

Fostering Organizational Learning Through Human Resource's Flexibility

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Abstract:

This research aimed to examine the influence of Human Resource's Flexibility on Organizational Learning, The hypotheses proposed here are tested on a sample of 400 individuals, questionnaires were distributed among workers in SCAEK Aïn El Kebira cement plant (SÉTIF), administratives to technicians, however only 261 responded back and 228 responses were valid using structural equation modeling as a statistical technique of the multiple linear regression. Our findings showed that human resource flexibility (functional, behavioral and skills) have a positive effect on organizational learning.

Keywords: organizational learning, learning organization, human resources flexibility, development.

Jel Classification Codes: J31, M12 , M54, O15 .

Abbreviations : OL : Organizational Learning, HRF : Human Resources Flexibility

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1. INTRODUCTION

Research on organizational learning accelerated in the early 1990s, as it is safe to say Senge was the pioneer of research in this field since then, he fostered learning in organizations and approached it by different levels. Much of this research is undertaken by scholars from several disciplines such as Organizational theory, Operations management, Economics, and Sociology and Psychology (Jens Ørding Hansen, 2020, p. 66), the three foundational levels of learning going from individual to group to organizational, will be based on as the dimensions of organizational learning, these three levels interact vertically and horizontally, the process starting from the individual itself ascending to the group/team then absorbed by the organization automatically, and the opposite is correct, a dynamic process accomplished by the ongoing interaction between a feedback and a feed-forward (M. BegoñaLloriaMaria, 2014, p. 693). Organizational learning can be identified in dealing with mistakes by learning of them and gaining fresh perspectives (Thanh Tung Do, 2020, p. 1202) that may flow on the three levels, transforming experience into shared knowledge within a certain flexibility to evolve and adapt to change and learn from it, based on the research of Senge, organizational learning is the cornerstone to organizational success. As a result, organizations need to cope with today's ever-changing world (Bagher Asgarnezhad Nouri, 2017, p. 198), Therefore, only organizations with flexible human resources possessing the capacity of benefiting their full skills and learning potentials at all levels of the organization, can achieve its goals. It happens to occur challenging and complicated situations, better to be investigated, discussed and solved by a group of individuals, more perspectives and opinions are poured which brings new thoughts and visions into the solution, Individuals suspend their assumptions while openly communicating their beliefs and ideas. As a result, there is a free investigation that brings to the surface the whole breadth of people's experience and thoughts while also moving beyond their unique points of view (Rutenblad, 2001, p. 130); individuals continue to learn while communicating, if flexible enough to brainstorm their notions and thoughts, they will be sharing their experiences and knowledge and learning from each other's, having the necessary flexibility features and capabilities to live up to the uncertain, dynamic and changing environment; Human resource flexibility looks into how organizations may adapt to that, and maintain their competitive advantages. Given that, flexible human resources are a key component of the extended skill flexible strategy; it is to foster an atmosphere where employees may pick up new abilities while also improving their adaptability to various situations and responsibilities through assignments involving staff members creating a cross-functional team, changing roles, and job rotation; This could be accomplished through a system of employee relations and training that includes socialization, training, and external staffing of workers, enrich behavioral patterns, boost employee autonomy, and promote a range of actions in various contexts. These will be accomplished through the organization's internal driving forces and restraint mechanisms (Jin Chen, 2015, p. 205). Basing on previous researchs this one is going to adopt the three dimensions theory, supposedly the most utilized theory. Therefore, Functional flexibility, skill flexibility, and behavior flexibility. These three criteria are based on the

classification of flexible human resources measurement developed by (Angel Martínez-Sánchez, 2011, pp. 718-719). It is safe to say that HRF is focused on adapting learning behavior and flexible behavior on the same level to improve performance of the individual, team and the organization.

1.1 The problematic

Human resource flexibility is the most effective way for an organization to adjust to changes in its external environment that is in constant change and essentially critical, dynamic and uncertain, in order for that to happen, any organization manage to keep up with that change it needs to learn and progress more, adapting to the development around it's environment, expanding its horizon's into new innovative and creative strategies and approaches, starting the most fundamental resource (HR), exploring the capability to adjust and adapt with the change; flexible human resources fosters the organizational learning that is eventually aiming to the improvement of the organization's performance, thus attaining competitive advantage.

1.2 Aim of the Study

The purpose of this research is to examine the impact of Human Resources Flexibility on Organizational Learning, outlining this relationship among the three levels of OL and advising the dimensions of HRF, moreover highlighting the existence of these variables in the Algerian organization.

1.2 Previous Studies

A. The aim of the study of (Jin Chen, 2015) was to demonstrate the relationship between flexible human resources management and enterprise innovation performance in the perspective of organizational learning capability, Currently the enterprises are facing complex external environment. The qualitative research through surveys from 250 companies is designed based on organizational learning and flexible human resource management theory. The findings reveal that: 1) functional flexibility and behavior flexibility have significant positive effects on organizational learning capability; 2) extended skill flexibility is not conducive to the improvement of organizational learning capability. Therefore enterprise can use functional flexibility strategy, extended skill flexibility strategy and behavior flexibility strategy to improve enterprise innovation performance. Organisational learning capabilities, on the other hand, act as an intermediate between flexible human resource management and organizational innovation performance. From practical point of view, the research findings provide guidance for practitioners to improve human resource management and enterprise innovation levels.

B. The study of (SeidMehdi Veise, 2014) aimed essentially to examine the effect of HRF on HR development, it was mentioned that Human resources are the primary factor for development of competitiveness and innovation and reaching competitive advantage and they try to improve corporate capabilities through various characteristics such as value creation, scarcity and difficulty of imitation. This paper investigates the effect of human resource flexibility and its dimensions on human resource development and its dimensions. The survey was conducted

using descriptive-correlation method that intended to describe how human resource flexibility was effective on human resource development. Questionnaire was tool of data collection. The statistical population included one hundred employees of the Electric Company in Ilam province, thus census method was used. Reliability of the questionnaire was measured via Cronbach's alpha equal to 0.96. The findings revealed that flexibility and its dimensions were effective on human resource development and dimensions of it. As a result,

human resource flexibility should be considered for development of human resources and employees with the highest flexibility should be selected.

C. The study of (Bhattacharya, 2005) was aiming to highlight the effect of flexibility in employee skills, behaviors and human resource practices on firm performance, The components of human resource (HR) flexibility and their potential relationship to firm performance have not been empirically examined. The authors hypothesize that flexibility of employee skills, employee behaviors, and HR practices represent critical subdimensions of HR flexibility and are related to superior firm performance. Results based on perceptual measures of HR flexibility and accounting measures of firm performance support this prediction. Whereas skill, behavior, and HR practice flexibility are significantly associated with an index of firm financial performance, the authors find that only skill flexibility contributes to cost-efficiency.

D. The study of (rtensblad, 2001) aimed to distinguish the difference between organizational learning and learning organization, This conceptual paper looks at and discusses differences between the concepts of organizational learning and (the) learning organization. Since there still seems to be confusion regarding the meaning of the two concepts, aims to clarify the two main existing distinctions ± that organizational learning is existing processes while learning organization is an ideal form of organization. Also distinguishes between a traditional and a social perspective of organizational learning, which the existing distinctions have not ± at least not explicitly. Thus, distinctions are made between three concepts. In addition to the improvement of the existing distinctions, suggests two complementary ones ± entities of learning and knowledge location. These two distinctions might make it easier to distinguish also between the two perspectives of organizational learning.

2. LITERATURE REVIEW

Scholars and numerous researches have gone through the concept of organizational learning and the concept of human resources flexibility; since the 90s, it was demonstrated that both are linked with organization development and enhancing performance, this research is examining these concept organizational learning fostered through human resource's flexibility.

2.1 Organizational Learning

Organizational learning is the process of producing, transferring, integrating, and gaining information and skills (Lela HINDASAH, 2020, p. 627) in the context of interacting and executing tasks. Previous studies showed that the

more people practice an activity, the less time it takes and the fewer mistakes they make. Psychologists identified learning on many levels the most common are the individual, team and organizational; Individuals learn through exposure to "mental models," besides experience with other people, using differential reinforcement of trial-and-error behavior to mould desirable behavior can be impractical in situations where tasks are difficult. Collective or team learning can take place through observation of other people completing the work or by guidance on how to conduct the task. It is studied with a particular emphasis on learning from "peers" in educational contexts. Researchers have also investigated how social learning might take in business companies (Dennis Epple, 1996, pp. 77-78); Organizational learning is more than the accumulation of individual learning, The accomplishment of some activities could have a greater impact on organizational learning than the accomplishment of others.

New knowledge is created, maintained, communicated, and delivered inside an organization through the process of organizational learning. In a highly competitive market, organizational learning is essential to any form of organization's survival or existence. It greatly affects an organization's ability to compete or gain an edge (Shafique Ur Rehman, 2019, p. 06). Additionally, as organization members depend on one another, coordination of members' activities is a essential component of organizational learning. In line with how critical it is to develop coordination to enable working in teams effectively (Linda Argote, 2020, p. 02) ; .Performance of the company is influenced by individual, team, and organizational experience. As members of the team gain more experience, they become more adept at carrying out their specific jobs. As a team grows more accustomed to working together, members learn how to plan out their interdependent tasks.

2.2 Learning Organization

According to the literature on OL, a Learning organization can only be established over time, and the advantages can only be realized if the learning is retained over time. However, only a few empirical research has been conducted implementing market financial and accounting data to back up the claim that says : learning organizations are superior, particularly in the long run. Additionally, research on the interrelationships between the three assumptions at the same time is still uncommon. Previous research has often focused on the firm's innovativeness, or the extent to which the organizational shared vision and culture encourages and supports innovation (Migdadi, 2019, p. 02). In other words, Organizational learning is the manner through which organizations learn. This learning refers to any changes in organizational practices that lead to enhanced organizational performance, This enables the organization to harness its current knowledge, together with informations received from other sources (Rafael Sancho-Zamora, 2022, pp. 03-04), and turn it into new assets and capabilities demonstrating new levels of succes.

Inorder to be a learning organization and be able to genrate, establish and foster learning, learning organizations employ five disciplines : systems thinking, mental models, personal mastery, shared vision, and team learning. Most fields represent approaches to overcoming barriers to learning. Systems thinking is founded on the idea that there is a set of non local and complex causal interactions that can be defined and can lead to consciousness and learning for

organizations who are locked in the erroneous mindset of direct, limited, and simple causality (Kezar, 2005, p. 12) needing to find the most idealised way to learn and discover how to become a learning organization..

It was confirmed by many scholars that the Learning Organization represents a potential future. It can only occur as a consequence of learning at the level of the entire organization; it cannot be brought through just by teaching individuals. A learning organization is one that encourages learning among all of its employees and constantly improves their motive to learn (Randi Korn, 2021, p. 299), meaning an organization can learn by the integration and incorporating every and each individual and team. The term "learning organization" describes how individuals and organizations successfully adapt to internal and external environmental changes (Al-Hashem Adel Odeh, 2021, p. 04), and evolve as it's environment change, it is a dynamic process that can be vital for the developement of any organization nevertheless it is also

vital for it's surving and continuity.

2.3 Human Resources Flexibility

According to (Patrick M. Wright, 1998, p. 761) the level to which the organization's human resources contain abilities and behavioral repertoires that can provide an organization's choices for pursuing available options in the organization's competitive environment is the definition of flexibility in Human Resources, it has been characterized as an organizational competency that stems from human skills and behaviors and is executed through HR strategies.

The extent to which they responded to a range of situations and how rapidly the practices are resynthesized, reconfigured, and redeployed in the organization was defined as flexible human resource's flexibility. Supported by developing and managing employee skill and behavior flexibility, which influences organization performance. In other words, HR flexibility operate not just as trigger for processes that improve employees, abilities and behaviors, but also as a mechanism that is consistently synchronized with the organization's purposes. In addition to that, skill flexibility is stated as the set of alternative applications to which employee skills may be used, and it has been identified as one of the primary factors of behavioral flexibility. Furthermore, 'behavioral flexibility' involves a better tolerance for non-routine behavior so that employees may change their reactions to new circumstances in order to demonstrate suitable behavioral repertoires in various scenarios (Chandra Sekhar, 2016, p. 03).

Employees skills flexibility demonstrates their ability to learn new skills and talents quickly and easily. When employees obtain training and appropriate re-training, they predict key skill requirements or are eager about learning new ways to execute their job. If personnel have a diverse set of talents and can do a variety of job functions, the organization may be said to have a high level of flexibility (SeidMehdi Veise, 2014, p. 1791).

Employees functional flexibility refers to their capacity to perform numerous jobs and tasks. To look at it another way, this behavior implies employees adaptability and competence rotation and the ability to execute multiple roles,

with such shifts being market-oriented. The capacity of a firm to adjust and grow employees capabilities in a wide variety of jobs in order to be compatible with changed duties owing to changes in demand nature, production technique, or technology is referred to as functional flexibility (Inmaculada Beltran Martin, 2016, p. 660).

Employee behavior Flexibility is the degree to which individual have a diverse repertoire of behavioral scripts that can be modified to meet the needs of different situations. Instead of just following conventional operating procedures, individuals who can use these behavioral scripts effectively under a variety of circumstances, help the company adapt to changing circumstances, improve its competitiveness (Bhattacharya, 2005, pp. 625-626).

3. HYPOTHESIS DEVELOPMENT

Organizational learning and human resource's flexibility:

The concept for functional flexibility demonstrate into the form of HR practices including job rotations, employee empowerment, decision making and accountability, also multi-functional teams and even the expansion in job's description; Employees can move between many work roles thanks to extensive and comprehensive training programs that equip them with the competences needed to execute a variety of activities efficiently. The requirement for significant contributions from employees is consistent with these chances for internal movements and functional fit. Employees in learning organizations are better positioned to contribute beyond standard job classifications, since they can handle a variety of responsibilities. Flexible individual discretion and investments in professional development to promote functional diversification and self-direction are hallmarks of organizational learning concept. Therefore, Employees are more inclined to investigate new knowledge streams when roles are widely defined, allowing the performance of various and heterogeneous activities. When cross-functional or cross-organizational teams are used to ensure employee mobility, access to various knowledge areas and expertise is made possible (Alvaro López-Cabrales, 2011, pp. 629-630).

H₇: Functional flexibility has a positive impact on organizational learning ;

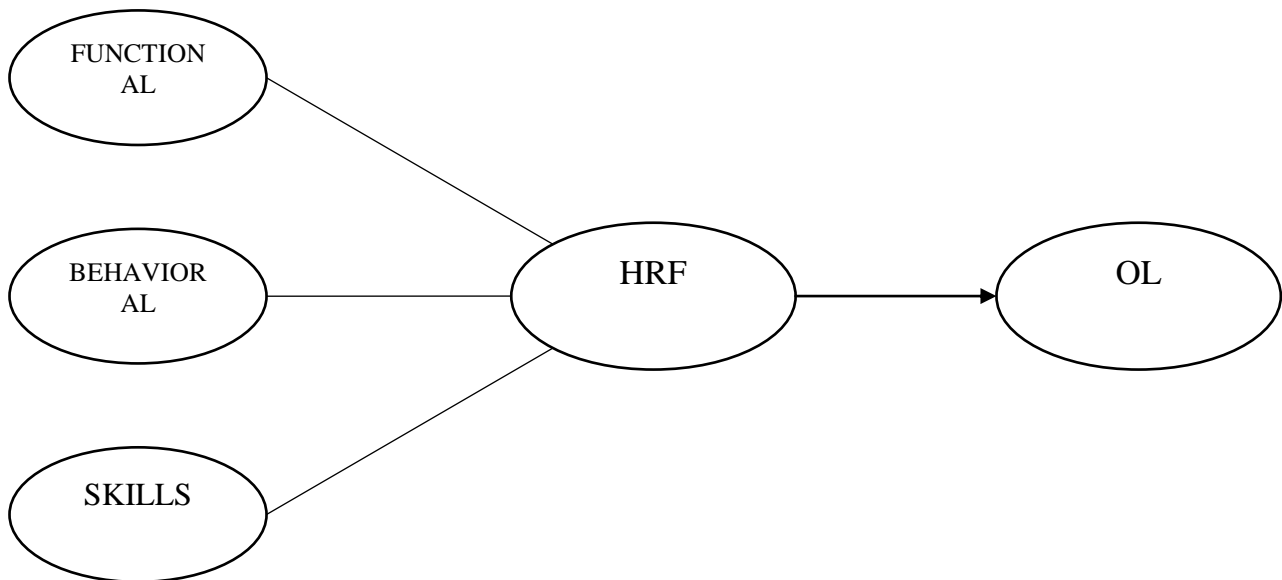
Based on the most recent researches, the connection between flexibility and employee behavior is that flexibility may lead to consistent common values and shared vision deployed and learned by the interactions among individuals and teams, enhancing the wanted employee behavior through behavior scripts to improve effective internal coordination in the organization. It has been demonstrated that human resources flexibility affects how employees behave at work (Hsu, 2020, p. 04), and how can a learning organization exploit it's employees capabilities and unify their behavior onto the common goals by sharing oppinions and having the chance to express themselves learning eachother's idiologies and beleifs, They thereby take on each other's viewpoints.and they imprint on a set of values under their organizational culture which leads to impact and turn their behavior rigidly.

H₂: Behavior flexibility has a positive impact on organizational learning.

Human resource professionals define skill flexibility as the ability of an individual to swiftly adopt and disseminate a set of choices and possibilities. An organization's ability to do multiple work responsibilities with ease is made possible by the presence of highly competent personnel who have a diverse set of skills. Scholars claim that the skill's flexibility allows one to go from thinking normally to responding and keeping things in perspective. Whereas the effectiveness and efficiency of employee performance rely on the distinct skills and knowledge that individuals learn via managing organizations and hone through learning (Zahi O. Abu-Nahel, 2020, p. 30).

H₃: Skills flexibility has a positive impact on organizational learning ;

3.1 Study Diagram



3.2 Method

This study is a basic exploratory research. It was conducted by using an empirical survey, This study focuses on what influence Human Ressource's Flexibility have on Organizational Learning for developing skills and capabilities. The hypothesis testing was carried out by using Multiple Linear Regression Approach with SPSS program. The model testing was conducted using a measurement model to examine the construct of Human Ressource's Flexibility and Organizational Learning. The indicators build the construct by considering the parameters obtained from the hypothesis testing.

3.2.1 Sample

This research targeted the industrial category; 400 questionnaires were distributed among workers in SCAEK Ain El Kebira cement plant (SÉTIF), administratives to technicians, however only 261 responded back (response rate =65.25 %). After evaluation, 33 questionnaires were found to be incomplete and excluded from the data (effective response rate = 57 %).

Respondents were evaluated based on their age range, qualification and job.

3.2.2 Measure

From a conceptual standpoint, this research's first part of the questionnaire was guided by (M. Begoña Lloria, 2014), scholars over decades revised the dimensions of Organizational Learning, however, it was selected the three levels of OL to be measured along with Human resource's Flexibility, thereby avoiding decoupling; it was considered the most used scale for the HRF, relying and taken as a reference (Bhattacharya, 2005) ; although these are not the first to study these variables and develop their scale, it was found most suitable to sustaine in this current reasearch. Where it will be interpreted that OL is indeed a process rather than a set of features, and how organizations with flexible employees can learn and develop achieving its pretensions.

The following indicators are included in the measuring of OL:

- a. The individual's perception of the extent to which information is shared and how information is shared;
- b. The adoption of work space challenges and peers behaviors in forming individual attitudes towards organizational growth and development;
- c. The share and accessibility of information within the organization.

The following indicators are included in the measuring of HRF:

- a. The ability of the individual to fit new job opportunities within the organization and rotate among work stations
- b. The willingness of employees to develop and thrive their skills and knowledge.
- c. Flexibly adapt to new behaviors necessitated by new tasks or working conditions.

These indicators were measured with a 5-point Likert scale, with 1 being "strongly disagree" and 5 "strongly agree".

3.2.2.1 Validity and Reliability Testing

The validity and reliability testing on the research instrument (questionnaire items) in this research used confirmatory factor analysis to examine the construct relationship and its indicators (questionnaire validity). At the same time, the reliability testing was using Cronbach's alpha. The result of the testing of confirmatory factor analysis and Cronbach's alpha are provided as follow (see Table 1). The statistical testing to decide the value of validity and

reliability of the independent variable HRF in which is divided into three axes to measure its impact on OL combined in one axe (the dependent variable), resulting in the value of loading factor > 0.05 and construct reliability > 0.8, in which is a very solid level of reliability. Therefore, it can be concluded that the instrument in measuring the variables is valid.

Table 01 reliability of the measurement scale

Reliability Statistics	
Cronbach's Alpha	N of Items
0,832	04

3.2.2.2 Descriptive Statistics and Frequencies

Table 02 shows a solid male society in the cement factory AIN KBIRA SETIF SCAEK, with 53.5% of the aged between 36-45 years old and only 2.6% over the age of 56, also it shows that 52.2% of employees have a college degree.

Table 02 Personal Data of the Research Sample (Frequencies)

	Statement	Frequency	Ratio%
Sex	Male	228	100
	Female	0	0
Age	18-35	47	20.6
	36-45	122	53.5
	46-55	53	23.2
	<56	06	2.6
Educational level	Junior	0	0
	Secondary	109	47.8
	University	119	52.2
Job	Head division	10	4.4
	Engineer	62	27.2
	Senior executive	9	3.9
	Senior technician	87	38.2
	Other	60	26.31
Sum		228	100

Table 03 shows that the mean of functional flexibility, behavioral flexibility, skills flexibility and organizational

learning are considered statistically significant at a level of significance equal to 0.05, and it indicates that the average degree of the answer to the questionnaire has exceeded the degree of neutrality 3, which means that the degree of approval is high by the response of the sample members.

Table 03 Descriptive Statistics

	N	Mean	Std. Deviation	Kurtosis	
	Statistic	Statistic	Statistic	Statistic	Std. Error
FUNCTIONAL HRF	228	3,74	,470	-,008	,321
BEHAVIORAL HRF	228	3,81	,563	,519	,321
SKILLS HRF	228	3,42	,596	-,307	,321
OL	228	3,33	,598	,619	,321

All three dimensions (see table 04) of HR Flexibility, namely functional flexibility, behavioral flexibility and skills flexibility, were significantly positively correlated organizational learning (sig : 0.01). with highest level of correlation for behavioral flexibility (0.568) and a lowest for functional flexibility (0.493).

Table 04 Correlations

		FUNCTIONAL HRF	BEHVIORAL HRF	SKILLS HRF	OL
FUNCTIONAL HRF	Pearson Correlation	1	,639**	,384**	,493**
	Sig. (2-tailed)		,000	,000	,000
	N	228	228	228	228
BEHVIORAL HRF	Pearson Correlation	,639**	1	,683**	,568**
	Sig. (2-tailed)	,000		,000	,000
	N	228	228	228	228
SKILLS HRF	Pearson Correlation	,384**	,683**	1	,564**
	Sig. (2-tailed)	,000	,000		,000
	N	228	228	228	228
OL	Pearson Correlation	,493**	,568**	,564**	1
	Sig. (2-tailed)	,000	,000	,000	
N		228	228	228	228

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

4. RESULTS AND DISCUSSION

4.1. Results of the Hypothesis Testing:

At the 5% level of significance, and to test the following hypothesis, with the Pearson correlation coefficient already analyzed (table 04), and by running multiple linear regression analysis and ANOVA to reach the results shown

Table 05 Results of the hypothesis testing

	β	Std ERR	Beta	T	SIG	R	R ²	ADJ R ²	F	SIG
<u>Constant(OL)</u>	0.257	0.260	/	2.985	0.000	0.646	0.418	0.410	53.573	0.000
Functional F	0.318	0.085	0.250	3.756	0.000					
Behavioral F	0.177	0.089	0.167	1.989	0.048					
Skills F	0.355	0.070	0.354	5.052	0.000					

Significant at $p < 0.05$

in the table below.

4.2 Discussion:

Table 05 shows the result of multiple regression testing on the model of the three dimensions of human resource’s flexibility; for Functional Flexibility, the calculated t value (3.756) is bigger than t table. With significant value ($0.000 < 0.05$). In addition, table 04 demonstrates strong correlation between functional flexibility and organizational learning (0.493); therefore, the hypothesis, which mentions that Functional Flexibility has a positive impact on Organizational Learning, is proven. Then, hypothesis 1 is accepted.

For Behavioral Flexibility it significantly affects Organizational Learning. Table 05 shows the result of the relationship between Behavioral Flexibility and Organizational Learning; which is represented by the value of ($t = 1.989$) and the significant value of ($0.048 < 0.05$). In addition, table 04 demonstrates strong correlation between Behavioral Flexibility and Organizational Learning (0.568); therefore, the hypothesis, which mentions that Behavioral Flexibility has a positive impact on Organizational Learning, is proven. Then, hypothesis 2 is accepted.

For Skills Flexibility it significantly affects Organizational Learning. Table 05 shows the result of the relationship between Behavioral Flexibility and Organizational Learning; which is represented by the value of ($t = 5.052$) and the significant value of ($0.000 < 0.05$). In addition, table 04 demonstrates strong correlation between Skills Flexibility and Organizational Learning (0.564); therefore, the hypothesis, which mentions that Skills Flexibility has a positive impact on Organizational Learning, is proven. Then, hypothesis 3 is accepted.

HRF explains 41% of OL according to R^2 referring to the strength of relationship between the constant (dependent) variable and the independent variable; also it demonstrates F value (53.573), it may be concluded that the model is valid and there is a correlation between Human resource's Flexibility(functional, behavioral, skills) and Organizational Learning; Thus the results indicates the following equation:

$$Y = \alpha + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \varepsilon_i \quad Y = \text{Organizational Learning}$$

$$\alpha = \text{constant} \quad \varepsilon_i : \text{STD ERROR}$$

$$\beta_1 = \text{Slope of the regression } y \text{ on Functional Flexibility} \quad X_1 = \text{Functional Flexibility}$$

$$\beta_2 = \text{Slope of the regression } y \text{ on Behavioral Flexibility} \quad X_2 = \text{Behavioral Flexibility}$$

$$\beta_3 = \text{Slope of the regression } y \text{ on Skills Flexibility} \quad X_3 = \text{Skills Flexibility}$$

$$Y = 0.257 + 0.85 X_1 + 0.89 X_2 + 0.70 X_3 + 0.26$$

5. CONCLUSION

Taking into consideration that organizational learning is a dynamic process, it is worth assuming that personnel, group and organizational development is fostered by the ability of individuals to adapt to change; human resource's flexibility is one to sponsor learning in a organization, having the requirements to respond to uncertainties and unexpected situations that a job may put in, is being flexible and a learner, seizing opportunities out of inconvenient situations is indeed having the capability of adjusting and learning through experiences that can face an individual during his career span, for that this research aimed to focus on questioning the impact of human resource's flexibility on organizational learning, to what extent these variables exist in the cement factory AIN KBIRA SETIF SCAEK and what relation there is between HRF and OL.

The research reached several results and was classified as follows:

1. Results for Independent Variable (Human Resource Flexibility):

- The results of the research showed that there was a moderate degree of agreement by the sample on the flexibility of human resources among employees;

2. Results for Dependent Variable (organizational learning):

- The results of the research showed a moderate degree of agreement by the sample on the quality of service of employees;

3. Results for Hypothesis Testing:

- There is a statistically significant relationship between the functional flexibility where the correlation coefficient was 0.493

- There is a statistically significant relationship between the behavioral flexibility where the correlation

coefficient was 0.564

- There is a statistically significant relationship between the functional flexibility where the correlation coefficient was 0.568.

Recommendations:

- Providing the appropriate organizational conditions to develop the flexibility of human resources, decreasing the degree of centralization in decision-making, emphasizing empowerment, and emphasizing employee engagement to foster cooperation,

- Giving the opportunity for individuals to speak their minds and express their ideas with no judgments,

- Encouraging collective learning by fostering flexible organizational structure,

- Encouraging individuals to keep working to hone their skills and using them to further the organization's goals.

- allowing more employees to switch between jobs both vertically and horizontally.

- Providing employees with a sense of independence and freedom in their actions and thoughts.

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