrast to the aggressive strategy, enterprises that adopt a defensive strategy avoid risks, but do not lag behind innovations. Instead of aiming to be the pioneer of the market in which they operate, these cautious businesses want to benefit from the mistakes and opportunities created by the pioneer of the market. These businesses are expected to be successful in sales, advertising, promotion and service activities. Although such enterprises do not neglect R & D activities, they do not give up being the followers of innovations. Only without focusing on being the first, they see the mistakes or deficiencies made before innovation and realize them by timing innovations (Örücü, Kılıç and Savaş 2011, p.63; Güleş and Bülbül 2004, p.176-177).

Counterfeiting and Dependent Strategies: Companies that follow the counterfeiting strategy prefer to follow the innovations from where they are by using existing information and technologies. They prefer to benefit from the products of the leading enterprises without paying attention to R & D activities and allocating resources. Dependent enterprises are small enterprises that do not attempt to make any changes in their activities and activity results or imitate the best ones and they are usually affiliates of powerful enterprises (Örücü, Kılıç and Savaş 2011, p.63; Güleş and Bülbül 2004, p.177).).

Traditional and Opportunity Tracking Innovation Strategies: Traditional innovation strategies are the strategies applied by the enterprises in stagnant markets where there is little demand for change and therefore there is no need for innovation. In this case, enterprises do not feel the need to innovate because they are not forced to change and

competition. In other words, the perception of innovation is not developed enterprises. What these businesses do is design changes in terms of fashion rather than technology. Opportunistic strategies are the strategies adopted to close this gap by introducing innovation in meeting the needs that are not answered or delayed by following the gaps and gaps seen and felt in the market. The focus is on finding the weaknesses of competitors and unexplored areas in the market. The creativity and entrepreneurship of the enterprises that implement these strategies are in the foreground, those who are interested in the external environment, monitor the external environment and make the search for market opportunities continuous (Güleş and Bülbül 2004, p.178).



3.METHODOLOGY

In this study, first of all, by revealing the relationships between innovation and organizational learning of a global firm operating in the white goods sector, it aims to determine the relationships between the sub-dimensions of these variables and the sub-dimensions of the other variable.

Secondly, the relationships between the demographic factors of innovation and organizational learning such as gender, marital status, work experience, education level and the department studied will be examined in this context.

3.1 THE AIM OF THE STUDY

In this study, the importance given by Arçelik A.Ş. to innovation and corporate learning emerges along with the lower parts of innovation and organizational learning and the lower parts of corporate learning. In addition, the relationships between innovation and organizational learning will be discussed in the weft dimensions of both variables. In addition, the relationships between learning, education and departments are different.

With this study, it is aimed to reveal the relationships between innovation and its complementary organizational learning, which are two basic elements for the success of today's enterprises, and to be a guiding guide for our enterprises that will carry out studies in this direction in the future.

3.2 SAMPLING AND DATA COLLECTION PROCESS

Arcelik which is a global brand operating in the white goods sector is the main objective of the research. Within this scope, Arçelik's 3 enterprises and headquarters were determined.

The research questionnaire was sent to the white collar employees working in 3 enterprises and 1 headquarter by e-mail and the data were collected by e-mail.

The questionnaire prepared for the collection of the data consisted of three parts. In the first part, the participants and enterprises aiming to determine the sample characteristics

are included. In the second part, there is an innovation scale and in the third part, there are organizational learning questions.

3.3 SCALES

The scale developed by Demirel and İskan-Kubba (2014) was used to measure innovation. This scale consists of 23 items and four sub-headings. These include process innovation, product innovation, strategy innovation and market innovation. Likert type, equal range scale was used in the scale and the ranges consist of 1: Strongly disagree, 2: Disagree, 3 Unstable 4: Agree and 5: Strongly agree.

Organizational learning scale was also developed by Demirel and İskan-Kubba (2014). A total of 43 items were included in the scale. This scale consists of four sub-titles. These topics are shared vision, commitment to learning, internal knowledge sharing and open-mindedness. Likert type of the scale was prepared equally and scored as 1: Strongly disagree, 2: Disagree, 3 Unstable 4: Agree and 5: Strongly agree.

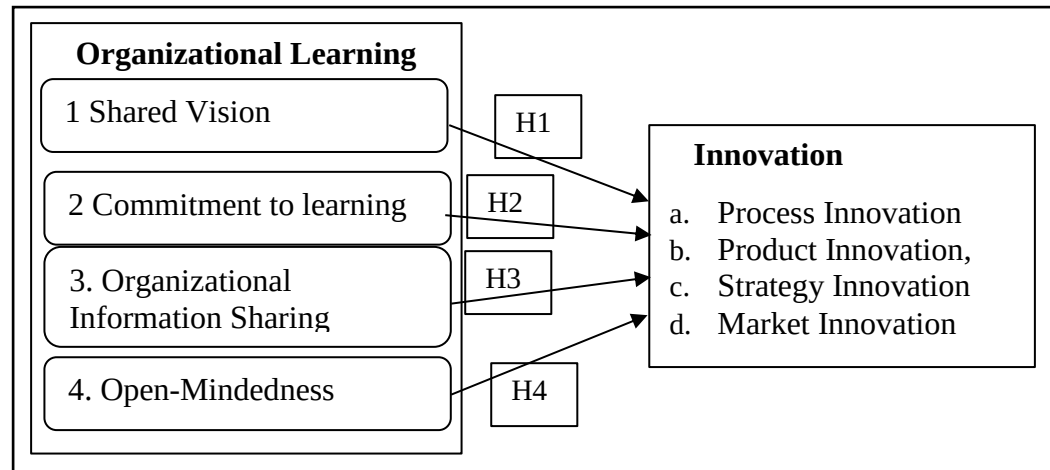
Gender, age, marital status, education level, department, work experience and working period in the company were questioned in order to determine sample characteristics.

3.4 RESEARCH MODEL AND HYPOTHESIS

There are two main elements of this research: Innovation and organizational learning. In the research process, the relationship between these two variables was examined on the basis of sub-dimensions. This thesis is based on the screening model.

In the research model, a sample is taken from the whole of a main body consisting of a large number of elements or from a smaller cluster with the ability to represent it. In this study, relational survey model was used. Because it is aimed to determine the degree of change of two variables together. Relational model correlation analysis can be used to test such models (Karasar, 2012). Accordingly, the model of the study is as shown in Figure 3.1.

Figure 3.1. Research Model



H1: Organizational learning dimensions affect the process innovation positively.

H1a: The shared vision from organizational learning dimensions positively affects process innovation.

H1b: The shared vision from organizational learning dimensions positively affects product innovation.

H1c: The shared vision from organizational learning dimensions positively affects strategy innovation.

H1d: The shared vision from organizational learning dimensions positively affects market innovation.

H2: Organizational learning dimensions affect the product innovation positively.

H2a: The commitment to learning from organizational learning dimensions positively affects process innovation.

H2b: The commitment to learning from organizational learning dimensions positively affects product innovation.

H2c: The commitment to learning from organizational learning dimensions positively affects strategy innovation.

H2d: The commitment to learning from organizational learning dimensions positively affects market innovation.

H3: Organizational learning dimensions have positive effects on strategy innovation.

H3a: In-organizational information sharing, one of the organizational learning dimensions, has a positive impact on process innovation.

H3b: In-organization information sharing, one of the organizational learning dimensions, has a positive effect on product innovation.

H3c: In-organizational information sharing from organizational learning dimensions positively affects strategy innovation.

H3d: In-organization information sharing, one of the organizational learning dimensions, positively affects market innovation.

H4: Organizational learning dimensions have positive effects on market innovation.

H4a: Open-mindedness from organizational learning dimensions positively affects process innovation.

H4b: Open-mindedness from organizational learning dimensions positively affects product innovation.

H4c: Open-mindedness from organizational learning dimensions positively affects strategy innovation.

H4d: Open-mindedness from organizational learning dimensions positively affects market innovation.

4. RESULTS

SPSS statistical package program was used for data analysis. Firstly, 158 data were entered into SPSS program and frequency tables, descriptive statistics, factor and reliability analyzes and correlation analysis techniques were used.

4.1 FINDINGS RELATED TO SAMPLE CHARACTERISTICS

The number of respondents was 158. When the distribution according to gender is examined, 34.2% of them are women and 65.8% are men (Table 4.1).

Table 4.1: Gender

	Sıklık (Frekans)	Yüzde (%)
Kadın	54	34,2
Erkek	104	65,8
Toplam	158	100,0

According to age groups, 86.1% of the participants are in the 25-44 age range. Approximately 9% of them are between 18-24 years old and 5% are between 45-54 years old (Table 4.2).

Table 4. 2:Age

	Sıklık (Frekans)	Yüzde (%)
18-24 yaş	14	8,9
25-34 yaş	88	55,7
35-44 yaş	48	30,4
45-54 yaş	8	5,1
Toplam	158	100,0

When the marital status of the participants is examined, it is seen that the majority are married (57%) and 43% are single (Table 4.3).

Table 4.3: Marital Status

	Sıklık (Frekans)	Yüzde (%)
Bekar	68	43,0
Evli	90	57,0
Toplam	158	100,0

In the analysis conducted according to the education level, it was seen that the majority of the participants had a degree of education at the undergraduate level, this rate was 65.2% (Table 4.4). Then, 29.1% had postgraduate education and 5.7% had associate degree.

Table 4.4: Education Level

	Sıklık (Frekans)	Yüzde (%)
Önlisans	9	5,7
Lisans	103	65,2
Lisansüstü	46	29,1
Toplam	158	100,0

Table 4.5 shows the distribution of participants by departments. 50% of R & D employees, 39.9% of Production employees and 10.1% of other management units.

Table 4. 5:Departments

	Sıklık (Frekans)	Yüzde (%)
Arge	79	50,0
Üretim	63	39,9
Yönetim	16	10,1
Toplam	158	100,0

5:

According to the data in Table 4.6, in which the work experience of the employees is researched, 31% having experience up to 5 years, 33.5% having experience up to 10 years, 14.6% having experience up to 15 years, 15.8% having experience up to 20 years, and 15.8% having experience more than 21 years. It has a slice of 5.

Table 4.6: Working Experience

	Sıklık (Frekans)	Yüzde (%)
1-5 yıl	49	31,0
6-10 yıl	53	33,5
11-15 yıl	23	14,6
16-20 yıl	25	15,8
21-25 yıl	4	2,5
26 ve üzeri	4	2,5
Toplam	158	100,0

Finally, when the working time of the respondents in the company is examined, the 41.1% tranche consists of employees with seniority up to 5 years. 32.9% of them had seniority up to 10 years and 15.2% of them had seniority between 11-15 years (Table 4.7). Those with a seniority of 20 years or more have a tranche of 9.7%.

Table 4. 7: Working Experience in Arcelik

	Sıklık (Frekans)	Yüzde (%)
1-5 yıl	65	41,1
6-10 yıl	52	32,9
11-15 yıl	24	15,2
16-20 yıl	13	8,2
21-25 yıl	3	1,9
26 ve üzeri	1	,6
Toplam	158	100,0

4.2 DESCRIPTIVE STATISTICS AND NORMALITY TESTS

The normality assumption of the scales must be checked before proceeding with parametric test techniques. In this context, mean, standard error, standard deviation and variance values were examined for each question in the survey. The standard error of the arithmetic mean indicates the change in the distribution of the mean. Accordingly, it is desirable to have a small standard error, which indicates that the population size is approached as the sample size increases. On the other hand, the standard deviation is directly related to the confidence interval. The desired value is that the mean is less than 3 standard deviations. When the descriptive statistics in Table 4.8 are examined, it can be said that both the standard error and standard deviation values of the innovation scale are small, so that the variability in the distribution of the scales is not at a problematic level (Özbek & Keskin, 2007).

Table 4 8. Innovation Scale Descriptive Statistics and Normality Tests

İnovasyon Ölçeği	Ortalama	Std. Hata	Std. Sapma	Varyans	Çarpıklık (Skewnes)	Basıklık (Kurtosis)
i1	3,652	0,049	0,617	0,381	-0,434	0,180
i2	3,487	0,045	0,561	0,315	0,160	-0,723
i3	3,620	0,053	0,664	0,441	-0,319	0,034
i4	3,316	0,050	0,629	0,396	0,103	-0,103
i5	3,487	0,069	0,865	0,748	-0,588	0,745
i6	3,791	0,052	0,659	0,434	-0,155	0,005
i7	3,759	0,064	0,809	0,655	-0,774	0,312
i8	3,323	0,043	0,544	0,296	0,505	-0,053
i9	2,943	0,074	0,926	0,857	-0,228	-0,731
i10	2,785	0,071	0,898	0,807	0,012	-0,338
i11	2,709	0,045	0,568	0,322	0,074	-0,538
i12	2,955	0,071	0,894	0,799	-0,075	-0,410
i13	3,677	0,074	0,933	0,870	-0,505	-0,153
i14	3,399	0,062	0,773	0,598	-0,325	-0,566
i15	3,475	0,065	0,819	0,671	-0,586	0,486
i16	3,506	0,049	0,616	0,379	0,805	-0,334
i17	3,715	0,067	0,845	0,715	-0,443	-0,283
i18	3,570	0,073	0,913	0,833	-0,056	-0,788
i19	3,380	0,045	0,560	0,313	0,047	-0,621

i20	3,665	0,081	1,013	1,027	-0,774	0,235
i21	3,190	0,062	0,775	0,601	-0,593	0,095
i22	3,108	0,043	0,536	0,288	0,093	0,370
i23	3,278	0,071	0,895	0,801	-0,958	0,585

When the results in Table: 4.9 are examined, it is seen that the averages are greater than 3 times the standard deviations and the standard errors are small. On the other hand, kurtosis and skewness values were found to be in the range of -3 / + 3. Accordingly, it can be said that the organizational learning scale is suitable for normal distribution.

Table 4.9: Organizational Learning Scale Descriptive Statistics and Normality Tests

Örgütsel Öğrenme Ölçeği	Ortalama	Std. Hata	Std. Sapma	Varyans	Çarpıklık (Skewnes)	Basıklık (Kurtosis)
öö1	3,570	,0680	,8549	,731	-,529	-,446
öö2	3,921	,0370	,4549	,207	-,324	1,698
öö3	3,652	,0695	,8737	,763	-,940	1,282
öö4	3,405	,0707	,8890	,790	-,948	,618
öö5	3,753	,0646	,8114	,658	-,532	-,019
öö6	3,589	,0685	,8605	,741	-,552	-,419
öö7	3,430	,0662	,8322	,693	-1,018	,755
öö8	3,278	,0574	,7216	,521	-,373	-,832
öö9	3,639	,0763	,9592	,920	-,799	,225
öö10	3,665	,0558	,7013	,492	-,436	,158
öö11	3,620	,0639	,8029	,645	-,549	,226
öö12	3,563	,0810	1,0185	1,037	-,797	,269
öö13	3,437	,0585	,7352	,541	,465	-,112
öö14	3,443	,0754	,9476	,898	-,812	-,123
öö15	3,911	,0542	,6808	,463	-,747	1,305
öö16	3,810	,0655	,8229	,677	-,676	,182
öö17	3,475	,0587	,7375	,544	-,249	-,308
öö18	3,437	,0549	,6906	,477	-,593	-,427
öö19	3,418	,0679	,8537	,729	-,486	-,819
öö20	3,766	,0555	,6973	,486	-1,015	1,237
öö21	3,627	,0669	,8407	,707	-,830	-,106

öö22	3,297	,0716	,8995	,809	-,146	-1,036
öö23	3,835	,0601	,7560	,571	-,523	,270
öö24	3,424	,0680	,8543	,730	-1,126	,754
öö25	3,519	,0646	,8117	,659	-,858	1,074
öö26	3,557	,0578	,7270	,529	-,604	-,063
öö27	2,899	,0741	,9320	,869	-,465	-,235
öö28	3,797	,0498	,6260	,392	,176	-,558
öö29	3,532	,0580	,7286	,531	-,011	-,253
öö30	3,196	,0737	,9270	,859	-,790	-,099
öö31	3,424	,0649	,8162	,666	-,500	-,695
öö32	3,943	,0720	,9046	,818	-,619	-,308
öö33	3,954	,0368	,4522	,205	-,199	1,933
öö34	3,557	,0599	,7529	,567	-,877	-,044
öö35	3,405	,0724	,9102	,829	-,022	-,823
öö36	3,595	,0589	,7404	,548	-1,286	,375
öö37	3,684	,0539	,6780	,460	-1,251	1,153
öö38	3,158	,0681	,8560	,733	-,619	-,005
öö39	3,222	,0682	,8568	,734	-,444	-,024
öö40	3,133	,0725	,9107	,829	-,370	-,305
öö41	3,627	,0564	,7092	,503	-1,163	,599
öö42	3,462	,0613	,7708	,594	-,674	-,043
öö43	3,259	,0597	,7502	,563	-,467	-1,088

4.3 FACTORIAL ANALYSIS

Exploratory factor analysis was performed for the validity tests of the innovation scale. Thus, it was tried to determine the sub - factors and components of the scale. For this purpose, Principal Component Analysis was used. Oblique rotation method is a rotation technique that works well when there is a correlation between factor groups (Component Correlation Matrix) greater than 0.32 (Tabachnick and Fidell, 2007, p. 646; Corner, 2009). In this study, Promax rotation, an oblique rotation technique, was preferred, the analysis was performed in 6 iterations. Thus, sub-factor groups were obtained in a healthy way.

Kaiser-Meyer-Olkin (KMO) sample adequacy test and Bartlett sphericity tests were used to test the adequacy of the sample for factor analysis. KMO value is between 0 and 1 and

if this value is less than 0.500, it indicates that the sample is not large enough. The values between 0.500-0.600 of this value are considered to be poor, values between 0.600-0.700 are weak, values between 0,700-0,800 are moderate, values between 0,800-0,900 are good and values above 0,900 are considered excellent (Çokluk, Şekercioğlu & Büyüköztürk, 2010). The Barlett test should be significant at 0.01. Since KMO value is 0.854, Barlett Sphericity Test: 1689.51 ($p < .01$), the available data is sufficient for factor analysis (Durmuş, 2013).

The total variance explained by factor analysis is another issue to be controlled. Because the percentage of explanation of factor patterns with eigenvalue statistics above 1 is important in terms of validity of the analysis (Field, 2013: 1029). The total variance explained by exploratory factor analysis for the innovation scale was 64,467% and a four-factor structure was obtained. These are Process Innovation (8 items), Product innovation (4 items), Strategy Innovation (5 items) and Market Innovation (2 items).

It is an important issue on which value the factor loads will be accepted. Tabachnick and Fidell (2014) recommend that items with factor loads less than 0.32 be excluded from the analysis. Both Field (2005) and Pituch and Stevens (2016, p.370) state that 0.4 should be considered as a threshold value in terms of factor load. Items that were less than this value or differed in terms of internal validity were excluded from the analysis, thus 4 items were excluded from the analysis and the innovation scale was analyzed with 19 items (Table 4.10). Anti-image and Communality values of the items with a factor load between 0.4 and 0.5 were examined , and Since anti-image correlation values are above 0.500 and Communality values are greater than 0.5, it is considered to be appropriate to be included in the analysis (Durmuş et al., 2011, p.81).

Tablo 4.10: Innovation Scale Factorial Analysis Findings

KMO: 0.854 Barlett Testi: 1689.51 ($p < .01$)				
Toplam Açıklanan Varyans: % 64,467				
İnovasyon Ölçeği	Süreç	Ürün	Strateji	Pazar
Firmamız var olan ürünlerde değişimler yapar ya da yeni ürünleri geliştirmektedir	,439			
Ürünlerimiz radikal anlamda yenilikler içerir	,907			
Geliştirmiş olduğumuz teknolojiler radikal anlamdadır ve yenilikçidir	,873			

Üretim/imalat alanında kullandığımız yöntemler köklü ve yenilikçidir	,926
Yeni istekleri en dipten kesin biçimde ortaya çıkartırız.	,581
Alanımızda bulunan farklı işletmelere oranla firmamızda daha sık süreler ile yeni aşamalar başlatırız	,695
Firmamız sıklıkla yeni olan aşamalara geçilmesine oldukça önem verilmektedir	,440
Firmamız sıklıkla farklı ve yenilikçi ürünler ortaya konulmasına oldukça önem vermektedir.	,553
Firmamız önemli derecede kaynaklar ayırarak yeni ürünlerin gelişim göstermesine oldukça önem vermektedir.	,772
Bu firmada yenilikçi olan fikirler ile ürünlerin üretiminde oldukça başarılıyız	,743
Rakip firmalara oranla yeni fikirlerin oluşumunda daha öndeyiz	,768
Bu firmada sürekli biçimde yeni olan düşünceler ve veriler oluşturulur	,670
Firmamız teknolojik alanda en son çıkan teknolojiler ile üretim yapmaya yoğunlaşmaktadır	,447
İşçiye ayrılan kaynakları azaltan farklı yollar ortaya çıkartırız.	,723
Üretim anlamında esneklik yaparak temel olan yollara başvururuz.	,809
Malzemelerin tüketimini düşüren esas olan yollar oluştururuz.	,817
Alanımızda bizimle eş değer firmalara göre pazarlara daha sık süre ile hizmetler götürürüz	,827
Firmamız pazarda yeni ürünlerin tanıtım seviyesini yükseltmiştir.	,789
Firmamız pazarlara yeni ürünler geliştirmek ve bunları pazarlamak adına genel olan bağlılığı yükseltmiştir.	,680

Principal Component Analysis method was used for factor analysis of organizational learning scale. Since the correlation between the factor groups was greater than 0.32, Promax rotation, an oblique rotation technique, was selected and the analysis was completed in 8 iterations.

Kaiser-Meyer-Olkin (KMO) sample sufficiency test and Bartlett sphericity tests were performed to test the adequacy of the sample before proceeding to factor analysis findings. Since KMO value is 0.889 and Bartlett's Test: 5764,969 ($p < .01$), it can be said that the sample set is sufficient for factor analysis (Field, 2013: 1014-1015).

Total variance explained by factor analysis is an important criterion for the reliability of the results. In the exploratory factor analysis, the total variance explained with eigenvalue statistics above 1 was 65,265% and a four-factor structure was obtained. These include:

shared vision (11 items), commitment to learning (16 items), intra-organizational information sharing (7 items) and open-mindedness (4 items). Items with a factor load of less than 0.4 or different in internal validity were excluded from the analysis. It was measured with a total of 44 items (Table 4.11).

Table 4. 11: Organizational Learning Scale Factorial Analysis Findings

KMO:	0.889	Barlett	Testi:	5764,969	(p<.01)				
Toplam	Açıklanan	Varyans:	%	65,265		Paylaşılan	Öğrenmeye	Örgüt içi	Açık
Örgütsel Öğrenme Ölçeği									
Firmamız risk alan kişileri ödüllendirir.						,612			
Firmamız çalışanların örgütün vizyonuna dahil olmalarını istemektedir.						,816			
Firmamız çalışan kişilerin iş ile aile dengesi kurmasına yardım etmektedir						,810			
Firmamızda bulunan liderler genel olarak öğrenme ve eğitim fırsatlarına destek olmaktadırlar						,750			
Firmamızda bulunan liderler rakiplerine ilişkin bilgileri ve sanayi ve yenilikle alakalı olan bilgileri personeli ile paylaşmaktadır						,612			
Firmamızda lider olan kişi altında bulundurdıkları kişilere hocalık yapmaktadır						,782			
Firmamızda yapılan organizasyonları liderler işletmenin organizasyon değerleri ile uyum yakalaması için çaba harcar						,901			
Firmamız içinde kişiler birbirine saygı gösterirler						,835			
Firmamızda kişiler birbirine saygı gösterecek süre ayırmaktadır						,664			
Firmamız grup ya da takımlarda grubun yapmış olduğu görevlere ve ne kadar çalıştıklarına yoğunlaşır						,747			
Firmamız personellerin yeteneklerini güncel tutmaktadır						,597			
Firmamız personelin tamamının öğrenmiş olduklarını kullanılabılır duruma getirmektedir							,476		
Firmamız işlerin yapılmasında görevli olan kişilere iş için ayrılan kaynakların kullanımını vermektedir							,661		
Firmamız bilerek riske giren personele destek olur							,648		
Firmamız değişiklik gösteren çalışma grupları arasında ki vizyonların uyumunu sağlamaktadır							,468		
Firmamızda lider olan kişiler öğrenmek adına fırsatlar kollamaktadır							,603		
Firmamızda kişiler yapılmış olan hataları yapmamak adına bu hataları açık olarak tartışır							,502		
Firmamızda kişiler öğrendiklerinden dolayı takdir edilirler.							,785		
Firmamızda kişiler birbirlerine dürüst şekilde geri bildirimde bulunmaktadırlar							,608		

Firmamızda kişilerin çalıştığı bölümler ne olursa olsun onlara neden? Sorusunu sorma olanağı verilir ve buna yönlendirilir.	,867
Firmamızda kişiler ne zaman düşüncelerini söylese diğer kişilerin de düşüncelerini sormaktadırlar	,721
Firmamızda yer alan takım ya da gruplar amaçlarını gerektiğinde uyumlaştırma yapabilmektedirler.	,493
Firmamızda yer alan takım ya da grupta bulunan kişilerin görev ya da sorumlulukları dikkate alınmadan eşit biçimde değerlendirmeye alınmaktadır	,610
Firmamızda yer alan takım ya da gruplar elde ettikleri başarılarından dolayı ödüllendirilmektedirler	,716
Firmamızda bulunan takım ya da gruplar firmamızın onların görüşlerine göre davranacağını bilir	,634
Firmamızda belirli bir düzen içinde öneri sistemleri, elektronik olan bülten panoları ya da belediye açık toplantıları yapılarak çift yönlü iletişim kullanılmaktadır	,550
Firmamız zaman fark etmeksizin bilgiye gereksinim duyan insanlara hızlı ve kolay biçimde imkân sağlamaktadır	,652
Firmamız çalışanların hepsini müşterilerin karar verme aşamasına kazandırmaya ilişkin teşvik etmektedir.	,702
Firmamız alınan kararların personel üzerinde etkin olduğunu düşünmektedir.	,917
Firmamız kişiler birbirlerinin öğrenmesine yardım etmektedir.	,536
Firmamızda kişilerin öğrenmelerine destek veren para ya da farklı kaynaklar sağlanmaktadır	,507
Firmamızda kişilere öğrenmeleri için zaman tanınmaktadır	,648
Firmamızda kişiler işlerinde bulunan problemleri öğrenmek adına bir imkân olarak görmektedir	,841
Firmamız yer alan takımlar ya da gruplar yapılan tartışmalar sonucunda alınan kararları tekrardan değerlendirmeye almaktadırlar.	,753
Firmamız işlerin dağılımında bireylere seçme hakkı tanımaktadır	,480
Firmamız bireyleri küresel anlamda düşünmeye yönlendirir.	,622
Firmamızda kişiler konuşma yapmadan önce diğer kişilerin düşüncelerini dinlemektedirler.	,590
Firmamızda var olan performans ile istenen performans arasında bulunan boşlukları ayarlamak adına sistemler oluşturulmaktadır.	,539

Expansion Method: Principal Component Analysis Rotation Method: Kaiser Normalization with Promax. Rotation took place in 8 iterations.

4.4 RELIABILITY ANALYSIS

After the validity of the scales used in the study, reliability tests should be performed. It can be said that it is reliable if the same scale gives consistent results at different times and in different places. In this study, the reliability of the scales was measured by Cronbach's Alpha Reliability Coefficient and the acceptance intervals are given in Table 4.12 (Ercan and Kan, 2004: 211; Kiliç, 2016)

Table 4. 12: Cronbach's Alpha Reliability Coefficient Acceptance Ranges

Cronbach alfa	Yorum
$\alpha \geq 0.9$	Mükemmel
$0.7 \leq \alpha < 0.9$	iyi
$0.6 \leq \alpha < 0.7$	Kabul edilebilir
$0.5 \leq \alpha < 0.6$	Zayıf
$\alpha < 0.5$	Kabul edilemez

As a result of factor analysis, the Innovation Scale was measured with 19 items. As a 4-factor structure was obtained in the analysis, Cronbach's alpha tests were performed for each of these four sub-dimensions. The reliability values of the innovation scale subscales were 0.878 for process innovation, 0.827 for product innovation, 0.811 for strategy innovation and 0.641 for market innovation, respectively. These values show that one of the scales is above the acceptable value and the others have a good reliability coefficient. These coefficients can be considered to have a very high reliability. Subsequently, in order to determine the reliability coefficient, if any of the items constituting the scale were removed from the scale, the Item Total Statistics were made and all items were included in the reliability test in order to ensure the highest level of reliability based on the obtained coefficient (Table 4.13).

Table 4. 13.Reliability Test

Değişkenler	Alt Boyutlar	Cronbach Alfa Güvenirlilik Kts.
İnovasyon	Süreç İnovasyonu	0,878
	Ürün inovasyonu	0,827
	Strateji İnovasyonu	0,811
	Pazar İnovasyonu	0,641
Örgütsel Öğrenme	Paylaşılan vizyon	0,923
	Öğrenmeye olan bağlılık	0,931
	Örgüt içi bilgi paylaşımı	0,894
	Açık fikirlilik	0,771

The same process was applied to the sub-dimensions of organizational learning. The results of the Cronbach Alpha Reliability Test were as follows: Shared vision 0.923, Commitment to learning 0.931, In-organizational knowledge sharing 0.894, Open-mindedness 0.771. The obtained values show that the organizational learning scale sub-dimensions are also reliable.

In order to determine the relationships between innovation and organizational learning, firstly the mean values of the sub-dimensions of the scales were taken and thus the items of the scale were reduced to a single variable. SPSS Syntax codes prepared for this purpose are given below.

```
COMPUTE SurecInov = MEAN (i6,i9,i10,i11,i12,i18,i19,i20).
EXECUTE.
```

```
COMPUTE UrunInov = MEAN (i5,i21,i22,i23).
EXECUTE.
```

```
COMPUTE StratejiInov = MEAN (i2,i13,i14,i15,i17).
EXECUTE.
```

COMPUTE PazarInov = MEAN (i7,i8).
EXECUTE.

COMPUTE PayVizyon = MEAN (O3,O5,O9,O15,O16,O18,O20,O32,O33,O36,O42).
EXECUTE.

COMPUTE OgrBaglilik = MEAN (O1,O6,O7,O8,O19,O21,O27,O28,O30,O31,O34,O35,O38, O39,O40,O41).
EXECUTE.

COMPUTE BilPaylasim = MEAN (O11,O12,O23,O24,O25,O26,O37).
EXECUTE.

COMPUTE AcikFikir = MEAN (O4,O10,O29,O43).
EXECUTE.

4.5 CORRELATION ANALYSIS

Correlation analysis is a statistical test technique used to test the relationship between two variables, the direction and severity of the relationship. The main purpose of correlation analysis is to observe the change of two variables together. Accordingly, the extent to which one unit change in the observed variable leads to the dependent variable or other variables can be determined in this way.

In correlation analysis, whether the relationship between the variables is linear or not, the degree of the relationship, if any, can be calculated with the correlation coefficient. The correlation coefficient is indicated by the letter “r” and takes a value between -1 and +1 (Kalaycı, 2006, p.115). The correlation coefficient being negative and statistically significant indicates a negative relationship between the two variables. Accordingly, an increase in one variable manifests itself as a decrease in the other variable. The positive relationship between the two variables indicates that while one variable increases, the other variable increases.

Critical values for interpretation of correlation coefficients can be stated as follows: $r < 0.25$ weak relationship, $0.26 < r < 0.49$ weak, $0.50 < r < 0.69$ medium, $0.70 < r < 0.89$ high, $0.90 < r < 1.00$ is described as a very high relationship

The prerequisite for the correlation analysis is that both variables are continuous and the assumption of normality is maintained. Pearson Correlation Coefficients, which are parametric test techniques, are calculated because the data is continuous and the

assumption of normality is given in Table 4.14 with the mean and standard deviation values.

Table 4. 14: Correlation Analysis and Descriptive Statistics

	1	2	3	4	5	6	7	8
<i>Ortalama</i>	3,22	3,27	3,55	3,54	3,71	3,40	3,60	3,47
<i>Std. Sapma</i>	0,60	0,63	0,60	0,59	0,59	0,58	0,64	0,59
1.SurecInov	1							
2.UrunInov	,695*	1						
3.StratejiInov	,325*	,241**	1					
4.PazarInov	,569*	,508**	,287**	1				
5.PayVizyon	,226*	,254**	,702**	,386**	1			
6.OgrBaglilik	,660*	,728**	,313**	,675**	,446**	1		
7.BilPaylasim	,671*	,544**	,228**	,660**	,374**	,620**	1	
8.AcikFikir	,457*	,385**	,425**	,548**	,485**	,584**	,684**	1

** . Korelasyon 0,01 seviyesinde anlamlı

When descriptive statistics are analyzed, it is seen that standard deviations are less than 1 and average values are greater than 3. Accordingly, it is seen that the variables are suitable for normal distribution.

When the correlation analysis findings are examined, it is seen that innovation dimensions are significant at 0.01 level and organizational learning dimensions are significant at 0.01 level.

R = 0,226 ** positive relationship between process innovation and vision shared from the sub-dimensions of organizational learning, r = 0,660 ** positive relationship between

commitment to learning, $r = 0,671$ ** positive relationship with internal information sharing, $r = 0,457$ * with open mindedness * positive relationship was found.

$R = 0,254$ ** positive relationship between product innovation and vision shared from the sub-dimensions of organizational learning, $r = 0,728$ ** positive relationship between commitment to learning, $r = 0,544$ ** positive relationship with internal information sharing, $r = 0,385$ * * positive relationship was found.

$R = 0,702$ ** positive relationship between strategy innovation and shared vision of organizational learning, $r = 0,313$ ** positive relationship between commitment to learning, $r = 0,228$ ** positive relationship with internal information sharing, $r = 0,425$ * * positive relationship was found.

$R = 0,386$ ** positive relationship between market innovation and shared vision from the sub-dimensions of organizational learning. $R = 0,675$ ** positive relationship between commitment to learning, $r = 0,660$ ** positive relationship with intra-organizational information sharing, $r = 0,548$ ** positive relationship with open mindedness.

4.6 REGRESSION ANALYSIS

Regression analysis is a type of statistical analysis performed to see the effect of independent variables on the dependent variable. All assumptions of parametric tests must be met. In this study, four regression models were developed to see the effect of organizational learning dimensions on innovation. Thus, it was aimed to measure the effects of organizational learning on four dimensions of innovation scale.

The F values of the regression models created for this purpose were at least 40,982 and four models were significant at the 0.01 level. Adj.R2 values were examined for the disclosure ratios of the models, and since these values were the lowest 0.505, the disclosure ratios were quite good. Accordingly, in Model 3, which has the lowest disclosure rate, organizational learning dimensions have an explanation rate of approximately 51% for strategy innovation.

Multi-collinearity is an undesirable situation in regression models and needs to be investigated. Because the fact that some variables that are not really important in the multiple correlation problem seem to be important, that the variables that do not have any

relation between them seem to be related and that they increase the variance may lead to misleading results in the hypothesis tests (Durmuş et al., 2011: 156). For this purpose, correlation coefficients were examined and it was observed that there was no relationship between independent variables greater than 0.7 (Table 14). Variance Inflation Factor (VIF) test and Condition Index (CI) results were obtained. VIF values are given in Table 15, these values are less than 3, and CI value is less than 25, multiple variance problem can not be mentioned (Hair et al., 2013: 196). Accordingly, it can be said that the regression coefficients meet the assumptions and that the beta coefficients are reliable (Table 4.15).

Tablo 4.15: Results of Regression Analysis

Bağımlı Değişken:		Std.	Anlamlılık				
Örgütsel Öğrenme Boyutları		Beta	t	(Sig.)	Adj.R2	F	VIF
Model 1:	Paylaşılan vizyon	-0,121	-1,929	0,056	0,555	49,770**	1,381
Süreç	Öğrenmeye olan bağlılık	0,461	6,357	0,000			1,854
İnovasyonu	Örgüt içi bilgi paylaşımı	0,491	6,242	0,000			2,184
	Açık fikirlilik	-0,089	-1,126	0,262			2,208
Model 2:	Paylaşılan vizyon	-0,075	-1,202	0,231	0,553	49,547**	1,381
Ürün	Öğrenmeye olan bağlılık	0,702	9,657	0,000			1,854
inovasyonu	Örgüt içi bilgi paylaşımı	0,241	3,062	0,003			2,184
	Açık fikirlilik	-0,153	-1,931	0,055			2,208
Model 3:	Paylaşılan vizyon	0,659	9,991	0,000	0,505	40,982	1,381
Strateji	Öğrenmeye olan bağlılık	-0,009	-0,117	0,907			1,854
İnovasyon	Örgüt içi bilgi paylaşımı	-0,166	-2,003	0,047			2,184
	Açık fikirlilik	0,224	2,682	0,008			2,208
Model 4:	Paylaşılan vizyon	0,051	0,804	0,423	0,542	47,374**	1,381
Pazar	Öğrenmeye olan bağlılık	0,403	5,479	0,000			1,854
İnvasyonu	Örgüt içi bilgi paylaşımı	0,364	4,556	0,000			2,184
	Açık fikirlilik	0,039	0,491	0,624			2,208

** 0,01 seviyesinde; * 0,05 seviyesinde anlamlı.

Regression results can be summarized as follows. H1 hypothesis was accepted partially because there was no positive and significant relationship between innovation dimensions and all sub-dimensions of organizational learning. In the lower hypotheses, the following results were obtained. In the first regression model, the factors affecting the process

innovation were commitment to learning ($\beta = 0.461^{**}$) and intra-organizational information sharing ($\beta = 0.491^{**}$). H1b and H1c hypotheses were accepted and H1a and H1d hypotheses were rejected.

In the second regression model, the H2 hypothesis was partially accepted. In the established model, the factors affecting product innovation were commitment to learning ($\beta = 0.702^{**}$) and information sharing within the organization ($\beta = 0.241^{**}$). The H2b and H2c hypotheses were accepted and the H2a and H2d hypotheses were rejected.

In the third regression model, the H3 hypothesis was partially accepted. Because, the factors influencing strategy innovation are shared vision ($\beta = 0.659^{**}$) and intra-organizational information sharing ($\beta = -0.166^{*}$) and Open-mindedness ($\beta = 0.224^{**}$). H3a and H3d hypotheses were accepted and H3b and H3c hypotheses were rejected. The reason for the rejection of the H3c hypothesis is that it is negative although it is predicted to be positive.

The H4 hypothesis was partially accepted because it was not supported in all dimensions. Accordingly, the factors affecting market innovation were commitment to learning ($\beta = 0.403^{**}$) and information sharing within the organization ($\beta = 0.364^{**}$). H4a and H4c hypotheses were accepted and H4b and H4d hypotheses were rejected.

Table 4.16: Hypothesis Acceptance / Rejection Table

Hip.No	Hypotheses	Acceptance / rejection
H1	Organizational learning dimensions affect the process innovation positively.	Partial Acceptance
H1a	Vision shared from organizational learning dimensions positively affects process innovation.	Rejected
H1b	The shared vision from organizational learning dimensions positively affects product innovation.	Accepted
H1c	The shared vision from organizational learning dimensions positively affects strategy innovation.	Accepted
H1d	The shared vision from organizational learning dimensions positively affects market innovation	Rejected
H2	Organizational learning dimensions affect the product innovation positively.	Partial Acceptance

H2a	The commitment to learning from organizational learning dimensions positively affects process innovation.	Rejected
H2b	The commitment to learning from organizational learning dimensions positively affects product innovation.	Accepted
H2c	The commitment to learning from organizational learning dimensions positively affects strategy innovation.	Accepted
H2d	The commitment to learning from organizational learning dimensions positively affects market innovation.	Rejected
H3	Organizational learning dimensions have positive effects on strategy innovation.	Partial Acceptance
H3a	: In-organizational information sharing, one of the organizational learning dimensions, has a positive impact on process innovation.	Accepted
H3b	: In-organization information sharing, one of the organizational learning dimensions, has a positive effect on product innovation.	Rejected
H3c	: In-organizational information sharing from organizational learning dimensions positively affects strategy innovation	Rejected
H3d	In-organization information sharing, one of the organizational learning dimensions, positively affects market innovation	Accepted
H4	Organizational learning dimensions have positive effects on market innovation.	Partial Acceptance
H4a	Open-mindedness from organizational learning dimensions positively affects process innovation.	Rejected
H4b	Open-mindedness from organizational learning dimensions positively affects product innovation.	Accepted
H4c	Open-mindedness from organizational learning dimensions positively affects strategy innovation.	Accepted
H4d	Open-mindedness from organizational learning dimensions positively affects market innovation.	Rejected

5. RESULTS AND CONCLUSION

The research carried out within the scope of this study was conducted between the ages of 25-45, 66% of whom were males, between 1.60 - 1.80 m, 57% were married, 6% had bachelor degree, 90% were employed in R & D and production 95 of them have work experience of up to 25 years and approximately 90% of them are 15-year seniority holders of the company, in which 158 individuals participated.

Relationships between variables were tested by correlation analysis. The highest relationship between the sub-dimensions of innovation was obtained between process innovation and product innovation. Success in process innovation increases product innovation, and vice versa, the increase in product innovation increases process innovation. Similarly, positive and moderate correlations were found between process innovation and market innovation, and between product innovation and market innovation.

When the existing relationships between the sub-dimensions of institutional learning were considered, weak meaningful relationships were found. Moderately significant relationships were found between commitment and open-mindedness in sharing information within the organization. The relationship between meaning and meaning is seen between organization and open ideas. This finding is consistent with the Özdevecioglu and Biçkes (2012) study and has similar results.

While there was a weak positive relationship between process innovation and shared vision and open-mindedness, moderate positive relationships were determined between commitment to learning and intra-organizational knowledge sharing. Accordingly, the success of process innovation is directly related to the commitment to learning and information sharing. The findings of the regression analysis show that the most influential factors in process innovation are the commitment to learning and the sharing of information within the organization. Calantone, Cavusgil and Zhao (2002) found positive relationships between shared vision and firm innovation in their research. The findings obtained in this study also support the literature.

Positive and weak relationships were found between product innovation and shared vision and open-mindedness. On the other hand, there is an extremely positive relationship

between product innovation and commitment to learning, and a medium plus bit relationship between information sharing within the organization. Companies focusing on product innovation should pay particular attention to commitment to learning and to sharing information within the organization. In the regression analysis, which investigated the dimensions of the learning organization effective on product innovation, the most influential factors were determined as commitment to learning and intra-organizational information sharing. It is seen that open-mindedness has significant effects on innovation in the studies conducted in the literature. In their study, Calisir, Gumussoy and Guzelsoy (2013) found that open-mindedness positively affected product innovation. Serna et al. (2016) investigated the impact of learning organizations on innovation in their study of small and medium-sized enterprises in Mexico. According to their findings, shared vision, commitment to learning and open-mindedness from the dimensions of the learning organization positively affect product, process and management innovation. This finding supports the result obtained in our study.

A high positive correlation was found between strategy innovation and shared vision from organizational learning dimensions. Positive but weak relationships were found between strategy innovation and commitment to learning, information sharing within the organization and open-mindedness. The close relationship between strategy and vision manifested itself here, and the shared vision of strategy innovation is closely related. Accordingly, enterprises focusing on strategy innovation should support this with in-house vision sharing. On the other hand, when regression findings are analyzed, it is seen that strategy innovation is positively affected by shared vision and open-mindedness. This finding is consistent with the results of Ayazlar (2012) on the effect of organizational learning and information sharing on service innovation performance in hotel enterprises. Similar findings In the research conducted by Eshlaghy and Maatofi (2011), commitment to learning, shared vision and open-mindedness strongly affect innovation. However, it was concluded that information sharing within the organization negatively affected strategy innovation. This is an interesting finding. Accordingly, it is seen that strategic decisions should be taken by the top management of the organization and it will be beneficial to know only by the senior management level, and if it spreads into the organization, it will be affected negatively by the possibility of organizational reaction.

While there was a weak positive relationship between market innovation and shared vision, significant positive relationships were found with commitment to learning, intra-organizational knowledge sharing and open-mindedness. In order to support this strategy, a business that focuses on market innovation should place a commitment to learning, sharing information within the business and open-mindedness. In the regression model for market innovation, it was found that the most influential factors were commitment to learning and information sharing within the organization. This result supports the findings of both Özdevecioglu and Biçkes (2012) and Ayazlar (2012).

Undoubtedly, the most important finding of this study is that innovation and organizational learning should be very close to each other, supporting each other, and that enterprises that attach importance to innovation should also give importance to organizational learning. Because the success of the enterprises in innovation performance directly lies in the success of organizational learning processes.

5.1 SUGGESTIONS

In this study, in accordance with the method followed and the test results reached, some suggestions will be made for future studies and professionals working in the field of application. Namely;

- Repeating the research in different sample groups is important in terms of obtaining different results.
- In this study, the hypothesis developed through correlation tests was tested. Relational and causal tests can be conducted between these scales with different research models to be established and different models can be tested.
- Both the innovation scale and the organizational learning scale consisted of four dimensions. This finding can be confirmed by further studies on this scale.
- The fact that innovation-oriented companies place more emphasis on organizational learning will increase their success in innovation.

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APPENDICES



A. Survey

KİŞİSEL BİLGİLER		
Sıra	Sorular	Cevabınız
1	Cinsiyetiniz (<u>Kadın / Erkek</u>)	
2	Yaşınız	
3	Medeni Durumunuz (<u>Evli - Bekar - Boşanmış</u>)	
4	Eğitim seviyeniz (<u>Lise - ÖnLisans - Lisans - Lisansüstü - Doktora</u>)	
5	Çalışmakta olduğunuz alan	
6	Sektör içinde ki tecrübe seneniz.	
7	Bu firmada ki hizmet seneniz	

İNOVASYON ÖLÇEĞİ						
Sıra	Sorular (İnovasyon Ölçeği)	Kesinlikle Katılmıyorum	Katılmıyorum	Kararsızım	Katılıyorum	Kesinlikle Katılıyorum
1	Firmamız yeni olan yöntem ve teknolojilerden yararlanarak bu alanda tek olmaya odaklanmaktadır					
2	Firmamız teknolojik alanda en son çıkan teknolojiler ile üretim yapmaya yoğunlaşmaktadır					
3	Firmamız yeni çıkan malzemelere ve makine alanında sermaye yatırımlarına yoğunlaşmaktadır					
4	Firmamız süreçlerin yenilenmesinde lider durumunda bulunmaktadır.					
5	Firmamız önemli derecede kaynaklar ayırarak yeni ürünlerin gelişim göstermesine oldukça önem vermektedir.					
6	Firmamız var olan ürünlerde değişimler yapar ya da yeni ürünleri geliştirmektedir					
7	Firmamız pazarda yeni ürünlerin tanıtım seviyesini yükseltmiştir.					
8	Firmamız pazarlara yeni ürünler geliştirmek ve bunları pazarlaamak adına genel olan bağlılığı yükseltmiştir.					
9	Ürünlerimiz radikal anlamda yenilikler içerir					
10	Geliştirmiş olduğumuz teknolojiler radikal anlamdadır ve yenilikçidir					
11	Üretim/imalat alanında kullandığımız yöntemler köklü ve yenilikçidir					

12	Yeni istekleri en dipten kesin biçimde ortaya çıkartırız.					
13	İşçiye ayrılan kaynakları azaltan farklı yollar ortaya çıkartırız.					
14	Üretim anlamında esneklik yaparak temel olan yollara başvururuz.					
15	Malzemelerin tüketimini düşüren esas olan yollar oluştururuz.					
16	Enerjilerin tüketimlerini düşüren esaslı yollar keşfederiz					
17	Alanımızda bizimle eş değer firmalara göre pazarlara daha sık süre ile hizmetler götürürüz					
18	Alanımızda bulunan farklı işletmelere oranla firmamızda daha sık süreler ile yeni aşamalar başlatırız					
19	Firmamız sıklıkla yeni olan aşamalara geçilmesine oldukça önem verilmektedir					
20	Firmamız sıklıkla farklı ve yenilikçi ürünler ortaya konulmasına oldukça önem vermektedir.					
21	Bu firmada yenilikçi olan olan fikirler ile ürünlerin üretiminde oldukça başarılıyız					
22	Rakip firmalara oranla yeni fikirlerin oluşumunda daha öndeyiz					
23	Bu firmada sürekli biçimde yeni olan düşünceler ve veriler oluşturulur					

ÖRGÜTSEL ÖĞRENME ÖLÇEĞİ							
Sıra	Sorular (Örgütsel Öğrenme Ölçeği)	Kesinlikle Katılmıyorum	Katılmıyorum	Kararsızım	Katılıyorum	Kesinlikle Katılıyorum	Katılıyorum
1	Firmamız bütün personellerine öğrenmiş olduklarını kullanabilir duruma getirir.						
2	Firmamız eğitim için harcaması yapılan süreci ve kaynakların ayarlamasını yapar						
3	Firmamız risk alan kişileri takdir etmektedir						
4	Firmamız işlerin dağıtımı aşamasında bireylere seçme hakkı verilmektedir.						
5	Firmamız çalışanların örgütün vizyonuna katılım sağlamaları istenmektedir.						
6	Firmamız gerekli işlerin yapılması için gerekli olan kaynakları kontrol etme yetkisini bireylere verir.						
7	Firmamız bilerek risk almış olan personele destek verir						

8	Firmamız değişik gruplar ile çalışma grupları arasında gerekli vizyon uyumunu sağlamaktadır					
9	Firmamız personelinin iş ile aile dengesi arasında uyuma yardım etmektedir.					
10	Firmamız bireyleri küresel anlamda düşünmeye yönlendirir.					
11	Firmamız çalışan herkesi müşterilerin düşüncelerini karar verme sürecine dahil etmeye çalışır .					
12	Firmamız alınan kararların personele etki edeceğini düşünmektedir					
13	Firmamız karşılıklı olan gereksinimleri gidermek adına toplum ile beraber çalışmaktadır.					
14	Firmamız bireyleri problemleri çözme aşamasında gerekli cevapları çalışanlara söylemeyi teşvik etmektedir.					
15	Firmamızda lider olan kişi genel olarak öğrenme ve eğitim olanaklarına destek olmaktadırlar.					
16	Firmamızda lider olan kişiler özellikle çalıştırdıkları kişilere sanayi, rakiplerine ilişkin bilgiler sunarlar.					
17	Firmamızda lider olan kişi örgütün belirlemiş olduğu viyona ulaşması adına diğer çalışanlara yetkiler verir ve onlara güç katar.					
18	Firmamızda lider olan kişiler altında bulunan kişilere hocalık, öğreticilik yapmaktadırlar.					
19	Firmamızda lider olan kişiler sürekli biçimde öğrenmek adına fırsatlar aramaktadır.					
20	Firmamızda lider konumunda bulunan kişiler organizasyonun yaptıklarını var olan değerler ile örtüşmesini sağlamaktadır.					
21	Firmamızda kişiler yapmış oldukları hataları bir daha yapmamak adına bu hataları açık biçimde tartışmaktadırlar.					
22	Firmamızda kişiler ileri ki zamanda işle alakalı görevleri adına gereksinim duyduğu becerileri belirlemektedir.					
23	Firmamızda kişiler öğrenmek adına birbirine yardım etmektedir.					
24	Firmamızda kişilerin öğrenmelerine destek veren para ya da farklı kaynaklar sağlanmaktadır					
25	Firmamızda kişilerin öğrenmesini desteklemek adına bir zaman sunulmaktadır					
26	Firmamızda kişiler işlerinde bulunan problemleri öğrenmek adına bir imkân olarak görmektedir					

27	Firmamızda kişiler yaptıkları öğrenmeler çerçevesinde ödüllendirilmektedir.					
28	Firmamızda kişiler birbirlerine karşı dürüst olur ve geri bildirim yaparlar					
29	Firmamızda kişiler konuşmaya başlamadan önce diğer kişilerin düşünce ve fikirlerini alırlar					
30	Firmamızda kişiler, çalışan kişinin yeri neresi olursa olsun neden? Sorusunu sormaya yönlendirilirler					
31	Firmamızda kişiler düşüncelerini söyledikleri zamanda diğer çalışanlarında fikirlerini sorarlar					
32	Firmamızda kişiler bir birine saygı göstermektedirler					
33	Firmamızda kişiler birbirlerine karşı güven kazanacakları zamanları ayırmaktadırlar					
34	Firmamızda yer alan takım ya da gruplar amaçlar gerektiği zaman uyumlaştırma yapmada serbestirler					
35	Firmamızda yer alan takım ya da grupta bulunan kişilerin görev ya da sorumlulukları dikkate alınmadan eşit biçimde değerlendirmeye alınmaktadır					
36	Firmamızda bulunan takım ve gruplar grubun elinde bulunan görevlerine ve bu grubun ne kadar verimli çalıştığına yoğunlaşır					
37	Firmamızda bulunan takım ya da gruplar yapılan tartışmalar sonucunda karar ve düşüncelerini yenilerler.					
38	Firmamızda yer alan takım ya da gruplar elde ettikleri başarılarından dolayı ödüllendirilmektedirler.					
39	Firmamızda bulunan takım ya da gruplar firmamızın onların görüşlerine göre davranacağını bilir					
40	Firmamızda belirli bir düzen içinde öneri sistemleri, elektronik olan bülten panoları ya da belediye açık toplantıları yapılarak çift yönlü iletişim kullanılmaktadır					
41	Firmamız zaman fark etmeksizin bilgiye gereksinim duyan insanlara hızlı ve kolay biçimde imkân sağlamaktadır					
42	Firmamız personellerin kabiliyetlerini sürekli olarak güncel tutmaktadır					
43	Firmamız var olan ve ulaşılmak istenen performanslar arasında yer alan boşlukları düzenlemek adına bir sistem meydana getirmiştir					



B. Curriculum Vitae

CURRICULUM VITAE

PERSONAL INFORMATION

SURNAME, NAME:

NATIONALITY: Turkish (T.C.)

DATE AND PLACE OF BIRTH: 1 April 1988, Denizli Marital

STATUS: Single

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EDUCATION	Degree	Institution	Year of Graduation
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WORK EXPERIENCE	Year	Place	Enrollment
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FOREIGN LANGUAGES

CERTIFICATES

PUBLICATIONS

HOBBIES