ABSTRACT

The purpose of this research was to study the relationship between the Organizational Learning Capability and Corporate Entrepreneurship Development in Telecommunication Company of Hamedan. A descriptive-correlational research method was utilized, its statistical community includes all administrative staff of Hamedan Telecommunication Company in year 2011 which totally includes 60 subjects. To collect data, all members of the statistical community have been considered. Instrument for Corporate Entrepreneurship Development is the Corporate Entrepreneurship Assessment Instrument& for Organizational learning capability the standard questionnaire. Cronbach's Alpha factor shows the reliability of (0.863) for Corporate Entrepreneurship Development instrument and (0.815) for Organizational Learning Capability instrument. The analysis of research findings indicates of Corporate Entrepreneurship Development indicators the factor of work discretion /autonomy got the highest scores respectively and the factor of Management support got the lowest score. Also the components of Organizational Learning Capability the component of Knowledge transfer and integration got the highest scores respectively and the component of Management commitment got the lowest score. correlation analysis shows the most degree of correlation, exist between Openness and experimentation and Corporate Entrepreneurship Development, the least degree of correlation exists between Management commitment and Corporate Entrepreneurship Development.

Key words: Organizational Learning Capability, Corporate Entrepreneurship Development, Telecommunication Company of Hamedan.

Introduction

Nowadays, with the increasing competition among organizations, the large and complicated organizations which were established several decades ago are not effective anymore and large organizations with traditional structures lack the necessary power and flexibility to align with changes in their environment particularly the globalization issues and thus have to change their structure to survive or equip themselves with instruments to be able to compete with global changes. One of the most important tools in this regard is developing learning organizations and institutionalizing organizational learning and corporate entrepreneurship. The more complicated are the changes in environment, the more organizations are required to have intensive knowledge about environmental factors to be able to match themselves with environmental changes. Today, an organization is successful that is learning constantly and quickly and this learning is only achieved through having motivated human resources and generating necessary functions.

Learning capability is the foundation of making changes and it is necessary to improve organizational learning capabilities in order to lubricate changes. Developing organizational learning in an atmosphere...
Entrepreneurship is a broad concept that involves a wide spectrum of activities ranging from creating a noble idea to innovation and providing a new job opportunity for an individual. Today, entrepreneurship is known as the main factor of development of every country’s economic cycle. In modern economies, entrepreneurship is an important and undeniable principle [12].

Corporate entrepreneurship was first applied in Sweden in 1970s; in this decade, along with the inefficiency of administrative and bureaucratic processes in organizations, entrepreneurial activities were noticed by the managers of organizations and they decided to administer such activities to administrative structure of organizations [13].

Corporate entrepreneurship is a glimpse into the utilization of sustainable competitive advantages, innovation, and leadership for organizations [14].

Organizational learning could be considered as the bedrock of corporate entrepreneurship by creating and developing knowledge in the organization.

As organizations such as Telecommunication Company of Hamadan are among the human oriented organizations, corporate entrepreneurship will have a remarkable role in the success of such organizations. Therefore, generating innovative and entrepreneurial corporate structures, where necessary context for the growth and nurture of entrepreneurship is provided, will lead to organization effectiveness which is consistent with effective organizational learning. Considering the undeniable relationship between learning, innovation and entrepreneurship, it seems like that comprehending the role of organizational learning in entrepreneurship and the relationship between them is highly important. Therefore, the subject of this research is to investigate the relationship between organizational learning capability and corporate entrepreneurship development in Telecommunication Company of Hamadan.

**Review of Literature:**

Considering the former studies and researches, Gomez et al. have identified the factors which form organizational learning capability and have classified them in four categories and have accordingly offered a model for measuring organizational learning capability. Experimental results of the research conducted by Gomez et al. in 111 firms confirm their proposed model. Four organizational learning capabilities based on the model of Gomez et al. are shown in the following figure. Each component of organizational learning capability is briefly explained in the following[15].
Management commitment: organizational learning capability is primarily based on strong management commitment to learning [16]. Organization management should comprehend the importance and necessity of learning and create a culture which promotes acquiring, creating, and transferring knowledge as an infrastructural value [17].

System perspective: it requires a common identity for all members of the organization [18]. In other words, learning capability is based on a collective conscience which helps the organization be viewed as a system and each member of the organization should cooperate to achieve their goals[19], [20]. All the staff and different departments of the organization should have a clear vision of the goals of the organization and know how to help develop the organization [21].

Openness and experimentation: generative learning (two rings) requires openness and experimentation to accept new ideas and opinions both from inside and outside of the organization. Openness and experimentation cause individual knowledge to update, develop and improve constantly [18].

In order to create an open organizational atmosphere, it is necessary to get ready to tolerate all ideas and experiences for learning, and to respect cultural and structural differences as well and to avoid selfish outlooks and considering our own beliefs, ideas, and experiences superior to others’ [22].

Knowledge transfer and integration: this capability refers to two processes of internal transfer and integration of knowledge which are quite interrelated and occur at the same time. These two processes effectiveness depends on the previous absorptive capacity [23], and also absence of internal barriers which prevent and slow down the transfer of best experiences within the organization[24].

Factors affecting the development of corporate entrepreneurship have been introduced by Hornsby, Kuratko, and Zahra in 2002 [25]. This model includes five elements: management support, independence and work discretion / autonomy, rewards and reinforcement, time availability, and organizational boundaries. Management support refers to the organization senior managers’ willingness to facilitate and encourage entrepreneurial behavior which includes supporting innovative ideas and providing necessary equipments and sources for realizing those ideas. Independence and work discretion index indicates that senior managers have made commitment to tolerate failure and have provided freedom in making decision, not calling on others for costly mistakes and delegating responsibilities to subordinates. Rewards and reinforcement index reflects the development and application of reward system based on the evaluation of performance, outstandingly demonstration of the staff achievements and accomplishments, and their encouragement to do challenging activities. Time availability index indicates the assessment of work pressure and volume and the provision of appropriate time to follow innovation in organization, to restructure jobs to support attempts for achieving short term and long term organizational goals. Organizational boundaries index indicates an exact definition of the expected results of organizational works and duties and the development of mechanisms for assessing, selecting, and applying innovation [26].
In a research entitled “investigating theoretical interaction between organizational learning, innovation, and entrepreneurship”, Shoghi and Mohammad Davoodi have stated that creativity, innovation, and entrepreneurship have become inevitable in organizations because the competitive atmosphere between organizations makes it necessary to improve creativity and innovation processes. Every organization should rely on entrepreneurship and innovation to survive in today’s turbulent and changing world and should try to know the changes in the environment and to find responses in order to deal with them. Organizational changes and innovation are basically important issues which could make the strategic management of the organization more and more thriving. Organizations which are more innovative in responding to variable environments and in creating new capabilities that make them achieve better innovation are more thriving [27].

Tabarsa and et al. In a research entitled “the role of organizational learning in corporate entrepreneurship (case study)" in factories of Khoram Abad, showed that organizational learning had a positive significant effect on corporate entrepreneurship. Also statistical hypothesis testing has shown that all aspects of organizational learning have a positive significant effect on corporate entrepreneurship so that the highest effect belongs to openness and experimentation and the lowest effect is related to management commitment[28].

In another research entitled “the relationship between organizational learning and corporate entrepreneurship (case study : Pishgaman Taban Company)”, Mirzaeefar et al. stated that there was a positive significant relationship between organizational learning and corporate entrepreneurship components that is providing senior management support, recognizing the possibility of delegating responsibility to the staff in making decisions, removing corporate barriers, setting enough time for emerging the employee’s creativity, encouragement and rewards, and the staff motivation[29].

The results of the research entitled “the effect of organizational learning on corporate entrepreneurship among the organizations of Ghazvin province” which was conducted by Saiflari et al. indicated that the rate of organizational learning and corporate entrepreneurship in organizations of Ghazvin was average and the results of correlation coefficient showed that there was a positive significant relationship between organizational learning and corporate entrepreneurship. Moreover, the index of staff competency development had the greatest effect on corporate entrepreneurship[30].

1. Investigating and identifying dimensions and indices of corporate entrepreneurship development of Telecommunication Company of Hamadan
2. Investigating and identifying organizational learning capability of Telecommunication Company of Hamadan
3. Determining the rate and the kind of correlation between the components of organizational learning capability and corporate entrepreneurship development of Telecommunication Company of Hamadan
4. Offering guidelines for improving organizational learning capability and corporate entrepreneurship development of Telecommunication Company of Hamadan

Research Hypotheses:

1. There is a significant relationship between organizational learning capability and corporate entrepreneurship development in Telecommunication Company of Hamadan.
2. There is a significant relationship between management commitment and corporate entrepreneurship development in Telecommunication Company of Hamadan.
3. There is a significant relationship between system perspective and corporate entrepreneurship development in Telecommunication Company of Hamadan.
4. There is a significant relationship between openness and experimentation and corporate entrepreneurship development in Telecommunication Company of Hamadan.
5. There is a significant relationship between knowledge transfer and integration and corporate entrepreneurship development in Telecommunication Company of Hamadan.

Materials and Methods

Research method, with regard to the nature of research topic is descriptive correlational because the rate of correlation between organizational learning capability and corporate entrepreneurship development in telecommunication company of Hamadan has been studied. Statistical population in this research includes all administrative staff of Telecommunication Company of Hamadan in 2012 which are totally 60 people. To collect data the whole statistical population has been considered.

Corporate entrepreneurship assessment instrument (CEAI) [25] was used as collecting data instrument for corporate entrepreneurship development. Moreover, in order to assess the components of organizational learning capability a standard questionnaire [15] has been used whose validity has been confirmed by management professionals. To evaluate the reliability of research
instruments in an introductory survey the opinions of 20 people of the administrative staff of Telecommunication Company of Hamadan were collected and their reliability was measured by means of Cronbach's alpha coefficient using spss software. The measured reliability of corporate entrepreneurship development questionnaire and organizational learning capability questionnaire was (0.863) and (0.815) respectively which indicates the acceptable reliability of data collection instrument of the current research. Corporate entrepreneurship assessment instrument (CEAI) included 48 questions so that the first 19 items were related to management support index, the next 10 items were related to independence and work discretion, the following 6 items were related to rewards and reinforcements, the next 6 items were related to time availability and the remaining 7 items were related to organizational boundaries. Organizational learning capability questionnaire included 16 questions so that every for items were related to each components of the organizational learning capability. Questions of each questionnaire were arranged based on five-point Likert Scale as strongly disagree / disagree / no opinion / agree / strongly agree so that strongly disagree alternative got 1 , disagree : 2 , no opinion : 3 , agree :4 and strongly agree : 5, respectively.

For data collection and analysis a series of related statistical techniques were used and spss software was used to facilitate the use of such statistical techniques. To analyze and describe data, methods such as frequency distribution, mean, and standard deviation were used. Correlation analysis was used to determine the kind and degree of relationship between the components of organizational learning capability and corporate entrepreneurship development.

Results:

A. Descriptive Results:

50 questionnaires out of the total 60 distributed ones were completely answered and handed in. Based on the research demographic information, 34 people of the total respondents were males and 16 people were females. 26 people were in the age range of 25 to 35, 13 people in the age range of 35 to 45 and 11 people were over 45 years of age. 1 respondent was under diploma, 11 respondents got diploma, 9 respondents got associate degree, 28 respondents got bachelor degree, and 1 got master degree. Moreover, 21 respondents were official employees, 10 were contract employees and 19 were interns. The mean and standard deviation of the components of organizational learning capability are presented in the following table.

Table 1: distribution of mean and standard deviation of the components of organizational learning capability in Telecommunication Company of Hamadan

<table>
<thead>
<tr>
<th>Organizational learning capability</th>
<th>Management commitment</th>
<th>Systems perspective</th>
<th>Openness and experimentation</th>
<th>Knowledge transfer and integration</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mean</td>
<td>2.31</td>
<td>2.62</td>
<td>2.54</td>
<td>2.87</td>
</tr>
<tr>
<td>Std. Deviation</td>
<td>0.542</td>
<td>0.611</td>
<td>0.552</td>
<td>0.567</td>
</tr>
</tbody>
</table>

According to the mean scores of the components of organizational learning capability, the component of knowledge transfer and integration got the highest score which indicates the desirability of this component from the viewpoint of the administrative staff of Telecommunication Company of Hamadan. Furthermore, management commitment got the lowest score which indicates that the situation has not been satisfactory in the organization in relation to this component.

The mean and standard deviation of corporate entrepreneurship development in Telecommunication Company of Hamadan are presented in the following table.

According to above table of obtained mean and standard deviation for the components of corporate entrepreneurship development, independence and workdiscretion/Autonomy indices got the highest scores. However, management support index got the lowest score which indicates that the staff innovative ideas are not often cared for by the managers, and consequently sufficient financial resources are not provided for the staff to create and develop new ideas. Moreover, in this organization new ideas for improving the work are not encouraged.
Table 2: distribution of mean and standard deviation of corporate entrepreneurship development in Telecommunication Company of Hamadan

<table>
<thead>
<tr>
<th>Index</th>
<th>Corporate Entrepreneurship Development</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Management Support</td>
</tr>
<tr>
<td>Mean</td>
<td>2.17</td>
</tr>
<tr>
<td>Std. Deviation</td>
<td>0.564</td>
</tr>
</tbody>
</table>

B. Inferential results:

The relationship between the components of organizational learning capability and corporate entrepreneurship development in Telecommunication Company of Hamadan was studied by means of Pearson correlation coefficient. Results indicate that Pearson correlation coefficients are statistically significant at 0.05 error probability (P<0.05) which shows that it is possible to trust the obtained results and coefficients. As seen in the following table, there is a positive and likely high correlation between all components of organizational learning capability and corporate entrepreneurship development in Telecommunication Company of Hamadan, but the highest rate of correlation is between corporate entrepreneurship development and openness and experimentation (0.797); moreover, the lowest rate of correlation is between corporate entrepreneurship development and management commitment (0.677).

Table 3: The rate of correlation between the components of organizational learning capability and corporate entrepreneurship development in Telecommunication Company of Hamadan

<table>
<thead>
<tr>
<th>Hypothesis</th>
<th>N</th>
<th>R</th>
<th>sig</th>
<th>Result</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>50</td>
<td>0.751**</td>
<td>0.001</td>
<td>H1Confirmation</td>
</tr>
<tr>
<td>2</td>
<td>50</td>
<td>0.677**</td>
<td>0.001</td>
<td>H1Confirmation</td>
</tr>
<tr>
<td>3</td>
<td>50</td>
<td>0.700**</td>
<td>0.001</td>
<td>H1Confirmation</td>
</tr>
<tr>
<td>4</td>
<td>50</td>
<td>0.797**</td>
<td>0.001</td>
<td>H1Confirmation</td>
</tr>
<tr>
<td>5</td>
<td>50</td>
<td>0.733**</td>
<td>0.001</td>
<td>H1Confirmation</td>
</tr>
</tbody>
</table>

**. Correlation is significant at the 0.01 level (2-tailed).

Discussion:

In this research it is tried to test the relationship between organizational learning capability and corporate entrepreneurship development by means of organizational learning model made by Gomez et al. and corporate entrepreneurship development model, introduced by Hornsby, Kuratko, and Zahra, in Telecommunication Company of Hamadan. According to theoretical framework of the research standard corporate entrepreneurship assessment instrument (CEAI) and standard questionnaire of organizational learning capability invented by Gomez et al. was applied and various statistical techniques were used to analyze the research findings and data. Results of the research indicated that the components of organizational learning capability and corporate entrepreneurship development are prominent in Telecommunication Company of Hamadan, and this matter approves of organizational learning model by Gomez et al. and also corporate entrepreneurship development model by Hornsby, Kuratko, and Zahra.

Conclusion:

In component of knowledge transfer and integration, the studied organization got the highest score (2.87) in organizational learning capability. This result indicates that the employees know how to use references, database, and knowledge and are interested in participating in seminars and training courses.

Results of the research showed that the Telecommunication Company of Hamadan got the lowest score in management commitment (2.31); therefore, it is recommended that the organization managers comprehend the significance of learning and create a culture in which acquiring, creating, and transferring knowledge are considered as fundamental values of the organization. Managers should explicitly express strategic nature of learning because organizational learning is a valuable tool for achieving long term goals.

Moreover, Telecommunication Company of Hamadan got the highest score in independence and work discretion index (2.92) which indicates that senior managers have made commitment to tolerate failure and have provided freedom in making decision, not calling on others for costly mistakes and delegating responsibilities to subordinates.

Results of the research also showed that the studied organization got the lowest score in management support index (2.17); thus, it is recommended that the managers accept the staff suggestions and ideas warmly and encourage the
employees who have creative and innovative ideas. Managers should also provide sufficient financial resources for getting new ideas and support any small and experimental projects realizing that some of them might fail.

Rewards and reinforcement index reflects the development and application of reward system based on the evaluation of performance, outstandingly demonstration of the staff achievements and accomplishments, and their encouragement to do challenging activities.

Results of analysis of correlation between the components of organizational learning capability and corporate entrepreneurship development in Telecommunication Company of Hamadan showed that the highest rate of correlation was between the components of openness and experimentation and corporate entrepreneurship development (0.797). This means that managers can take effective steps in developing corporate entrepreneurship by creating open space and admitting ideas and opinions from both inside and outside of the organization and by respecting cultural and structural differences and avoiding arrogant attitudes and by not considering their own beliefs, values, and experiences superior to others’ and consequently by updating and improving individual knowledge of the staff. Furthermore, the results of correlation analysis indicated that there has been the lowest rate of correlation between management commitment and corporate entrepreneurship development (0.677) in Telecommunication Company of Hamadan. The results of this research are consistent with the results of the research conducted by Tabarsa et al. (2010) entitled the role of organizational learning in corporate entrepreneurship in factories of Khoramabad, in which all aspects of organizational learning had a positive significant effect on corporate entrepreneurship, so that openness and experimentation had the highest and management commitment had the lowest effect on corporate entrepreneurship.

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