

Activating the learning dimensions of strategic crisis management in the organization / an analytical study of the views of a sample of managers in the Kirkuk Health Department

Dr. Ahmed Abdullah Danook
Northern Technical University/
Technical Institute - Hawija,
ahmed.aldanok@yahoo.com

Ass. Prof. Dr. Mudafer Ahmed Hussein
Northern Technical University/
Technical Institute - Hawija
Mudafer1975@yahoo.com

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Abstract:

The study sought to activate the learning dimensions of the organization to become a (learning organization) capable of managing its strategic crises, so learning is the way that preserves its potential and strengthens its capabilities to be more rapid in reaction to successive changes and crises, so if organizations want to be effective in an environment dominated by uncertainty It has to rely on its ability to learn, and the availability of its dimensions will provide it with the ability to manage its strategic crises. Hence, the research problem started through a set of research implications that were:

- Is there a correlation relationship between the learning organization and strategic crisis management.?
- Is there an effect of the learning organization in strategic crisis management?
- Is there a contribution to the dimensions of the learning organization in strategic crisis management.?

The research assumed the existence of these dimensions in the researched organizations and how these dimensions affect the organization's strategic crisis management, in order to achieve a flexible response to the turbulent changes of the crisis, and to achieve these objectives, a set of field-tested hypotheses were formulated by adopting the opinions of the members of the research sample, in order to accurately test the hypotheses and ensure their validity. Relying on a number of statistical methods appropriate for these relationships.

The research reached a set of Conclusions which confirmed its hypotheses to show the existence of a positive moral correlation as well as the existence of a moral impact of the learning organization in strategic crisis management. The educational dimensions of the organization as an explanatory variable have been identified 68% of the change in strategic crisis management as a responding variable. To present a set of recommendations aimed at activating the positive relations achieved and indicating the aspects that need to redraw their future paths in the researched organizations in particular and the corresponding organizations in general to confront the multiple crises, especially the (Covid-19) crisis.

Keywords: The Educational Dimensions, The Learning Organization, The Strategic Crisis, The Crisis Management

Introduction

Organizations learn in order to face the sudden changes that occur in their environment to avoid the immediate and future successive crises, so means and

methods should be found in order to confront them, which has become called strategic crisis management, as the organizations adopt it to solve the urgent matters they face, and provide the scientific and material

capabilities to prepare and confront in order to prevent Notifying it through the necessary preparations and working to contain the harmful impact of crises on organizations, and providing the necessary support to restore the balance to its natural state, and the crisis of the spread of the Corona virus Is one of the important issue that are imposed on organizations in general and health organizations in particular a great challenge to face, considering the educational dimensions as one of the main methods For confrontation, this topic was addressed through three topics, the first topic dealt with the procedural structure of the research, while the second topic dealt with the theoretical framework of the learning organization and the management of strategic crises, and the third axis dealt with analyzing the results and selecting hypotheses, and concluded the research with the results and recommendations that have been reached.

The first topic: The procedural structure of the research

First: The intellectual dilemma of the research: The research deals with the dimensions of the learning organization and the strategic crisis management as pillars that will enable the organization to achieve its goals, so that the intellectual dilemma appears in the extent of the availability of major interconnection between the dimensions of the learning organization and the strategic crisis management in the organizations studied.

Second: The research problem: The research focuses on the nature of work according to the model of activating the educational dimensions of the organization as it is a means of managing strategic crises in the researched organizations, and to find out the reality of this in the field, a number of field visits were conducted to investigate the existence of a problem in the degree of interest of the researched organizations in the research variables, and care for

harmonization between The educational dimensions that will be achieved by strategic crisis management, the rationale for conducting the research came to provide what is useful in addressing the problem and supporting the dimensions of the learning organization, especially if the necessary model is available to achieve a flexible and rapid response degree to the turbulent changes of the crisis in the organizations concerned with the research. On a set of research implications that:

- Is there a correlation relationship between the learning organization and strategic crisis management.?
- Is there an effect of the learning organization in strategic crisis management?
- Is there a contribution to the dimensions of the learning organization in strategic crisis management?

Third: The importance of the research:

This research derives its importance from:

1. Trying to link the learning organization to strategic crisis management.
2. Providing a new outlook for managers in the health organizations concerned with the study to become an educated organization and be able to manage strategic crises.
3. Proposal modern indicators to the Kirkuk Health Department managing the strategic crises it faces.

Fourth: Research objectives: The research seeks to achieve a number of objectives, listed as below:

1. Carify the link between the learning organization and the strategic crisis management in the researched organizations.
2. A statement of the impact of the learning organization in managing strategic crises in the researched organizations.
3. A statement of the learning organization's contribution in managing strategic crises in the researched organizations.

4. Presenting results from the researched organizations that are of general interest to Iraqi health organizations.

Fifth: The hypothetical research outline:
The systematic treatment of the research

problem according to the theoretical and field framework requires building a model that reflects the naturalness of the logical relationships between the variables, as in Figure (1):

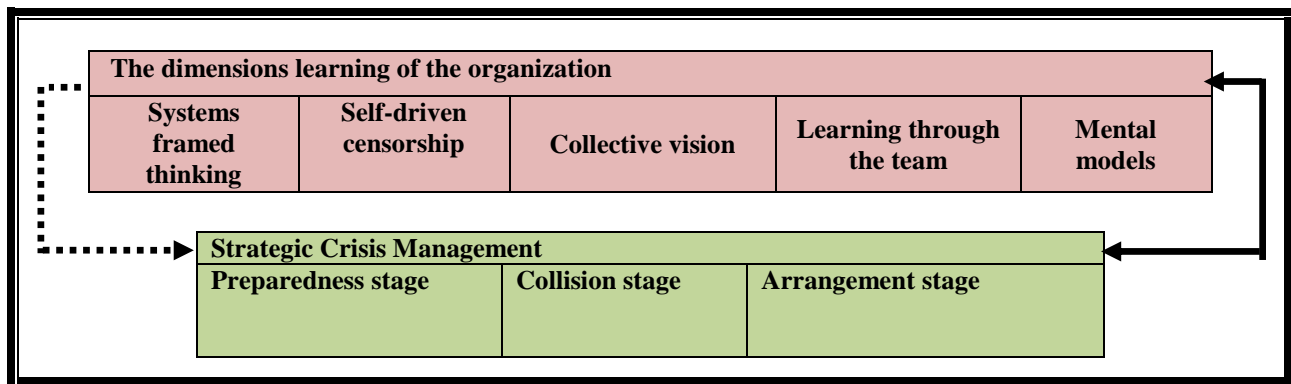


Figure (1): A hypothesis research outline

Source: prepared by authors.

Sixth: Research hypotheses: To find out the nature of the relationship between the variables, assume the following:

- **The first hypothesis:** There is a moral correlation between the educational dimensions of the organization and strategic crisis management in the researched organizations.
- **The second hypothesis:** There is a significant impact of the educational dimensions of the organization in managing strategic crises in the researched organizations.
- **The third hypothesis:** the organization's educational dimensions model contributes to managing strategic crises in the researched organizations.

Seventh: Research curriculum: The research was based on the exploratory and analytical method. The two researchers collected data from an intentional sample represented by (managers, assistants and heads of departments) in the health department and its affiliated hospitals and analyzed them to test hypotheses.

Eighth: Research Limits:

1. **Time limits:** The time period was from 11/15/2019 to 10/15/2020
2. **Spatial boundaries:** The study was conducted in Kirkuk governorate, as the study included the Kirkuk Health Department.
3. **Human boundaries:** It was represented by an intentional sample of managers in the researched organizations.

Ninth: Research Tools:

- A. **The questionnaire:** It is the main tool for data collection for the field side, and it included two axes, the first is an introduction to the respondents with information for some of their characteristics, which include (gender - age - academic qualification - number of years of service - administrative position), and the second includes the two variables of the research (the learning organization, And strategic crisis management), as each of these variables includes a set of sub-variables illustrated in Table (1), and the five-point Likert scale was used to measure the paragraphs in order to ensure accurate results in the analysis.

Table (1): variables of the questionnaire form

| Sequence | Main variables | Sub Variables | Number of paragraph | Paragraph numbers | Sources |
|----------|---|---------------------------|---------------------|-------------------|--------------------|
| 1. | Dimensions of the learning organization | Systems framed thinking | 5 | 5-1 | Hussain, (2006) |
| | | Self-driven censorship | 5 | 10-6 | |
| | | Collective vision | 5 | 15-11 | |
| | | Learning through the team | 5 | 20-16 | |
| | | Mental models | 5 | 25-21 | |
| 2. | Stages of strategic crisis management | Preparedness stage | 6 | 31-26 | Al-Khafaji, (2010) |
| | | Collision stage | 6 | 37-32 | |
| | | Arrangement stage | 6 | 43-38 | |

Source: Researchers' preparation based on the above sources.

B. The stability test of the questionnaire:

Using the alpha equation (Cronbach), the reliability of the questionnaire was calculated that includes the educational

dimensions of the organization and the dimensions of strategic crisis management, as shown in tables (2) and (3):

Table (2): alpha constancy coefficients (Kronbach) for the learning organization dimensions

| Dimensions of the learning organization | Stability coefficient |
|---|-----------------------|
| Systems framed thinking | **0.786 |
| Self-driven censorship | **0.765 |
| Collective vision | **0.716 |
| Learning through the team | **0.795 |
| Mental models | **0.711 |
| Dimensions as a whole | **0.813 |

(**) Significance is at (0.01) level.

Source: prepared by the two researchers based on the (SPSS) program.

It is evident from Table (2) and (3) that the values of the stability coefficient are high, as all the coefficients are at (0.01) level, which confirms that the resolution is characterized by a high degree of stability.

Tenth: Description of the research community and sample:

1. Justifications for choosing the field of research:

The justifications for choosing the field of research are determined by the importance of the strategic role that the researched organizations play in facing the strategic crises facing the country, especially the crisis of the spread of the Corona virus, which the Kirkuk Health Department played a major role in facing, and the following is

a brief introduction to the research sample organizations:

A. Kirkuk Health Department: It includes the Department of Administrative, Financial and Legal Matters, the Department of Medical Operations and Specialized Services, the Technical Matters Department, the Auditing Department, the Planning Department, the Inspection Department, the Pharmacy Department, the Public Health Department, and the Engineering and Maintenance Department.

B. Azadi Teaching Hospital: Founded in 1982, the foundation stone for building the hospital was laid by contract between the Iraqi and Japanese governments through the Japanese Marubeni

Company. The hospital took three years to build, then it was opened in 1985 and includes six floors for patients with a capacity of 400 beds.

C. Kirkuk General Hospital: It is the oldest hospital in the city of Kirkuk, as it was established in the 1950s, and it is one of the important hospitals because it is located in the city center.

D. Hawija General Hospital: It is located in the city of Hawija. It was established in 1966 with a capacity of 90 beds.

E. Children's Hospital: It was established in 1973 with a capacity of 120 beds distributed in each of the hospital units, 14 emergency beds, 16 preterm beds, and 90 beds in medical units.

A questionnaire was conducted for the opinion of a sample of administrative leaders in the organizations concerned with the research. The researchers distributed (68) questionnaires, from which (57) questionnaires were retrieved, with a response rate of (84%), as shown in Table (4):

Table (4): Distribution of the questionnaire to the research sample individuals

| sequence | Research organizations | Number of distributed forms | The number of retrieved forms | percentage |
|----------|---------------------------|-----------------------------|-------------------------------|------------|
| 1. | Kirkuk Health Department | 16 | 12 | %75 |
| 2. | Republic General Hospital | 14 | 13 | %93 |
| 3. | Azadi General Hospital | 14 | 11 | %79 |
| 4. | Hawija General Hospital | 12 | 11 | %92 |
| 5. | Children's Hospital | 12 | 10 | %83 |
| 6. | Total | 68 | 57 | %84 |

Source: the preparation of the researchers based on the number of distributed and retrieved forms.

2. **Description of the characteristics of the research sample:** The research questionnaire included personal

information for the research sample, according to the following Table (5):

Table (5): characteristics of individuals surveyed in the research sample organizations.

| Variable | Categories and Designations | Number | Ratio |
|----------------------------|-----------------------------|--------|-------|
| Sex | Males | 34 | %60 |
| | Females | 23 | %40 |
| | Total | 57 | %100 |
| Age | Less than 35 years old | 6 | %11 |
| | 45-36 | 22 | %38 |
| | 55-46 | 13 | %23 |
| | Over 55 | 16 | %28 |
| | Total | 57 | %100 |
| Qualification | Bachelor of | 29 | %51 |
| | M.A. | 19 | %33 |
| | PhD | 9 | %16 |
| | Total | 57 | %100 |
| Number of years of service | Less than 15 years old | 13 | %23 |
| | 20-16 | 12 | %21 |
| | 25-21 | 18 | %32 |
| | Over 25 | 14 | %24 |

| | | | |
|----------------------------|------------------------------------|-----------|-------------|
| | Total | 57 | %100 |
| Administrative site | Director and his assistants | 12 | %21 |
| | Head of the Department | 14 | %25 |
| | Division Director | 18 | %31 |
| | Unit official | 13 | %23 |
| | Total | | |

Source: Researchers' preparation based on the questionnaire results.

Eleven: tools for statistical analysis and treatment: The researchers adopted a number of statistical tools such as the simple correlation coefficient, the correlation coefficient (Spearman), the simple regression coefficient, and the multiple regression, and the use of (t) test and (f) test to determine the correlation and influence relationships between the research variables for analysis and comparison.

The second topic: Conceptual framework for research

First: The learning organization: in terms of (concept, dimensions) according to the following:

- 1. The concept of the learning organization:** Stalker was the first to invent flexible models in organizations in 1961, as he designed those models in order to harmonize with organizations facing unstable environments, and this flexibility helps to adapt to the circumstances, especially for organizations that want to change their organizational structures, (Hussein, 2006: 11). As a concept, it appeared for the first time when the scientist (Senge) referred to it in his study (The Fifth Discipline) as the organization that tries to expand its capabilities in order to create its future (Senge, 2013: 5). In it the ability to learn, where individuals expand their abilities to create the results they want, and in which new forms of thinking are created and collective ambition is expressed freely, as individuals are constantly learning how they can learn together (Dagher, 2000:

535). That organization that provides education for all its members by consciously changing its structure and structure (Holden, 2020: 337), because it is the organizations in which everyone is busy finding and solving problems and helping the organization in improvement and change and thus its ability to learn and achieve goals will increase (Daft, 2003: 55) It is a skilled organization In finding, attracting and transferring knowledge, where individuals in the organization use systems for continuous change and improvement in performance based on learning, it is the organization that stimulates change that contributes to the radical development of the organization (Decenzo, 2001: 226), because it is an organization that has the energy to develop for its effectiveness and for its individuals to find ways New to work, as they are organizations that look beyond their mere survival, as they will be able to perpetuate their leadership of the market and that such organizations do not only change with changing environments but also learn from their individuals and the environment through their search for learning (Holden, 2020: 338).

According to the aforementioned, the researchers see that learning organizations are concepts for future organizations that are increasingly needed in light of the changing circumstances and successive crises, which requires them to develop their operations and follow methods that enable them to benefit from their

experiences and the experiences of others and to spread learning within the organization where this is required

2. The basic dimensions of the learning organization:

Most researchers agree about the basic dimensions of the learning organization, and these dimensions are: systems-framed thinking, self-control, group vision, team learning, and mental models (Robbins, 2000: 270) (George, 1999: 173) (Turkkahraman, 2019: 3) The following is an explanation of each of them:

- a. **Systems-framed thinking:** Learning organizations work to encourage their members to think that is framed by systems and to know that the way they perform their work will be reflected in the performance of the organization and all its parts and convince them that learning framed by systems has a special importance for organizations that work in rapidly changing environments, so learning is the essence of the organization's work and its ability to adapt With the environment (Robbins, 2000: 270), thinking framed by systems is known as the conceptual framework that makes everything clear and helps to know how behavioral patterns change (Senge, 1994: 7), as through appropriate action on behavioral actions related to external and internal events And its processes affecting the organization, it can make decisions based on information, leaders and workers who contribute to reaching learning organizations consider training and learning part of larger systems that affect the transfer of training experiences, and this is in fact one of the important influences on the learning organization (Kraiger, 2002 : 305).
- b. **Censorship stemming from the self:** means creating an organized environment that encourages individuals and groups in it to develop to achieve

goals, as well as developing self-goals (George 1999: 173). To respond to environmental changes and seize the opportunities presented by the organization's environment (Harem, 2003: 336).

- c. **Collective vision:** provides the organization to face any potential changes and make them harmonious and coherent across all levels, as the collective vision is based on commitment in the group in order to achieve the goals of that group by discovering what those goals mean and agreeing on them, through the collective vision and clarity related to the basic capabilities and the basic success factors (Al-Omari, 1994: 52).
- d. **Learning through the team:** It is one of the dimensions that have great importance in organizations that tend to learn, as it represents a miniature form of the organization, so it will give different perceptions and visions through a productive process that provides a positive vision for workers, and conscious leadership should be available in order to achieve all this, and the work team that It may fail to build relationships among its members, as it will take a lot of time to control endless conversations that will not lead to a clear result (Senge, 2013: 9).
- e. **Mental models:** are a reflection of opinions and conclusions based on the perceptions set by managers and workers about the environment around them and how it affects decisions. It is a vision of how managers' attitudes, opinions and conclusions affect actions and decisions (Harem, 2003: 336), which is thus a number of assumptions and images that he carries Workers in the organization and influence their perceptions, and these models are what constitute their biases, as they are placed in the middle of continuous dialogue on various matters

in order to know how individuals act in different situations (Senge, 2013: 10).

Second: Strategic Crisis Management: in terms of (concept, stages) according to the following:

1. **The concept of strategic crisis management:** They are crises with strategic dimensions that aim to change the strategic balances and affect all joints of the organization and its objectives and extend its effects to the future (Al-Khafaji, 2010: 97). It is a series of measures aimed at controlling the crisis and limiting its expansion and exacerbation, through a group of Plans, scenarios and administrative activities appropriate to unusual situations in order to control and contain problems and maintain the balance of the organization (Al-Taher, 2009: 131), by planning cases that the organization can avoid, and making preparations for all crises that can be predicted to occur within the framework of a system that applies to emergency situations when Their occurrence with the aim of controlling results or limiting their negative effects (Ahmad, 2002: 42-43). Strategic crisis management is a continuous administrative process that focuses on predicting expected crises, through environmental sensing and monitoring environmental variables, whether they are internal or external, that generate crises, and provide resources. And the possible possibilities, to prevent the occurrence of the crisis or prepare to deal with it effectively, in order to achieve the least harm to the organization, the environment and the working personnel, while ensuring the return to Normal conditions as quickly as possible and at the lowest cost (Abd al-Salam, Mas`udah, 2015: 78), and to study the causes of the crisis to draw conclusions and improve ways of dealing with it in the future (Odeh, 2008: 12).

According to the above, the concept of strategic crisis management can be clarified as an activity aimed at achieving a flexible and rapid response to the turbulent changes of the crisis, through a set of preparations and administrative efforts that are made to confront the crisis or limit its effects, monitor environmental variables and provide the necessary support to restore conditions to their normal state.

2. **Stages of strategic crisis management:** It is divided into three main stages as follows:

- a. **Preparedness stage:** It includes all preventive measures that work to avoid the occurrence of the crisis, and during this stage the preparation and preparation for all expected possibilities, and preparation is through the development of an integrated plan and the identification of material and human requirements (Al-Tayyib, 1992: 69) by discovering warning signals, preparedness and prevention (Maher, 2006: 36), where it begins by preparing work teams, analyzing the situation, training individuals working in the organization (Al-Naji, 2012: 46), exploring all possibilities and variables that may result in a particular crisis, and then discussing appropriate methods and tools to prepare for those potential crises (the Saud, 2006: 114), where the administration at this stage has the opportunity to control the risk, especially since the risk can be predicted and mitigated, and to prevent the damage from turning into a suffocating crisis that kills the organization (Muhammad, 2011: 53).
- b. **Collision phase:** Providing support is one of the most important components of effective crisis management, as this management should succeed in providing formal support to implement the required measures with the need for

continuous study during the crisis period and beyond (Al-Sayed, 1999: 270), and using measures that achieve the greatest possible extent. Among the desirable results (Ezz El-Din, 1990: 29), and granting each member of the team that confronts the crisis the necessary powers to accomplish his specific work. This mandate represents the centered and important in crisis management, which would carry out decisions with the required speed (Al-Khudairi, 2002: 159), Specialized task forces should be established for early intervention, provided that their members undergo sufficient training to qualify them to face multiple crises (Al-Shaalan 2002: 162), as these teams depend on the size of the losses that will inflict the institution as a result of the crisis (Al-Tayyib, 1992: 69).

- c. The stage of arranging the conditions:** This stage includes all the necessary measures to re-adapt to the results that emerged from the crisis, and this adaptation must be achieved in all behavioral, psychological, organizational and financial aspects (Ezz El-Din, 1990: 30), and that the main goal at this stage is to return to The normal situation of the organization as soon as possible so that the organization does not lose its customers (Al-Naji, 2012: 47), and at this stage the ability of the administrative structure to rearrange

matters to what it was before the crisis, or to better than it was in the beginning (Al-Saud, 2007: 114), it is the stage through which the effects of the crisis are remedied, rebuilt what was damaged and rearranged conditions (Al-Shaalan 2002: 156), where the crisis management team prepares solutions and takes effective action (Muhammad, 2011: 54), and returns In the normal situation of the organization, which it was before the crisis (al-Tayyib, 1992: 69), where the forces of the crisis are diverted to other areas in the manner that the administration deems appropriate to restore activity and learn from the crisis (Maher, 2006: 36).

The Third Topic: Testing Research Hypotheses

This topic deals with testing research hypotheses as follows:

The first hypothesis: which states (there is a moral correlation between the educational dimensions of the organization and strategic crisis management in the researched organizations) and to answer the first question for research and testing the relationship hypothesis, Pearson correlation coefficient was used to find out the correlation relationship between the main dimensions of the learning organization and strategic crisis management, and the results were as In the table (6)

Table (6) Correlation coefficients between the educational dimensions of the organization and strategic crisis management

| Variable | Choice | Learning organization (macro index) | Systems framed thinking | Self-driven censorship | Collective vision | Learning through the team | Learning through the team |
|-----------------------------|--------|-------------------------------------|-------------------------|------------------------|-------------------|---------------------------|---------------------------|
| Strategic Crisis Management | (R) | **0.786 | **0.645 | **0.604 | **0.758 | **0.687 | **0.618 |
| | Sig | 0.000 | 0.000 | 0.000 | 0.000 | 0.000 | 0.000 |

(**) Means the correlation significant at (0.01) level.

Source: Researchers' preparation based on the results of statistical analysis.

Table (6) shows that there is a positive and significant correlation between the

educational dimensions of the organization and strategic crisis management at the macro

level, as the correlation coefficient reached (0.786), and this result supports the validity of the correlation hypothesis, and it was found that the direction of the relationship is positive between the two variables, as well as the correlation relationships are observed Between the dimensions and strategic crisis management, where we note the value of the correlation coefficient between systems-framed thinking and strategic crisis management, which is (0.645), as well as the value of the correlation coefficient between self-control and strategic crisis management, which is (0.604), and the value of the correlation coefficient between collective vision and strategic crisis management and the adult (0.758), as well as the value of the correlation coefficient between learning through the team and strategic crisis

management (0.687), as well as the value of the correlation coefficient between mental models and strategic crisis management (0.618), which confirms the acceptance of the first hypothesis and paves the way for testing the second hypothesis.

The second hypothesis: which states (there is an impact of the educational dimensions of the organization in managing strategic crises in the researched organizations) and to answer the second question to research and test the impact hypothesis, multiple linear regression analysis was used to verify the impact of those dimensions in strategic crisis management, and the results were as in the table (7) the following:

Table (7) results of the model of the impact of the organization’s educational dimensions on strategic crisis management

| Regression coefficients | | | | | Model Summary | | | | |
|-------------------------|-------|-------|-------|---------------------------|---------------|--------|-------------------------|----------------|-------|
| Sig* | T | beta | B | Dimensions | Sig* | F | Adjusted R ² | R ² | R |
| *0.00 | 3.976 | 0.283 | 0.319 | Systems framed thinking | 0.000 | 38.254 | 0.599 | 0.68 | 0.779 |
| *0.00 | 3.254 | 0.273 | 0.322 | Self-driven censorship | | | | | |
| *0.02 | 2.897 | 0.276 | 0.294 | Collective vision | | | | | |
| *0.00 | 4.587 | 0.472 | 0.532 | Learning through the team | | | | | |
| *0.02 | 2.887 | 0.271 | 0.294 | Mental models | | | | | |

(*) The effect is statistically significant at ($\alpha \leq 0.05$).

Source: Prepared by the two researchers based on the results of the (SPSS) program.

Table (7) shows that there is an effect of the educational dimensions of the organization in managing strategic crises in the researched organizations, and what confirms the significance of this effect is the value of (F), which amounted to (38.254), which is a significant function at the level of significance (0.00), while the determination factor R² has It reached (0.68), meaning that its value (68%) of the changes in strategic crisis management among individuals resulted from the change in the educational environment of the organization. In the same context, the results of the analysis showed that the adjusted determination coefficient, Adjusted R², reached (0.599), which reflects

A level of interest in the learning organization after getting rid of the standard errors values resulting from strategic crisis management, and the remaining 32% is due to other factors not apparent in the research model, and to verify the impact of each of the educational dimensions of the organization in strategic crisis management. From table (7) there is a significant impact of moral significance for thinking systems-framed in strategic crisis management, as the value of the coefficient (eta) (0.283) at a level of statistical significance (0.00) which is smaller than the level of moral significance (0.05), and what confirms this significance is the value (T) for thinking framed by systems that reached Its

value is (3.976), as it can be noted from Table (7) that there is a significant effect of self-control in strategic crisis management, as the value of the coefficient (eta) (0.273) at a level of statistical significance (0.00) which is less than the level of moral significance. (0.05), and what confirms this significance is the value (T) of self-emanating control, whose value reached (3.254). It is also noticed that there is a significant significant effect of the collective vision in strategic crisis management, as the value of (eta) coefficient reached (0.276) at a level of significance. A statistic (0.02), which is less than the level of moral significance (0.05), and what confirms this significance is the value (T) of the collective vision, which amounted to (2.897), as it is noted from Table (7) that there is a significant impact of moral learning through the team in crisis management The strategy, as the value of the coefficient (eta) (0.472) at the level of statistical significance (0.00), which is less than the level of significant significance (0.05), and what confirms this significance is the value of (T) for learning

through the team, whose value is (4.587), as he notes From table (7) there is a significant significant effect of mental models in strategic crisis management, as the value of (eta) coefficient (0.271) when touching Statistical significance (0.02) was lost, which is less than the level of significant significance (0.05), and what confirms this significance is the value of (T) for mental models whose value is (2.887), and this confirms the acceptance of the second hypothesis.

The third hypothesis: which states (the educational dimensions of the organization contribute to the strategic crisis management of the organizations studied) and to answer the third question of the research questions and test the contribution hypothesis, use the (Paired sample T-Test) option to identify the extent of the contribution of the educational dimensions of the organization in strategic crisis management. The arrangement of the dimensions according to the degree of contribution from highest to lowest, and as in Table (8) as follows:

Table (8) Select (Paired sample T-Test)

| Variables | T | Sig. (2-tailed) | The result |
|---|-------|-----------------|----------------------|
| Learning through the team | 4.587 | *0.00 | Statistical function |
| Systems framed thinking | 3.976 | *0.00 | Statistical function |
| Self-driven censorship | 3.254 | *0.00 | Statistical function |
| Collective vision | 2.897 | *0.02 | Statistical function |
| Mental models | 2.887 | *0.02 | Statistical function |
| Model of the learning organization as a whole | 5.643 | *0.00 | Statistical function |

(*) Statistically significant at ($\alpha \leq 0.05$).

Source: Prepared by the two researchers based on the results of the statistical analysis of the (SPSS) program.

We notice in Table (8) that all educational dimensions of the organization are statistically significant at a level of significance less than the level of significance ($0.05 \geq \alpha$), and this indicates the validity of the third hypothesis and its acceptance, and it came first after (learning through the team) in terms of the highest degree of contribution ,

While the (mental models) dimension received the least degree of contribution to strategic crisis management, and these results indicate that strategic crisis management can be strengthened by the researched organizations 'endeavor to apply the learning organization model and activate its dimensions, by learning through the team

using and adopting thinking The framing of systems as well as self-driven censorship, as well as adopting the collective vision and also adopting mental models, as well as the natural distribution of the research variables was adopted, where the selection (Shapiro - Wilk

Test) was made, to verify that the research data are free from statistical problems that may negatively affect Results, and thus the correlation loses its ability to explain or predict the phenomenon in question, and as shown in Table (9) following:

Table (4): the normal distribution of research variables

| Sequence | Dimensions | Shapiro – Wilk | *Sig (statistical significance) |
|----------|---------------------------|----------------|---------------------------------|
| 1. | Systems framed thinking | 0.971 | 0.256 |
| 2. | Self-driven censorship | 0.982 | 0.084 |
| 3. | Collective vision | 0.986 | 0.157 |
| 4. | Learning through the team | 0.912 | 0.096 |
| 5. | Mental models | 0.942 | 0.104 |
| 6. | Preparedness stage | 0.967 | 0.173 |
| 7. | Collision stage | 0.935 | 0.123 |
| 8. | Arrangement stage | 0.947 | 0.132 |

(*) The distribution is normal when it is greater than the level of significance (0.05).
Source: Prepared by the two researchers based on the results of statistical analysis.

The fourth topic: (Conclusions and Recommendations)

First: Conclusions: This axis focuses in its folds on the most important findings of the research in light of the theoretical and applied frameworks as follows:

1. The results of the field analysis showed that there is a positive significant correlation between the educational dimensions of the organization and the strategic crisis management in the researched organizations.
2. The results of the field analysis revealed a significant impact on the educational dimensions of the organization on strategic crisis management. This makes the learning organization an independent dimension suitable for strategic crisis management in the researched organizations.
3. The results of the analysis revealed a contribution to the learning organization model (educational dimensions) in strategic crisis management in the researched organizations, where we notice that all dimensions of the learning organization model are statistically

significant, and came first after (learning through the team) in terms of the highest degree of contribution, in When (mental models) have obtained the least degree of contribution to strategic crisis management, and these results indicate that strategic crisis management can be strengthened through the researched organizations 'endeavor to apply the learning organization model, through learning through the team and adopting systems-framed thinking as well as monitoring stemming from The self in addition to the organizations explaining the adoption of the collective vision and mental models of workers and administrative leaders.

Second: Recommendations:

Based on the results, we present some recommendations to the researched organizations, namely:

1. Adopting the educational dimensions of the organization and activating them to transfer a qualitative leap to (an educated organization), which is based on objective foundations according to the organizations 'knowledge needs to

manage strategic crises, follow-up, evaluate and develop the knowledge of workers continuously.

2. The researched organizations adopt the model of the learning organization and select the best combination of study dimensions in line with their activities.
3. The necessity of attracting the researched organizations to cadres with different knowledge disciplines to reduce the gap they have in these disciplines because of their great role in strategic crisis management.
4. The field reality dictates that the researched organizations and other Iraqi organizations strengthen strategic crisis management by dealing with the variables that were expected for the model of the learning organization.
5. That the Department of Health and its affiliated hospitals focus on strategic crisis management in all its stages, and adopt special and modern programs for learning among doctors, specialists, administrative, medical, professional and nursing staff, as it is the main nucleus for facing crises.
6. The researched organizations must prepare to deal with all unexpected cases, increase the capacity to absorb crises, and improve levels of confidence and response within health institutions. The spread of the Coronavirus is a great test for all health institutions in Kirkuk in particular and Iraq in general.

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