A RESEARCH ON KONYA HYDRAULIC INDUSTRY AIMED AT MEASURING INTER-ORGANIZATIONAL INTERACTION IN LEARNING ORGANIZATIONS

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ABSTRACT

Changes in environmental conditions played an important role in the emergence of learning organizations. As environmental conditions are constantly changing, businesses need dynamic organizational innovation capacity, well-trained human resources, customer orientation and total quality philosophy that can adapt to these conditions. The aim of this study is to emphasize the importance of the needs of individual and organizational learning in order to sustain the continuity in the business life of the companies competing with their internal and external competitors in our increasingly globalized world. In this study, the relationship between learning organizations and organizational communication performance within the organization is tried to be handled as a whole. Firstly, the concept of learning organizations is examined and then the organizational culture and intra-organizational communication are explained. In the next section, the relationship of the issues mentioned is emphasized and the study is completed with the details of a research carried out on 5 companies operating in the hydraulic industrial sector in Konya.

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INTRODUCTION

Businesses continue their activities under constantly changing environmental conditions. Under these conditions, the enterprises that wish to continue to exist must have the necessary knowledge and equipment. From this point of view, having the knowledge to keep up with the competitive environment positively affects the length of life of the enterprises. In enterprises which aim is to achieve long-term and stable success, the main goal is to make the period of activity continuous. Businesses that do not give the necessary importance to learning and do not set goals that will constitute their future are stationary organizations that are not open to development. In the process of change there is a need for restructuring due to external influences. Accordingly, it is inevitable that there will be a change in the business in the competitive environment. Because development is continuing, science is constantly exploring new horizons, and accordingly, people are pursuing elements that will further improve their quality of life. It is necessary to perceive development as renewal. Regeneration, the direction of the positive is planned, programmed, continuous change. Change, an unobstructed process. This is what makes Japanese development continuous. Japanese to this philosophy they say " kaizen." With this model, the stairs are as small as the steps steady upward, slow progress in stages targeted (Çırpan, 2001: 8).

The information society we are in is individual-centered. Information is always present in a person, carried, replicated, developed, implemented and transferred by a person. For this reason, the transition to Information Society is through a system that accepts people at the center. The most important organization that can increase the potential of working people and adjust itself according to the changing world is the learning organization (Kontoghiorghes, 2006: 187). The learning organization perceives itself as a living system. Each section is linked to another section. As with a living organism, there is a great deal of pressure to maintain balance. Learning organizations know products, business processes, teamwork, customers, systems thinking, mental models (www.insankaynaklari.com/gelisim.html). To be a learning organization; innovations should be noticed quickly and hands-on, creative, learning to be a constant in the dynamics of education, giving importance to the idea that the developer should be in a free environment and should be provided to internal and external customer satisfaction (Arslantaş, 2005: 4).

In a framework where competition is intense and conditions are dynamic, organizations need to renew their old knowledge, be prepared for different situations, be open to learning and innovation in order to sustain their success and continuously improve. In the information age, all organizations have to learn. But some learn fast and some learn slow. Those who can capture the age of these will survive. The road to success is fast learning (Çam, 2002: 13). Today, the environment in which

businesses operate is changing rapidly compared to the past. Globalization, global competition, international economic integration, rapidly developing information technology, knowledge-based economy an increasingly important customer-oriented quality assurance systems and Total Quality approach in a revolution, changing customer preferences, product and service differentiation in the face of many factors such as production processes and business management, and Human Resources is forcing them to rethink their approach to relating to and change often. Technological innovations and developments are also forcing the traditional organizational structures, which have remained valid until now, to change. Organizations are now seen as information processing units and need to be able to gather and evaluate information about changing circumstances in order to adapt to the environment and sustain their lives. One of the modern approaches that can provide these characteristics is the learning organization approach.

The aim of this study is to examine the process of transition from traditional organization structure to learning organization. In the first part of the research, the theoretical framework of the concept of learning organization is drawn; definition, characteristics, importance of learning organization, necessity of learning organization, foundation stones and elements will be discussed. In the second section, the relationship with corporate culture is examined and the benefits it will provide are revealed. In the final section, a study is given about the transition process of the learning organization. With the survey to be applied, the relationship of the current corporate culture with the learning organization will be tried to be revealed. The questionnaire consists of three parts. In the first part there are questions that determine demographic characteristics, in the second part there are 25 questions about organizational culture and in the third part there are 42 questions about being a learning organization. The answer schedule is arranged according to the Likert scale of 5. The analysis of the data was carried out using SPSS.

1. CONCEPTUAL FRAMEWORK FOR LEARNING ORGANIZATIONS

Today the organizations that can survive in fierce competition market are the organizations that can learn faster and more effectively than their competitors. In an ever-changing world and increasingly fierce competition environment, a different understanding of management is needed than traditional methods in order to find market, increase competitiveness and reach an effective organizational structure. Learning organization idea can be applied to all organizations intertwined with the concept of quality (Easterby, 1997).

Organizational memory is created as a result of learning reflection in the organization; this is an expression brought from the perspective that considers the organization as an organic, living system with a biological expression. An organization is a system; individuals, just like cells, are considered

the building blocks of that system. In the memory of each cell, the recorded information has cost the system. The sum of the information carried by individuals similar to this cell also constitutes the organizational memory. The concept of organizational memory, on the other hand, interprets and informs the information of individuals and units carrying independent information from each other, on a system, associates and evaluates information from different individuals (Easterby, 1997).

The concept and importance of learning organization is mentioned in the literature in the late 1940s. However, this concept was not taken into consideration much until the 1980s. When, in the 1980s, for example Shell Company began to think about organizational learning related to strategic planning, after which the interest in the learning organization increased. In this study by Shell, teamwork and intensive communication were seen as the main factor in creating a more responsible and successful company that gives individuals greater mobility. Shell spent 12 months exploring the concept of learning organization and experiencing group work. The company ultimately concluded that organizational learning provides value for strategic planning and company success. Implementing this strategy, Shell has doubled in a year compared to his competitors (Çam, 2002).

1.1. Necessity and Importance of Learning Organizations

As Alvin Toffler mentioned in his book, "Third Wave," we must use our minds to see the signs of newborns in the midst of some ruins already. If we use our minds and attach importance to knowledge and learning, we can be much healthier, much more logical, much more honest and much more productive, much more developed and much more democratic (Toffler, 1981: 20). When asked what important problems faced by today's businesses, we face some problems. Some of them are briefly; reorganization, restructuring, doubling of information twice every three years, inability of educational institutions to follow, inability to compete with strong companies, inevitable moves of new and advanced technologies, organizational change and issues such as not being able to respond to the issue of compliance. Organizations that renew themselves by learning, changing and being up to date can reach their goals more easily and realize what they want to implement more quickly (Çam, 2002).

Company-wide and system-wide learning does not only give organizations the best opportunities for survival, but also the best opportunities for success. The opinion of the leaders of the Rover Automotive Group in the UK is as follows; organizational learning is one of the management changes that gives the opportunity to make the important breakthroughs needed (Çam, 2002).

Businesses will now have to learn better and faster than their competitors' successes and failures to achieve and maintain competitive advantages in the environment. The source that makes a company different and specific to that company; ability to use all kinds of information from scientific and technical knowledge to social, economic and management knowledge. So, what makes a company

different and enables it to produce something with a market value; it is information and experience. If there is no knowledge, the enterprise has disappeared or is about to disappear (Toffler, 1981).

1.2. Other Necessary Features of the Organization to Become a Learning Organization

The five disciplines that Senge mentioned in the "5th Discipline" book should be together in the organizations, in order to realize organizational learning, to ensure continuous development, to eliminate the deficiencies and to be the "learning organization" of the organization. In addition, in order for an organization to be a learning organization, we can gather other necessary features as follows (Çam, 2002);

Strategy determination is handled within the learning process with the effect of the learning approach in determining the strategy. The results of this approach can be summarized as follows; Participatory approach is used in the establishment of business policies, while the business policies are determined the opinions of all employees in the business are taken, some opposing views that arise here reveal points that the business management cannot consider maybe.

Information systems require the use of the opportunities provided by information technology in order to reach and have the necessary information. It provides constructive accounting, budgeting and reporting, shows where and how the businesses will be numerically and monetary and systems take necessary precautions due to learning these.

All internal units, customers and suppliers of each other, and internal information exchange should be available.

All employees, including the owner, should treat each other as if they are trying to provide the best service to avoid losing the customer of a market. However, people can trust and transfer information in this way.

Rewarding encourages employees to produce knowledge. Apart from money, new reward systems should be developed.

All the needs of individuals should be taken into account. It is necessary to create business structures flexible and suitable for development. Today, buildings are being built to create a daily solution and a solution to the current problem. It is necessary to create flexible developer structures that can respond to future changes. Those who work outside of their internal knowledge should also be included in the external analysis. All employees with an external link are responsible for this.

Benchmarking is an ongoing research and learning experience that enables organizations to set criteria, reveal best industry practices, analyze, adopt and apply them. This provides learning within the organization in a short time.

Organizational climate ensures that the organization is supported by the senior management and the organization progresses and develops continuously.

Self-improvement opportunities and responsibilities for everyone the learning resources of the business should be distributed equally and fairly to all employees. These resources can be courses, seminars, self-learning tools, books, professional publications. Employees should be given responsibilities regarding learning (Çam, 2002).

2.   THE CONCEPT OF ORGANIZATIONAL CULTURE

The oldest of the definitions on culture was made by E. B. Taylor. According to Taylor, culture is "a complex whole that encompasses knowledge, art and morality, customs and traditions, the habits gained by being a member of a society to which the individual is affiliated, and all skills." Although it is quite obsolete today, it is one of the best definitions in holistic culture definitions (Erdoğan, 1983).

Culture is one of the most important factors that unite people. Culture is obtained as a result of the learning processes that individuals pass as members of a certain society or group and is taught to new generations through education. In contemporary approaches, organizations are seen as "social systems equipped with socialization processes, social values, social norms and social structures", "arising from the combination and interaction of human values and technical values in an integrity", "rather than mechanical systems". The concept of organizational culture has gained popularity as the social aspect of organizations started to be emphasized (Şişman, 1994).

Cultures are the result of people's efforts to manage uncertainties and create order in their social lives. People in the organization face many uncertainties. Their environment changes rapidly according to economic conditions, technological developments or actions of their competitors. In order to compete in the rapidly developing economy, people in the organization have to engage with different consumers and a wide range of new competitors. At the same time, the increase in knowledge and information requires that members of the organization coordinate activities of different specialists with different areas of expertise, often with insufficient understanding and conflicting views. They have to do this even when they face the social order of their organization and limited mergers, reorganizations and downsizing. If these uncertainties and threats are not effectively dealt with, job, social status and loss of self-confidence can occur. Therefore, it is not surprising that people create and develop cultures (Trice & Beyer, 1993).

Organizational culture is the belief and expectation patterns shared by the members of the organization. These beliefs and expectations form the norms that shape the behavior of individuals and groups within the organization. According to another definition of organizational culture, organizational culture is the beliefs, attitudes, and values that exist in the organization as a partner and show relative stability (Brown, 2001).

In the definition of organizational culture, two basic functions of culture are determined: Culture in order to create commitment in the internal environment and to ensure the harmony of the organization to the external environment, to facilitate internal commitment; provides members of the organization with language, common expressions and concepts. It specifies the place of individuals and groups in the organization, it covers the distribution of power and status, the relations between members, the reward / sanction system and the ideology of the business that gives meaning to all organizational events. Culture in adapting to the external environment; It defines the mission and strategy of the business, the objectives of the organization and the ways to achieve these goals (Erdem, 1996).

The emergence of the concept of organizational culture and research on various topics considered within the scope of this concept by some scientists has been found to be closely related to some of the economic and social situations of industrial societies. Recently, many western countries, especially USA, experienced a dramatic decline in the economy; organizations and organizational structure, problems such as competition, productivity, adaptation, attendance, workforce turnover and quitting have emerged (Şişman, 1994). The importance of organizational culture, the decision and behavior of individuals and it's as a result of the degree, format, management, intensity and can be examined in terms of directing environmental relations. When individuals and how to make decisions and how to implement them it is strictly dependent on its qualifications i.e. value judgments (Bourne and Derek, 2004:235). First of all, individuals who come to the organization are brought up in different circles factors such as their existence, character, educational levels, difference of belief systems, it makes people's goals different. Therefore, to a business of different cultures for individuals who come to work, it is for them to adopt, or at least it is necessary to create some common values that they can adapt to. Organization in case of the formation of a culture, the employees themselves are part of a whole they'll count, they'll feel at home, they'll feel comfortable with their families and they will work in a peaceful environment.

The rise of Japan as a major industrial power has resulted in an increasing consideration by the relationship between culture and management by organizational theorists and managers. Throughout the 1960s, the influence of the American administration and industry on the market and their belief in their competitiveness were complete. The performances of Japanese automobile, electronics and other manufacturing sectors gradually but with increasing power in the 1970s began to change this. The Japanese have started to dominate international markets and have gained considerable fame in the areas of quality, value, reliability and service. With its 110 million inhabitants in four mountainous islands without its natural resources, Japan has achieved the highest growth rate and the lowest unemployment rate. They created an industrial empire from the ashes of the Second World War defeat.

Despite the controversy of different theorists about the causes of this transformation, most people think that this transformation is due to culture. For these reasons, the relationship between culture and organizational life has become an important issue in the field of management of the 1980s and 1990s by emphasizing the peoples' culture of the Japan (Morgan, 1997).

One of the most important developments that revealed learning organizations was foreign competition and a rapidly changing business environment. Therefore, developments that reveal organizational culture and learning organizations intersect at this point. During the 1980s, business organization researchers began to explore the cultural aspect of organizational life, which consists of elements such as insights, beliefs, values, traditions, symbols that affect the behavior of the organization members. In fact, the concept of culture was not a new concept but was defined in different ways in the past by researchers from different fields of expertise, and some researches on various cultural elements such as beliefs, values, norms in organizations were made, especially by researchers who adopt human relations. However, what is new here is talking about a concept that is defined as organizational culture (Şişman, 1994).

The concept of organizational culture has been popular since the 1980s. A new mode in business administration was introduced with the work of "in search of excellence" published by Peters and Waterman in 1982. This approach, which bases the power of an organization on the values shared by its members, in other words, on culture, has spread rapidly and has become a variable of culture rather than structure, organization size, technology, which are used as the variables that determine the organizational function. Culture has started to be seen as a solution in explaining the sensitive balance between environmental adaptation, effectiveness and even adaptation-differentiation (Erdem, 1996).

3. THE EFFECT OF ORGANIZATIONAL CULTURE ON LEARNING ORGANIZATION

Chrysler automotive company has reflected market-related information into the production process through organizational learning and has succeeded by combining what it has learned with organizational culture change. Chrysler achieved success after his own learning but above all, another company's lack of learning. This company is Ford. Ford's market research department has acquired information that can be seen as new information. The projections made based on this information showed that the minivans that belong to the pickup group will achieve great success as a new product in the car market. However, Ford executives and especially the finance department opposed the validity of this new market information and labeled the minivan concept as untested and risky. In this example, the sub-cultures within the organizational culture were unable to reach consensus when discussing the validity of the new information and were late to act on it. Organizational learning did

not occur as a result of Ford's inability to unite different departments around a common organizational culture, and the company suffered from this learning disability. Chrysler was profitable from this situation and took over this new market. Chrysler's truck and minivan, a sub-product of this group, saved the company from bankruptcy. The example of Ford showed how harmful the organizational culture and lack of integrity and reconciliation it created on different groups would have consequences for the business and in this example, new knowledge emerged, but organizational learning did not take place because a suitable basis for joint action could not be prepared within the organization. On the other hand, Chrysler succeeded in implementing the necessary cultural change and learning and saved itself from a difficult situation (Erdem, 1996).

Organizational culture shows its effect when the business chooses a strategy that suits the market and its own conditions. If the business chooses a strategy that is suitable for the market and its conditions, but is not culturally supported, there will be problems of resistance against change. Therefore, the strategy needs to be reinforced with a culture that will support it as well as being compatible with the conditions of the market and the organization. If a business's strategy is supported by an appropriate culture, it can be an important force. However, a culture that weakens their competitiveness or prevents adaptation to economic changes may cause the company to stagnate and even disappear (Dinçer, 1998).

It is a common occurrence in the business world that businesses choose strategies that are suitable for environmental conditions but are against their culture. Considering that it takes a long time and difficult to change the cultures in accordance with the strategy, the effect of the culture on the strategy is well understood. Because the new strategy determined may require employees to behave differently, think in different ways, and change goals. All these are settled and resistance to change controlled by culture (Dinçer, 1998).

The organizational culture, internalized by its employees, acts as a social control over the organization, ensuring connectivity and consistency within the organization. For example, if an enterprise attaches importance to innovation in product, production process and marketing methods, it should ensure the environment and employee acceptance suitable for generating new ideas and discussing them openly within the organization. Studies have revealed that learning organizations have a culture that supports their strategies. Therefore, culture has a significant impact on effective organizational performance with its mediating role on strategy. But culture can also play an obstacle role in implementing the strategies required by change. In an organization strategy that wants to be a learning organization, it should take measures to ensure that organizational learning takes place and in doing so, should take into account the culture of the organization. Just as individuals continue learning throughout their entire life, it is a dynamic task that is constantly in the learning process in the learning

organization. Organizations that do not need to make learning a clear and integral part of their strategy will constantly ask themselves "how did we get left behind" (Slocum & McGill, 1994).

In order to create a strategy that enables learning, all executive leaders and employees need to reshape organizations and encourage new behaviors that focus on this intention of the organization. It is possible to divide the approaches of businesses to strategy with a general distinction. These two approaches are explained as traditional and learning strategy: The idea behind the traditional approach is to harmonize the business with the environment. The strategy for learning is to change the environment to suit the business. The guiding aim of the traditional approach is to protect existing business advantages. The strategy for learning is based on continuous renewal of advantages. Businesses that implement the traditional strategy invest their investments in things with fixed returns. The organization, which adopts a strategy for learning, invests on emerging and even emerging possibilities. In traditional strategy, employees have been kept away from strategic thinking and actions. In learning strategy, employees are an integral part of strategic thinking and actions and are empowered employees. The difference between traditional and learning strategies is not limited to these. There is also a difference in how the consumer is seen. In the traditional approach, the consumer was perceived as just a marketing tool. However, in the strategy for learning, they are seen as individuals and groups who need to learn from them (Slocum & McGill, 1994).

The organizational culture becomes even more important for learning organizations, as the learning organization structure is simple and bureaucratic control is minimal. However, there is a dilemma here. Because the culture of the organization makes it difficult to create different interpretations that will lead to learning by offering a common mind structure and action plan to make sense of the internal and external environment of the employees. Therefore, organizations have to balance the guiding and determining effect of organizational culture with the need and necessity of learning. This balance can also be achieved through organizational culture. Organizations can create a culture that is open to learning and constantly renewing itself, and can balance their environment with them and make the development continuous. Learning organizations, which have a management philosophy and vision that must be realized for organizations, are known to be realized because of the impact of organizational culture on understanding, understanding and decreasing the capacity of people to act in this direction and may prevent the necessary steps in this direction. Shared vision is vital for the learning organization because it provides the necessary focus and energy for learning. Creative learning, which is of great importance for organizations, occurs only when people strive to achieve something deeply important to them (Senge, 1996). At this stage, the influence of organizational culture comes into action.

Organizational culture is the most important factor that enables people to be devoted and connected to a bigger formation than themselves. Culture can also be used as an effective tool for realizing the learning vision. Understanding all aspects of organizational culture is a topic with a wide range of benefits, both for organizational change and for removing barriers to organizational learning. It is possible to summarize these benefits as follows: Organizational culture provides the elimination of the factors that prevent the identification of the problems. In order to become a learning organization, it ensures the creation of a culture that supports the required strategies and organizational structures. A strong culture that is open to innovations provides an important competitive advantage because it cannot be easily imitated. It provides the existence and integration of different views and thoughts that are necessary for organizations to learn. When listing the characteristics of the culture, the following characteristics are also emphasized. Once culture is learned and accepted, it is usually permanent. However, organizational culture can be considered as a barrier for learning and organizational learning, especially for changing the cognition of the entire organization, that is, its culture. What is important at this point is how clear the basic assumptions, stories, myths and norms in the culture are to learn (Probst & Büchel, 1997).

The current cultural characteristics of a company can end its efforts to become a learning organization. For example, if a company operates through mutual consensus, employees may perceive efforts such as top-down nature of change engineering as an insult open to their sensibilities. A company that focuses on short-term data such as quarterly results may find it difficult to expand their vision for longer-term applications such as change engineering and learning organizations. The success of the learning organization application, which takes a long time to perform as a change engineer and has a top-down nature, likewise depends on the company's current cultural characteristics and character. However, in an organization that does not allow to oppose its current values and assumptions, it is obvious that the double-stage learning cycle, which is the basis of learning organizations, will not occur due to the tight commitment to current values (Deter, 2000).

Culture embodies all unwritten norms and rules, including what information will be distributed throughout the organization and what information will remain on a personal level. Culture determines what information belongs to the organization and what information remains under the control of individuals or sub-units. Ownership of information is generally supported by norms. However, companies do not consider this expansionist effect of cultural elements and believe that only the application of information technologies at the technological level will provide information sharing and increase organizational information. Organizations perform their learning within the framework of the assumptions that characterize their current culture or subcultures. The culture of the organization determines the reference frame of the organization by creating a common thinking infrastructure in the

scans and interpretations of the employees to obtain information about their internal and external environment. Organizational culture and partial subcultures are effective in detecting what is useful, usable and valid information for the organization. Culture shapes the group's definition of information about their work, which directly affects what information the department will focus on (Erdem, 1996).

4.   SUBJECT, PURPOSE AND IMPORTANCE OF THE RESEARCH

The aim of the study is to evaluate the organizational culture in terms of its interaction with this structure in the learning organization process in companies in the production and service sector, which are assumed to be learning organizations. For this purpose, companies were examined in terms of learning organization and organizational culture and their productivity situation was tried to be revealed.

It is inevitable for organizations to transform into a learning organization in an information age and intense competition environment. The process which requires a mentality and cultural change for the organization, is very difficult. In terms of knowing the status of the organizations and correcting their strategies in this direction; important to evaluate this process, which will be very important and difficult for them, to provide feedback and to demonstrate the success of the application. This study is have the opportunity to examine and evaluate companies from the service and production sectors that are assumed to be learning organizations in terms of corporate culture.

4.1. Data Collection Tool and Scales

The model of the research is descriptive and has been developed to reveal the relationship of independent variables (organizational culture and its dimensions) with each other and to examine the effect of independent variables on the dependent variable (being a learning organization).

In the research, survey method was conducted as a data collection tool. Survey studies provide to obtain a relatively large amount of data economically. In addition, the survey method can standardize the data obtained and facilitate the analysis. Survey; It consists of three sections with demographic features and propositions about the effect of organizational culture on being a learning organization. While determining these statements, the questionnaire form in Cem Cüneyt Arslantaş's doctoral thesis titled "A Research on Factors Affecting Internal Integration in Learning Organizations" was taken as basis. The overall reliability analysis of this scale in the mentioned study is Cronbach's Alpha value of 0.95. Apart from that, the questionnaire of the organizational culture scale in the application part of Erdinç Dallı's thesis titled "Characteristics of Learning Organizations and Two Case Studies Related to Application" was used. In the thesis of Dallı, the Cronbach alpha value of the scale used is 0,90.

In the study, 2 variables and 11 dimensions related to these variables were determined. In the preparation of the questionnaire, 2 ready-made scales were used from the theses named above, taking into consideration the Likert 5 scale (5: Strongly Agree; 1: Strongly Disagree).

The variables and their dimensions and the number of questions they cover are as follows:

Independent variable:

Organizational culture in learning organizations: Value, cooperation, environmental sensitivity and management dimensions given to the employee in relation to the organizational culture variable were determined and 25 suggestions were used for these dimensions.

The dependent variable:

Learning organization process: dimensions such as continuous learning, learning with dialogue, learning as a team, sharing systems, empowerment with common vision, interconnection and supportive leadership are discussed. 42 statements regarding these dimensions were used.

Technological developments, strong competition conditions, increased uncertainties, and the intense change that affects the business and management world, confronts businesses with the problem of adapting to this change. Organizations are working to adapt to this change. The concepts of learning organizations and organizational culture have also gained increasing importance in recent years and have become the determining factor in competition in many branches of industry today. In the organizational culture, information management is important and learning organizations have emerged as a result of the idea that businesses can adapt to changing conditions by collecting, evaluating, using, and renewing where appropriate. It is important to transform the individual learning process into organizational learning, and to change the strategic perspective and organizational routines for organizational culture. The hypothesis that has been developed and tested within the subject to be researched in this study is given below.

"Organizational culture of businesses affects the learning organization process."

With the propositions used in the questionnaire form, it was tried to measure the perceptions of the organizational culture under study on the effect of being a learning organization. Propositions of employees; It has been prepared to get opinions about the company in subjects such as learning, continuous improvement, innovation, education, support of senior management, information sharing, change engineering, and coordination. In the study, it was made under the assumption that companies that continue their existence despite changing environmental conditions are learning organizations. Our universe is the hydraulic industry companies registered in Konya Chamber of Industry. Our sample was selected by 5 of 7 Hydraulic companies' senior employees working in Konya. Because we could not get any answers other two companies' management. In our sample, we conducted 425 questionnaires in five hydraulic manufacturing companies. There are 7 hydraulic manufacturing

industry companies registered in Konya Chamber of Industry. 5 enterprises make up 71% of the main mass as companies.

This study was carried out in a time and cost limited framework based on the literature review and the general information of the activities of the companies included in the sample mass on the internet, reviews and negotiations. In addition, the application was not realized at the desired level since it would take the employees' time and not want to transfer the corporate information out of the company. At this point only 114 of the 425 questionnaires were valid and could be filled in completely. In addition, the fact that the application was applied only in Konya and the hydraulic sector does not evoke a general view.

4.2. Findings and Data Analysis

Our study was delivered to 425 employees. There were also returns from 5 companies, but 114 valid survey results were reached. SPSS 23 statistics program was used to test our hypothesis subject to our research. In order to determine to what extent, the research results are reliable, a reliability analysis was conducted. In calculating the relations of variables with each other, correlation analysis was used, and linear regression analysis was used to find out to what extent the dependent culture, which is the organizational culture, was affected by independent variables in learning organizations. Explanatory factor analysis was used to analyze the relationship between the factors in the research model. The demographic findings obtained according to our survey results are as follows.

Our five-level Likert graded variables in the application survey were subjected to factor analysis in SPSS 23 program. When all of the questions constituting the questionnaire were subjected to factor analysis, some questions were excluded from the analysis since they did not fall within the expected factor level. When loading the questions to factors, a value of 0.4 and above was accepted and the remaining questions were excluded from the analysis. For our organizational culture scale with explanatory factor analysis, as we stated in the conceptual framework, it proposed 4 dimensions. These are: Value given to the employee, Reliability Cronbach alpha α: 0,92. Cooperation; α: 0.80. Environmental awareness; α: 0.86. Administration; α: 0.75. According to the results of the analysis, the total variance is 60.11%.

Reliability can be defined as the internal consistency of the measurement, which takes into account the average relationship between variables within a factor. In the literature, Cronbach's 0.70 alpha coefficient has been accepted as sufficient for internal reliability in social sciences. The Cronbach alpha value of the data obtained with 25 items in our organizational culture scale was determined as 0.897. It is possible to say that the scale is reliable since the alpha value is quite close to the value 1, which is described as full reliability.

On the other hand, Arslantaş's learning organization scale consists of 7 factors in itself, and the number of suggestions and reliability values are as follows:

Continuous learning: 7 statements, α: 0.889

Learning with dialogue: 6 statements, α: 0.742

Learning as a team: 6 statements, α: 0.764

Sharing systems: 6 statements, α: 0.819

Authorization with common vision: 5 statements, α: 0.760

Inter-system connection: 6 statements, α: 0.873

Supportive leadership: 6 statements, α: 0.873

The overall Cronbach Alpha value of our learning organization scale with 42 items was calculated as 0.973. It is possible to say that the questionnaire is reliable since the alpha value is quite close to the value 1, which is described as complete reliability.

Multiple regression analysis method with SPPS 23.0 program was used to test our hypotheses subject to our research. In this method, the effect of two or more independent factors on dependent factors is observed using regression equation parameters. The results of the analysis are explained below in tables, respectively. According to the linear regression analysis, it is concluded that the organizational culture, which is our independent variable, has a strong influence on the process of creating an organizational structure that learns the "value given to the employee" and "cooperation" dimensions. As the other two dimensions of "environmental sensitivity" and "management" were above the expected value of 0.05, the relationship was found to be weaker than expected according to our survey.

According to the survey results and analysis found, our main hypothesis is that "organizational culture in businesses has an impact on the process of learning the organization." The hypothesis is partially supported.

CONCLUSION

According to the related literature, survey studies and statistical analysis results, enterprises have to learn organizations that adopt the philosophy of total quality management and adopt the information acquisition and sharing system within the organization, in order to increase employee satisfaction and market performance, to survive in harsh global competitive conditions.

In order to survive in a brutal competition environment, to increase the performance of the organization, the most valuable power of today's information age is to obtain the idea of the system that will provide information, share it within the organization, and ensure employee participation around the common vision.

In order to increase the general and market performance of the organization, employee satisfaction, creative ideas in continuous information sharing are supported and employees are encouraged. The innovative and creative identities of organizations can only be achieved by learning and adopting the individual creativity as a team and making it an organizational culture.

The idea of the system, which holds the most comprehensive and other disciplines of the learning organization dynamics together, positively affects the dynamics of total quality management, such as customer orientation, team learning, continuous improvement, the implementation and encouragement of the system by leaders, and enhances organizational performance by using these dynamics.

The primary requirement for being a learning organization is individual learning. If the obstacles to individual learning are removed and learning is encouraged within the organization, it will be possible to reach learning as a team and from this onwards, to be organizational learning, that is, to be a learning organization. It is the person who will learn whether it is an individual or a group. The essential element of the learning organization, which will lead an organization to the learning organization, is of great importance for people to want to learn and to encourage learning and to reward their efforts in this regard.

One of the main criteria that distinguishes the learning organization from other classical organizations is the fact that organizational culture and positive organizational climate come to the fore in these organizations. Although the management dimension in our findings is low, although it has a low impact on the learning organization, it is obvious that the management dimension in the enterprises is not supported in our study, however it is the management that forms the culture and leads the formation. In the management approach; a structure based on participation, attaching importance to teamwork and team spirit, and targeting information sharing through an effective communication system is required. Since the learning organization requires restructuring, top management will have to really want it and fulfill its requirements.

After the top management ensures the necessary structuring in realizing the learning organization, employees should be ensured to integrate with the organization around a vision shared with an effective leadership understanding. At this point, the subject of organizational climate becomes important for the learning organization. In this study conducted to examine the effect of organizational culture on reaching the learning organization, it is seen that there is a significant and significant relationship between organizational culture and learning organization criteria. It is possible to conclude that organizational culture has a positive effect on learning organizations.

The first stage in reaching the learning organization; Within the scope of the dimension of creating value and cooperation awareness given to the personnel, it is to remove the obstacles in front

of learning by changing the management understanding and to provide a suitable environment for learning. It is necessary both to provide the necessary environment and to reach the learning organization; Emphasis should be placed on issues such as participation, sharing information and reflection, change, establishing an effective communication system, team work, taking into account and rewarding efforts and efforts to increase productivity in performance evaluations. For the training of employees; it is necessary to plan the training, determine the topics of the training need, to apply the most appropriate training methods and to evaluate the training, and the efforts and results in this regard should feedback the system.

On the other hand, it is necessary to create a vision for collaboration that enables us to create awareness among employees, have a shared responsibility for success and failure, and learn to think for the system in a way that covers all processes. Employees who can take acceptable risks and have a certain degree of initiative in their work, constantly improve themselves with up-to-date information and a management understanding that evaluates the mistakes made as an opportunity to learn, and managers who are aware of the developments in the open-minded environment and can guide the employees are the main dimensions of the learning organizations. Although, according to the results of our survey, management and environmental awareness dimensions are not very effective in the process of creating an organization that learns, these elements should be perfected.

As a result; Since organizational learning will not be possible without individual learning, organizational culture has an undeniable importance and influence in reaching and maintaining the learning organization in order to remove the structural barriers to individual learning and to provide a suitable organizational environment.

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