

# The Mediating Role of Corporate Characteristics on the Relationship between the Strategic Learning and the Competitive Capabilities of the Telecommunications Companies in Jordan

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## Abstract

This study aims at studying the mediating role of corporate characteristics on the relationship between the strategic learning and the competitive capabilities of the Telecommunications Companies in Jordan.

The population of this research are the three major telecommunications companies in Jordan, namely, Zain, Orange and Umniah. The study respondents consisted of those who occupy different managerial positions at these companies, for they have acquired enough experience that makes them eligible to answer the questionnaire.

The researchers adopted the construct of Siren (2012) in order to measure the independent variable, which is strategic learning, and made use of the studies of Zhang and Sharifi (2000) and Toni (2001) to measure the competitive capabilities. A total of 278 questionnaires were distributed, out of which 195 were retrieved, but only 150 questionnaires were valid for statistical analysis.

The major finding of the study is: strategic knowledge distribution and the implementation of strategic knowledge, mediated by company's age and type of service, do have an impact on the competitive capabilities of the researched companies. However, the creation and the interpretation of strategic knowledge mediated by the same variables have statistically insignificant impact on the competitive capabilities.

**Keywords:** strategic learning, competitive capabilities, Jordanian telecommunications sector

## 1. Introduction

### 1.1 Introduction to the Study

Nowadays, organizations pay great attention to strategy because of their belief in the unpredictability and turbulence of the business environment. Organizations need to be flexible enough to meet the needs and demands of such an environment by satisfying their internal and external customers through the formulation and implementation of innovative and competitive strategies that help them gain the right position in the industry (Porter, 1996). With the ongoing influence of organizational learning theories, several of the more recent approaches to strategy making have emphasized the role of learning and knowledge management (Voronov and Yorks, 2005).

The telecommunications sector is considered one of the fastest growing and promising sectors in Jordan. Their swift adoption of new types of internet services, such as 4G and VoIP, has given them a great opportunity to survive and grow. Despite being halted a few times for financial reasons, Jordan's National Broadband Network (NBN) appears to be underway again due to funding from the Gulf Cooperation Council, and a tender process which will see operators committed to completing the project in two years (Research/Jordan-Telecoms-Mobile-and-Broadband, 2015). However, in spite of what was mentioned earlier, the telecommunications sector in Jordan has to create on a continuous basis a series of strategies, and develop processes to work toward them so that they become embedded in the organizations' systems (Collins, 2001).

### 1.2 Statement of the Problem

Wernerfelt (1984) argued that strategic resources are central to competition among firms and their success. A strategic resource is rare; it is found infrequently and close substitutes are not available. Learning, which is considered a good

resource, has been viewed as a complex concept, encompassing both a process and a structure (Slater and Narver, 1994). Learning can serve as a key ingredient in the effort to improve the performance of supply management processes (Hult, et al., 2003). Organizational capability to design effective strategic behaviors and organizational structure is critical for a firm's growth and survival. Strategic learning is organizational learning that improves the strategic capability of the organization, and changes the basic assumptions underlying the stable generation mechanism that structures the strategic behavior design process (Kuwada, 1998).

The technological revolution, the enormous and rapid opening up to global markets, the removal of barriers among world economies, the changing laws, and the ease of the capital flow between countries, require companies to develop themselves to suit the new business paradigm, which calls for more emphasis on strategy-based learning to enable them to adapt and open up to the external environment. This can happen when they no longer carry a traditional culture, but a learning culture supported by a set of corporate values and norms able to put them at the right competitive position through the enhancement of their capabilities. Therefore, organizations that cannot develop their own capabilities and change their culture will lose their market share and market competitive position.

In a meeting with representatives from the telecommunications sector, Jordan king stated that it is a major priority for the telecommunications sector to focus on addressing the problems that the sector suffered during the past years, so as to contribute to moving him to a new era of productivity, efficiency, and competitiveness, which will then enhance Jordan's competitive position and investment environment—both regionally and internationally. Therefore, a study that can dig deeper into the relationship between strategic learning and organizational learning mediated by some corporate characteristics at the telecommunications companies in Jordan is an urgent one, specifically a research that aims to answer the following questions:

1. What is the level of strategic learning practice at the telecommunications companies in Jordan?
3. What is the mediated effect of corporate characteristics on the relationship between strategic learning and competitive capabilities?

### *1.3 Importance of the Study*

This study is one of a kind that undertakes the subject of the strategic learning and competitive capabilities in an Arab setting, so it is expected that its findings and recommendations will shed light on issues that may not be tackled in similar researches that relate with different cultures. The study may also serve as a guide to those who make strategic decisions concerning the proper utilization of the knowledge resource of the workforce, so as to alleviate the performance of the individuals and groups in service organizations.

Because of its reach to the saturation point, the telecommunications sector in Jordan is becoming very competitive and consumers are no longer interested in the traditional services that the sector offers. Instead, consumers expect to get very advanced and satisfactory internet-related services that may be treated by providing the right learning atmosphere through which organizations may be able to survive and excel in the market place.

The Arabic library is in need of researches that provide a connection between strategic learning and its benefits to guide and help Arab scholars in shaping their future researches and studies.

### *1.4 Objectives of the Study*

This paper aims to fulfill the following objectives:

1. To descriptively find the level of strategic learning in telecommunications companies in Jordan;
2. To study the mediating effect of strategic learning on the competitive capabilities in telecommunication companies in Jordan; and
3. To provide decision makers of these companies with sound results and significant recommendations to uplift the telecommunications sector's competitive capabilities.

### *1.5 Related Literature and Studies*

#### *1.5.1 Strategic and Organizational Learning*

According to Mintzberg, learning occurs as strategy emerges over time, until it is formalized (Mintzberg, 1987a). Strategic learning leads to new knowledge and change as an organizational capacity, and that strategic learning capability is the organization's ability to learn during the strategy development process in order to produce strategic knowledge and cause strategic change (Anderson et al., 2009).

On the other hand, competitive capabilities is defined as the ability of the business organization to produce the right goods and services of good quality, at the right price and at the right time (Oughton, 1997). Therefore, the researcher may conclude that the competitive capabilities can be seen from different aspects, such as: higher quality of goods and

services provided by the organization, the response time to the needs and wants of customers, the time spent in the production processes, and a satisfactory level of after-sale services.

A study conducted by Song and Lee (2013) examined the mediating impact of the organizational learning processes to explain the relationship between strategic human resources management practices and performance improvement. The results suggest that the learning processes have a significant direct impact on organizational performance.

There is no doubt that organizational learning plays an important role in shaping the right culture for fostering competitive performance, but disagreement among scholars still exists on how that can be achieved. Therefore, there are different organizational learning models proposed by different scholars:

1. The Organizational Learning Model was developed by Roby and Sales (1994), which focuses on the major functions of organizational learning such as knowledge acquisition, storage in the organizational memory, and refinement.
2. The Learning Four Levels Model of Farago (1995; 1997), by which he argues that gaining organizational learning does not necessarily require more training, the actual role of training is to help the organization identify and develop more skills. Farago proposes a four-level model for organizational learning that includes learning facts, knowledge, process- learning new skills, learning for adaptation, and learning for learning's sake.
3. Ayyoub Model for practicing organizational learning focuses on a special practice of organizational learning dimensions. These include the strategic dimension, the organizational dimension, and the cultural dimension ( Ayyoub, 2004).

The learning organization theorists focused on how organizations successfully acquire, share, and use knowledge to achieve their goals. There is a strong emphasis for creating "knowledge for action," and not knowledge for its own sake (Agyris, 1993). Thus, strategic learning emerges during the strategy development process and reprocess. It permits a non-ending series of strategic knowledge (Pietersen, 2002), while strategic learning capability is the possession of enough resources that are capable of building models and activities through strategic thinking (Sloan 2006). Hence, strategic learning aims to produce enough learning that is capable of implementing the right strategy for a competitive organizational performance. Casey and Goldman (2010) identified individual factors, work experiences, and organizational factors that contribute knowledge, and act together to develop the ability to think strategically.

The organization's strategic state to some extent determines its learning capacity; strategy's major role is to determine the goals and objectives, and to choose the activities and actions that lead to great performance, which means strategy has an effect on learning by providing a boundary for decision making, and interrelated conditions for the perception and interpretation of the environment (Daft and Weick, 1984). Self-transformation based on organizational learning is an effective and possibly necessary method of managing organizations to ensure that they can continue to exist in a changing context (Nystrom and Starbuck, 1984).

The strategic learning processes are affected by two cognitive processes: the first one is the creative search and the second is the strategic sense making. It is suggested that creative search is an important element underlying new external knowledge acquisition, whereas the concept of strategic sense making sheds light on the internal knowledge development processes (Ambrosini and Bowman, 2005).

Strategic organizational learning has four primary steps: learn, focus, align, and execute. These steps form a self-reinforcing cycle which put together learning, strategy, and leadership into one organic process. This cycle is designed to produce specific outputs: to generate insights, create focus, and translate focus into action, and then to repeat the cycle of transformation again and again (Pietersen, 2002). Hult et al. (2003) considered the primal role of organizational learning as a strategic resource in supply management, and concluded that learning has a positive effect on a set of learning consequences: supply management consequences, management consequences, and performance consequences.

Organizational learning plays a significant role in mediating the effects of information technology competency on firm performance (Tippins and Sohi, 2003). A paper that sought to determine the sources of wide and persistent variations in learning performance in the semiconductor manufacturing industry found that acquiring human capital with prior industry experience from external sources significantly reduces learning performance.

In a study entitled "Unmasking the capability of strategic learning: a validation study," Siren (2012) suggested that strategic learning is a multidimensional construct that is manifested through the sub-processes of strategic knowledge creation, distribution, interpretation, and implementation. The results demonstrate that the reliability and validity of the developed measurement model is satisfactory, thus enabling its use in further studies; the strategic learning approach responds to changes and challenges posed by the turbulent and changing environment.

According to Beer et al., (2005) strategic learning is a certain learning capability that enables the organization’s top management to continuously integrate their experiences and knowledge within all the organizational levels in order to make it capable of facing any unpredictable and changing environmental condition. They proposed that honest conversations about the organization and its leadership produced by a strategic fitness process enable “fit” and “fitness”: the organization’s capacity for continuous learning so as to remain “fit” even as the environment changes. The strategic learning processes are affected by two cognitive processes, the first one is the creative search and the second is the strategic sense making (Ambrosini and Bowman, 2005).

1.5.2 The Competitive Capabilities

According to Wheelen and Hunger (2012), capabilities refer to an organization’s ability to optimize the use of its resources, which consist of business processes that turn inputs into outputs. Therefore, the management’s task is to pay extra attention to competencies to pair with capabilities that customers want; hence, organizational capabilities are judged based on their abilities to satisfy customers (Teece and Pisano, 1997). Capabilities are considered a major determinant of good performance, which means that if any failure happens regarding the organization’s ability to be competitive, then capabilities must be examined where being competitive is measured through responsiveness, competency, flexibility, and speed (Zhang and Sharifi, 2000).

In his paper on “Performance measurement systems” Toni (2001) considered performance and competitive capabilities of an industrial organization through the following: costs; time (run and set-up times, wait and move time system times, delivery speed, reliability and time to market); flexibility (volume, mix, product modification, process modification and, expansion flexibilities); and quality (produced, perceived and inbound quality and quality costs). Hence, for a service organization the researcher may consider service cost, speed, reliability, quality, and flexibility.

1.5.3 Research Hypothesis

Based on the previous literature and studies, the hypothesis of this research is:

*There is no significant mediating impact for the corporate characteristics on the relationship between strategic learning and competitive capabilities of the telecommunications companies in Jordan on  $\alpha \leq 0.01$*

1.5.4 Research Conceptual Framework

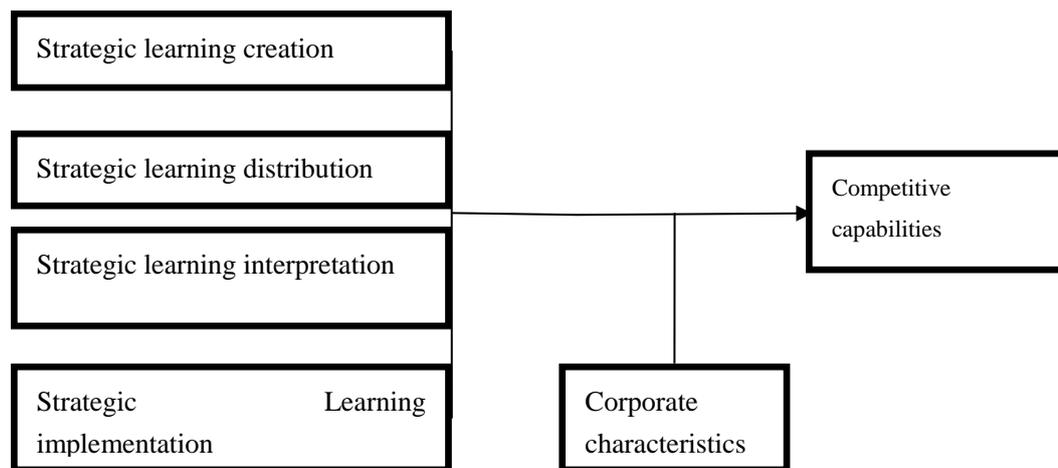


Figure1. The conceptual framework of the study

2. Research Methodology

Based on the nature of this research and the required data to answer the previously stated problem, the descriptive and the analytical methodologies were utilized, and the necessary data were collected through questionnaires that were prepared for that purpose.

2.1 Population of the Study

The population of the study consisted of those who occupy different managerial positions at the telecommunication companies in Jordan for they have the required experience that qualifies them to answer the items of the questionnaire. The population amounted to 278 employees.

No sampling technique was used because covering the entire population of 278 respondents was possible but because of their strict policy, the researchers were asked to contact the liaison officer in each company who handled the distribution

of the questionnaire to each respondent.

The researchers handed a total of 278 questionnaires to a liaison officer in each company, out of which 195 were retrieved, but 150 questionnaires were only valid for statistical analysis, as shown in table (1) and (2).

Table 1. The demographic profile of the respondents

Variable	Category	Frequency	Percentage
<b>Sex</b>	Male	81	<b>54</b>
	Female	69	<b>46</b>
<b>Age</b>	Less than 30	102	<b>68</b>
	30 less than 35	32	<b>21</b>
	35 less than 40	12	<b>8</b>
	40 and above	4	<b>3</b>
<b>Education</b>	High school	6	<b>4</b>
	Intermediary course	5	<b>3.3</b>
	Bachelor	123	<b>82</b>
	Graduate studies	9	<b>10</b>
<b>Position</b>	Department chairman	9	<b>6.9</b>
	Vice chairman	7	<b>4.7</b>
	Supervisor	41	<b>27.3</b>
	Technical staff	88	<b>58.7</b>
	Sales officer	5	<b>3.3</b>
<b>Experience</b>	Less than 5 years	78	<b>52</b>
	5- less than 10 years	54	<b>36</b>
	10- less than 15 years	14	<b>9.3</b>
	<b>15 years &amp; above</b>	<b>4</b>	<b>2.7</b>

It is shown above that more than half of the respondents are males, and the rest are females, which signifies the equal job opportunities that both genders enjoy in Jordan, with regard to age and education. Young, educated, and experienced labor force is preferred by the telecommunications sector in Jordan, which is probably due to their ability to relate well with their young and promising consumers.

Table 2. Companies' profile

Company	Ownership	Market	Market Share %	Company's Age
Zain	Arabian	Regional	39.18	<b>20</b>
Orange	International	International	31.20	<b>16</b>
Umniah	Jordanian	Local	29	<b>10</b>

Table (2) shows that Zain company has the highest market share as it is the oldest company in the market compared to Orange and Umniah who have almost the same market share, although Orange is six years ahead of Umniah in the Jordanian market.

## 2.2 The Study Instrument

The study instrument is a prepared questionnaire for the purpose of this research, which consists of three parts. The first part covers the demographic profile of the respondents, such as gender, age, educational level, job title, and number of years of experience, including companies' characteristics, such as company's age, market share, type of service, and number of years in the market. The second part pertains to items that describe the dimensions of strategic learning, which are: strategic knowledge creation, distribution, interpretation, and implementation using the construct of (Siren, 2012). The third part contains items that measure the competitive capabilities of the companies based on Zhang and Sharifi (2000) and Toni (2001). The respondents were instructed to answer using the Likert scale: 5 = Strongly Agree; 4 = Agree; 3 = Neutral; 2 = Disagree; and 1 = Strongly Disagree.

## 2.3 Face Validity

The construct of Siren (2012) was adopted to cover the second part of the research instrument that contains the items of the strategic learning dimensions. Therefore, the construct and its items were translated to the Arabic language and shown to experts from the academe and related industry in order to find the extent of their suitability for such a study, as well as the level of their "fitness" to the business environment of a country such as Jordan. Their comments were taken into consideration by the researchers. The same thing applies to the third part of the questionnaire that measures the competitive capabilities.

## 2.4 Internal Consistency

The internal consistency of the research instrument was validated by calculating the Cronbach's Alpha Coefficient, where the range of its values is from zero to one. The criterion that is used in the research to examine the reliability of each variable is that if the variable reliability is less than 0.60, it is considered to be of poor reliability. If the variable

reliability is over 0.70, it is considered as a reliable measure (Nunnally, 1978; Sekaran, 2003). Cronbach's Alpha was calculated for all the variables that are included in the research instrument and turned out to be more than 0.70.

### 2.5 The Statistical Methods Applied to this Study

1. Frequencies and percentages to describe the study respondents and companies' characteristics.
2. Cronbach's Alpha to calculate the internal consistency of the dimensions of the study instrument.
3. Means and standard deviations to calculate the level of strategic learning.
4. Step-wise multiple regression analysis to test the Mediating Role of Corporate Characteristics on the Relationship Between Strategic Learning and Competitive Capabilities.

## 3. Statistical Analysis and Findings of the Study

3.1 To answer the first problem of the study on what is the level of strategic learning practice at telecommunication companies in Jordan, means and standard deviations for each strategic learning dimension were calculated, as shown in the table below:

Table 3. Means and standard deviations of the strategic learning dimensions

No.	Strategic learning creation	Mean	SD	Order	Rank
1	In information search, we focus on acquiring knowledge of strategies that involve experimentation and high market risks	3.93	0.88	4	High
2	We prefer to collect market information with no identifiable strategic needs to ensure experimentation.	3.72	0.96	5	High
3	Our aim is to acquire knowledge to develop projects that lead us into new areas of learning such as new markets and technological areas.	4.25	0.78	1	High
4	We collect novel information and ideas that go beyond our current market and technological experiences.	4.21	0.78	2	High
5	Our aim is to collect new information that forces us to learn new things in product development.	4.15	0.76	3	High
		<b>4.05</b>		<b>High</b>	
No.	Strategic learning distribution	Mean	SD	Order	Rank
1	Within our firm, sharing strategic information is the norm.	4.36	0.72	1	High
2	Within our firm, strategically important information is easily accessible to those who need it most.	4.03	0.90	2	High
3	Representatives from different departments within our firm meet regularly to discuss new strategically important issues.	3.97	0.82	3	High
4	Within our firm, strategically important information is actively shared among different departments.	3.92	0.88	4	High
5	When one department obtains strategically important information, it is circulated to other departments.	3.81	0.97	5	High
		<b>4.02</b>		<b>High</b>	
No.	Strategic learning interpretation	Mean	SD	Order	Rank
1	When faced with new strategically important information, our managers usually agree on how the information will impact our firm.	4.07	0.88	1	High
2	In meetings, we seek to understand everyone's point of view concerning new strategic information.	3.97	0.77	3	High
3	Groups are prepared to rethink decisions when presented with new strategic information.	3.89	0.79	4	High
4	When confronting new strategic information, we are not afraid to reflect critically on the shared assumptions we have about our organization.	3.87	0.95	5	High
5	We often collectively question our own biases about the way we interpret new strategic knowledge.	3.98	0.31	2	High
		<b>3.96</b>	<b>High</b>		
No.	Strategic learning implementation	Mean	SD	Order	Rank
1	Strategic knowledge gained by working groups is used to improve products, services, and processes.	4.19	0.77	1	High
2	The decisions we make according to new strategic knowledge are reflected in changes implemented to our organizational systems and procedures.	4.12	0.73	2	High
3	Strategic knowledge gained by individuals is input into the organization's strategy.	4.02	0.76	3	High
4	Recommendations by groups concerning the use of strategic knowledge are adopted by the organization.	4.02	0.91	3	High
		<b>4.09</b>		<b>High</b>	

The table above shows a high level of practice for strategic learning dimensions, based on the means of the answers of the respondents of the study. Results ranged from 4.09 as the highest, and 3.96 as the lowest. The strategic learning implementation dimension obtained the highest score, while strategic learning interpretation got the lowest.

Indeed, the difference between both values is relatively small and leaves no room for interpretation.

The telecommunication companies in Jordan pay extra care for strategic learning creation, and that occurs when they

focus on knowledge acquisition of strategies that involve experimentation and high market risks. They also tend to collect market information with no obvious strategic needs to guarantee experimentation. Entering into new areas of learning is a major interest when developing projects, besides their collected information exceeds their current market and technological experiences to learn new things on how to develop their services.

Knowledge distribution in researched companies is being practiced at a very high level, and knowledge sharing is becoming part of their culture. Employees also have easy access to important information when it is needed, and meetings are conducted regularly to discuss new strategically important issues and matters.

They often question their own biases about the way new strategic knowledge is being interpreted. Aside from that, during meetings, they attempt to understand every employee’s point of view concerning new strategic information, and even teams and groups are prepared to rethink decisions when presented with new strategic information. When confronting new strategic information, respondents are not afraid to air their critical reflections on the shared assumptions. As a matter of fact, when managers are faced with new strategically important information, they often agree on how the information will impact their companies.

Recommendations from group meetings at telecommunication companies in Jordan are adopted and reflect on organizational systems and procedures. Any strategic knowledge gained by individuals is considered input into the organization’s strategy and is used to improve products, services, and processes.

3.2 Testing the Hypothesis of the Study

3. 2.1 Multicollinearity Test of the Study Variables

Table 4.Tolerance and Variance inflation factor of the study variables

Variable	Tolerance	VIF
Strategic learning creation	0.344	2.906
Strategic learning distribution	0.121	3.244
Strategic learning interpretation	0.315	3.170
Strategic learning implementation	0.353	2.835
Company	0.112	2.115
Company's age	0.562	1.781
The nature of business	0.596	1.677
Ownership	0.142	1.324
Market share	0.213	1.128

In multiple regression, the variance inflation factor (VIF) is used as an indicator of multicollinearity. Table 4 indicates that the values of VIF are less than 10 for all the strategic learning dimensions and the companies’ characteristics. On the other hand, tolerance inflation factors are more than 0.05; therefore, we can conclude that there is no multicollinearity that exists between the variables of the study.

3.2.2 Results and Findings of the Study

H0: There is no significant mediating impact of the corporate characteristics on the relationship between strategic learning and competitive capabilities of telecommunications companies in Jordan on  $\alpha \leq 0.05$ .

Table 5. Coefficients of correlation between strategic learning and the mediating variables’ company characteristics and competitive capabilities

No.	Variable	Competitive capabilities	
		Correlation Coefficient	Significance
1	Strategic learning creation	0.40**	0.00
2	Strategic learning distribution	0.61**	0.00
3	Strategic learning interpretation	0.50**	0.00
4	Strategic learning implementation	0.60**	0.00
	<b>All the strategic learning dimensions</b>	0.63**	0.00
	Company	0.48**	0.01
	Company's age	0.52**	0.00
	The nature of business	0.54**	0.00
	Ownership	0.41**	0.02
	Market share	0.40**	0.02

Table 5 shows that the coefficients of correlation values between strategic learning dimensions and competitive capabilities are high and statistically significant at ( $\alpha \leq 0.01$ ). The most notable coefficients of correlation is the " distribution of strategic knowledge" (0.61), and the lowest is "Creating strategic knowledge" with a value of (0.40). However, the correlation coefficient between all the dimensions of strategic learning and competitive capability is (0.63).

The table illustrates that the correlation coefficients between the characteristics of the companies (the company's age,

type of service, ownership, and market share) and competitive capabilities are statistically significant at a significance level of  $\alpha \leq 0.01$ .

These results reveal how correlated the variables of the study are, and shows the degree of importance of the strategic learning dimensions and company's characteristics to the competitive capabilities of any business organization that is in search for excellence.

Table 6. Step-wise multiple regression for the null hypothesis of the study

The independent variable	<i>t</i> -value	Significance	Beta value	<i>R</i>	<i>R</i> <sup>2</sup>	Durbin–Watson Value	<i>F</i> -value	Ff	
Strategic creation	0.40**	0.00	0.263						
Strategic distribution	0.61**	0.00	0.556						
Strategic interpretation	0.50**	0.00	0.022	0.654	0.428	0.942	27.077	0.00	
Strategic implementation	0.60**	0.00	0.321						
Company's age	0.00		0.002						
Service type	0.48**	0.01	0.110						
Strategic creation	0.52**	0.00	0.301						
Strategic distribution	0.54**	0.00	0.583	0.668	0.447	0.923	19.229	0.00	
Strategic interpretation	0.41**	0.02	0.001						
Strategic implementation	0.40**	0.02							
Excluded variables									
Market share	0.058	0.881	0.002						
Ownership	0.196	0.711	0.008						
Company	0.196	0.832	0.003						

The data above shows all strategic learning dimensions' impact on the competitive capabilities of the telecommunication companies in Jordan, with an *F*-value of 0.654 and statistical significance of 0.00, while the *R*-value is 0.673 and *R*<sup>2</sup>-value is 0.428, which means that the strategic learning explains 43% of the change in competitive capabilities.

The results also show that the value of the Durbin–Watson test is 0.942, which indicates the nonexistence of self-correlation among the independent variables. The level of influence of the independent variable (strategic knowledge distribution and implementation of strategic knowledge) on the competitive capabilities of the telecommunication companies in Jordan, with the presence of the mediating variables, the company's age and the nature of the type of service are statistically significant at  $\alpha \leq 0.05$ . However, the creation of strategic knowledge and interpretation of strategic knowledge, with the mediatory influence of the company's age and the type of service, is statistically insignificant on the value of  $\alpha \leq 0.05$ .

Table 6 also shows the value of the coefficient of correlation (*R*) with mediatory influence of company's age and the type of service at 0.668, and the value of *R*<sup>2</sup> at 0.447. Therefore, this value explains the change of almost 45% in the relationship between strategic learning and competitive capabilities, which is due to the mediating influence of company's age and type of service.

As for the impact of each dimension of strategic learning on the competitive capabilities of the telecommunication companies in Jordan, "the distribution of strategic knowledge is the most prominent among them." This is evident in the value of *t* = 3.137, with a statistical significance of 0.002, and Beta = 0.583, which reflects the effect of the distribution of strategic knowledge variable on the competitive capabilities at the researched companies. The strategic knowledge implementation follows with the value of *t* at 2.803, statistically significant at 0.006, and Beta value at 0.317, which shows the contribution of the implementation of strategic knowledge on the competitive capabilities of the telecommunication companies in Jordan. Following is the after-distribution of strategic knowledge, as the value of *t* is at 2.223, statistically significant at 0.028, and with Beta value of 0.301. However, with regard to interpretation of strategic knowledge and its impact on the competitive capabilities of the telecommunication companies in Jordan, it is statistically insignificant at the value of  $\alpha \leq 0.05$ .

#### 4. Results Discussion and Conclusion

The result of the study seem to be satisfactory in a knowledge-intensive economy, where either tacit or explicit type of knowledge is becoming more important than anything else in order to guarantee corporate excellence and survival. This

is manifested by a high level of practice and value for the strategic learning dimensions such as strategic knowledge creation, distribution, interpretation, and implementation at the telecommunication companies in Jordan. Said conclusion confirms the results of Siren (2012) who hypothesized that strategic learning is a multidimensional construct that is manifested through the sub-processes of strategic knowledge creation, distribution, interpretation, and implementation.

The results showed the impact of all the strategic learning dimensions on the competitive capabilities of the telecommunication companies in Jordan, supported by an R value equal to 0.673, and an R<sup>2</sup> value equal to 0.428, which means that the strategic learning accounts for 43% of the change in the competitive capabilities. The same could be true for a sector that must survive in a technologically, economically, socially and politically changing environment, as the process of learning is considered to be the most flexible asset an organization can possess in the twenty-first century. A similar result was confirmed by Song and Lee (2013) when they concluded that the learning processes have a significant direct impact on organizational performance.

The strategic knowledge distribution and the implementation of strategic knowledge, mediated by the company's age and type of service turned out to have an impact on the competitive capabilities of the researched companies. However, the creation and the interpretation of strategic knowledge mediated by the same variables did have an insignificant impact on the competitive capabilities, which leaves us with no choice but to dig deeper into the problem through future researches.

As for the impact of each dimension of strategic learning on the competitive capabilities of the telecommunication companies in Jordan, the distribution of strategic knowledge consequently has the strongest impact, followed by the strategic knowledge implementation, and the creation of strategic knowledge. However, the interpretation of strategic knowledge turned out to be statistically insignificant at the value of  $\alpha \leq 0.05$ . This is understandable in an organizational atmosphere where communication channels are interrupted by work routine and an outdated culture.

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