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## The Relationship between Organizational Learning and the Dimensions of Brand Equity in the Food Industry of Bandar Abbas City

M.R. Rahimi<sup>1\*</sup>, M. Bagheri<sup>2</sup>, P. Paselari<sup>2</sup>

1. Department of Management, International Qeshm Branch, Islamic Azad University, Qeshm, Iran

2. Department of Management, Bandar Abbas Branch, Islamic Azad University, Bandar Abbas, Iran

\*Corresponding author: Rahimi M.

**Abstract** Nowadays, many organizations of capital, brand (brand name) is the organization. During the past decade, the value of a company in terms of real estate, and tangible property, plant and equipment were measured. However, recent research in economics and management have come to the conclusion that the true value of a company out of its place, it is in the minds of potential buyers. Price of a product, which measures the monetary value, but they are revealing distinctive aspects of product introduction. In addition, the current environment is much faster than organizations can change, and this is a challenge that seems to be necessary. In such situations, managers must learn how to change effectively within the organization in order to be successful in its mission to achieve organizational goals. Given the importance of these two issues arose researcher sought to examine the impact of organizational learning on brand equity. Food industries from the perspective of the people, by using two questionnaires with 17 measures of organizational learning and questionnaire measures of brand equity in 5 to 7 food factories in solidarity bandarabas test, variance, covariance was carried out in SPSS software. Finally, the significant results achieved are described in detail in Chapter Five.

**Keywords:** brand equity, organizational learning, industrial food, bandarabas city

### Introduction

In an age of increasing globalization, competitiveness is a major issue among the policy-makers of different levels, industry and enterprise in different parts of the world. Business strategies are conducted for enterprises to determine their way from their current competitive situation to a stronger new situation both in the field of competition in country markets and global markets.

To achieve this goal, one of the most popular marketing concepts that has been the subject of research by researchers and marketing managers over the past decade is brand equity. One reason for this reputation is the important and strategic role of brand equity in achieving competitive advantage and strategic management decisions. When brand equity accurately measured, it will be suitable criteria for evaluating the long-term effects of marketing decisions (Atilgan et al).

On the other hand, in today's changing and mysterious environment, learning is considered the main source of competitive advantage. Organizational learning is necessary to enforce compliance of the organization with the external environment. Therefore, factors causing the development and growth of organizational learning should be identified and utilized in order to develop organizational learning. Also, modern organizations have changed their structures due to rapid and ever increasing changes, maintaining in the severe competition filed and coping with environmental conditions. Accordingly, the organization should head towards learning to compete in current unsteady environment and develop the brand equity of the organization.

Nowadays, brand is one of the important and inevitable components in the marketing strategy and brand strategy is located in the heart of business and many of the most famous world's brands are often structured around their brand (Aaker).

Hidden value in a brand is often related to special perceptions and mentalities of a practical subject that attracts customers. Therefore, one of the concepts through which we can compete with rivals in the developing world is organization's brand.

Organizations are faced with increasing competition and continuous changes. In 21<sup>st</sup> century, organizations are able to live and gain success that are practical in the field of organizational learning and are able to predict environmental changes and act wisely in the time. To survive in the modern dynamic and competitive world, the ability to create novice organizational forms and processes and innovation in the technical and organizational arena is a certain and inevitable necessity. Therefore, this learning not only necessities the adoption of new forms but also its conformity and promulgation with the other components related to the organization and other organizations in that industry.

Seyed Taghavi (1998) has conducted a study entitled "Study of experience public and private company executives associated with learning organizations" at Allameh Tabatabai University based on the model proposed by McGill to explain the theory of learning organizations in four "strategic features", "structural features", "human resource experiences" and "managers experience" dimensions. In another study, Nabavi (2010) has studied the relationship between organizational learning with outsourcing of organizational activities in several organizations in MA thesis of Islamic Azad University Najf Abad branch entitled as "the relationship between organizational learning with outsourcing of organizational activities case study: Organization of Development and modernization of Iran's Mines and Mineral Industries".

But the main research is research by Ghorbanzadeh (2004). In this study, the researcher has designed a conceptual model to determine the level of organizations' learning. The model includes three levels of: 1. organizational learning levels, 2. organizational learning processes and 3. characteristics of a learning organization. Levels of organizational learning include four levels of wisdom-oriented, knowledge-based, information-oriented and data-oriented and are studied with 16 indicators. Also, learning processes consist of four main levels: 1. Acquisition / creating knowledge, 2. interpretation / commentary and transfer information, 3. Using information and creating knowledge and 4. Internalizing knowledge and includes 23 indicators in total. Finally, the characteristics of learning organization include five dimensions: 1. Leadership characteristics, 2. Human resources characteristics, 3. Organizational culture, 4. Organizational plan and 5. Mission / strategy and include 40 indicators.

This research is carried out among companies that are active in tooling industry in Tehran province and have contracts with SAPCO.

In regard to the researches done in the field of brand, the research of Mohammadi (2007) could be mentioned which deals with the relationship between brand equity dimensions and the performance of the country banks in regard to selling the electronic cards. The result suggests that there is a high and positive relationship between brand value and the performance of the country's banks and banks that have high brand equity in the minds of their customers, have better performance.

Ali Navaz (2008) in a study entitled as the relationship between service quality and brand value in four-star and five-star hotels of Isfahan and Tehran concluded that there is a positive relationship between service quality and brand value. But this relationship is not significant in the considered certainty level; there is a positive and significant relationship between the consuming factors and brand value and eventually there is a relationship between service

quality, consumer decision factors and brand value.

But what has been paid attention to in recent years is the relationship between organizational learning with the rest of managerial tools in the development of organizations and of the researches done we can mention to the effect of organizational learning in the component of Porter continuum service value, the effect of organizational learning in the process of chance diagnosis and the relationship between organizational learning with innovation and creativity. On the other hand, since nowadays brand has a special position in the marketing world, in this research, we are after studying the relationship between organizational learning with the dimensions of brand equity. To do this, first we examined the dimensions of that two subjects and then provided the relevant questions and obtained the required information through survey and after concluding the results and analyzing the necessary statistics, it was determined that organizational learning affect which dimension of brand equity.

### Methodology

Due to the fact that this study examines the relationship between organizational learning and brand equity in the food industries of Bandar Abbas, and due to the research aim, current situations and facilities, the research method was correlative-descriptive which was conducted as a field study organizational learning questionnaire and brand equity. The statistical population of the corporate personnel in the study included all workers, employees, managers and supervisors working in the food industry of Bandar Abbas city. In this city, there are 5 Food companies and the estimated population was about 105 people. Due to the low population, the entire population was selected as the sample by census method. Also, due to the measurement level of the study variables in the descriptive statistics from tables, relative frequency percentage, mean, and standard deviation were used and in the inferential statistics, Pearson correlation was used to determine the relationship and multiple and simple regressions were used to predict the statistics tests.

### Results

first, we would consider the results of descriptive analysis to learn more about the nature of the variables and recognize patterns of data. The results of gender characteristics showed that most respondents were related to the male gender-specific (56.1%) and lowest were related to female-specific (43.9%). Regarding the education level of respondents, the most frequent option was related to diploma (57.1 %) and the lowest option was also related to lower diploma and BA (BS) both (9.2 %). Regarding the job position of respondents, the largest option was related to worker (74.5%) and the lowest option was related to the management and supervision (11.2 %). Regarding the organizational personnel, the most frequency of organizational personnel was related to the Sadra Sausages Company with 28.6 percent equal to 28 people and the lowest frequency was related to Duplan Q Beverages Company with 3.15 percent equal to 15 people.

The results of the research hypothesis: There is a relationship between organizational learning and brand equity.

**Table1.** Correlation between organizational learning and brand equity

		organizational learning				
		Personal dominance	Group learning	Culture and atmosphere	information	Total of learning
<b>Brand</b>	Correlation	0.245**	0.151**	0.128*	0.324**	0.177**

<b>equity</b>	coefficient				
	significance	0.000	0.008	0.000	0.002

As can be seen in Table 1, there is a significant relationship between the dimensions of organizational learning, personal dominance ( $r = 0.245, p < 0.01$ ), group Learning ( $r = 0.151, p < 0.01$ ), culture and atmosphere ( $r = 0.128, p < 0.01$ ), information ( $r = 0.324, p < 0.01$ ) and the total of organizational learning ( $r = 0.177, p < 0.01$ ) with brand equity.

Common variance of organizational learning, personal dominance, group learning, culture and atmosphere, information and total of organizational learning with brand equity are 6, 2.2, 10.1, 5.6 and 1.3 respectively.

**Table2.** Multiple correlation coefficients between organizational learning and brand equity with regression variance analysis

Row	Model statistical indices	F value	significance	Multiple correlation coefficients	Multiple correlation coefficients square	Justified multiple correlation coefficients square	Estimated standard error
<b>1</b>	Simultaneous (enter)	10.655	0.000	0.382	0.146	0.132	12.46

As seen in Table 2, regression analysis ( $F = 10.655$ ) has had required validity for predicting brand equity through organizational learning and its dimensions. In other words, at least one of the predictive variables (organizational learning and its dimensions) has significant predictive power for the prediction of brand equity as much as 14%.

**Table3.** Standard and non-standard coefficients for the organizational learning and its dimensions for the prediction of brand equity

Row	Coefficients and significance of predicting variables	Non-standard coefficients		standard coefficients	T	significance
		B	Estimated standard error	Beta		
<b>1</b>	Fixed value	744.125	235.43	-	908.2	0.004
<b>2</b>	Personal dominance	44.8	552.5	0.255	231.1	0.211
<b>3</b>	Group learning	482.42	677.26	0.500	600.1	0.111
<b>4</b>	Culture and atmosphere	523.150	929.7	0.429	146.1	0.123
<b>5</b>	Information	36.8	812.6	0.228	227.1	0.221
<b>6</b>	The total of learning	159.69	983.37	0.016	821.1	0.048

As is observed in Table 3, from all aspects and dimensions of organizational learning, the total score of learning has only been able to significantly predict ( $Beta = 1.016$ ) brand equity.

The results also showed that there is a significant relationship between dimensions of organizational learning, personal dominance ( $r = 0.171$ ), Information ( $r = 0.225$ ) and the total of organizational learning ( $r = 0.157$ ) with the awareness of the product. The common variance of dimensions of organizational learning, personal dominance, group learning, culture and atmosphere, information and total of organizational learning with knowledge of popular are 2.9, 6.5 and 2.5 percent respectively.

In the product knowledge it can be seen that there is a significant relationship only between the dimensions of organizational learning and information  $r= 0.194$  with product knowledge. Common variance of information with knowing the product is 3.7 percent. In the preferring product section, there is a significant relationship between the dimensions of organizational learning, personal dominance  $r= 0.243$ , group learning  $r= 0.189$ , culture and atmosphere  $r= 0.154$ , Information  $r= 0.293$  and total of organizational learning  $r= 0.177$  with product preference. Common variance of organizational learning dimensions as personal dominance, group learning, culture and atmosphere, information and total of organizational learning with product preference are 5.9, 3.5, 8.4, 6.2 and 1.3 percent respectively. In the quality product section, there is a significant relationship between the dimensions of organizational learning, personal dominance  $r= 0.270$ , group learning  $r= 0.249$ , culture and atmosphere  $r= 0.164$ , Information  $r= 0.328$  and total of organizational learning  $r= 0.172$  with product quality. Common variance of organizational learning dimensions as personal dominance, group learning, culture and atmosphere, information and total of organizational learning with product quality are 3.7, 2.6, 10.7, 7.2 and 2.9 percent respectively.

**Table4.** The correlation between organizational learning with components of brand value

		Organizational learning				
		Personal dominance	Group learning	Culture and atmosphere	Information	The total of learning
<b>Awareness of the product</b>	Correlation coefficient	0.171**	0.004	0.074	0.255**	0.157**
	Significance	0.003	0.473	0.119	0.000	0.006
<b>Knowing the product</b>	Correlation coefficient	0.084	-0.050	-0.032	0.194**	0.045
	Significance	0.091	0.213	308	0.001	0.236
<b>Preferring the product</b>	Correlation coefficient	0.243**	0.189**	0.154**	0.293**	0.177**
	Significance	0.000	0.001	0.007	0.000	0.002
<b>Quality of the product</b>	Correlation coefficient	0.270**	0.249**	0.164**	0.328**	0.172**
	Significance	0.000	0.000	0.004	0.000	0.003
<b>Loyalty to the product</b>	Correlation coefficient	0.197**	0.160**	0.132*	0.226**	0.154**
	Significance	0.001	0.005	0.018	0.000	0.007
<b>Product purchase</b>	Correlation coefficient	0.207**	0.177**	0.123*	0.254**	0.139*
	Significance	0.000	0.002	0.025	0.000	0.013
<b>The span of knowing the product</b>	Correlation coefficient	0.051	0.187**	0.101	0.010	0.007
	Significance	0.210	0.001	0.053	0.436	0.455

In the loyalty to product section, there is a significant relationship between the dimensions of organizational learning, personal dominance  $r= 0.197$ , group learning  $r= 0.160$ , culture and atmosphere  $r= 0.132$ , Information  $r= 0.226$  and total of organizational learning  $r= 0.154$  with loyalty to product. Common variance of organizational learning dimensions as personal dominance, group learning, culture and atmosphere, information and total of organizational learning with loyalty to product are 3.9, 2.5, 6.7, 5.1 and 2.4 percent respectively.

In the product purchase section, there is a significant relationship between the dimensions of organizational learning, personal dominance  $r= 0.207$ , group learning  $r= 0.177$ , culture and

atmosphere  $r = 0.123$ , Information  $r = 0.254$  and total of organizational learning  $r = 0.139$  with product purchase. Common variance of organizational learning dimensions as personal dominance, group learning, culture and atmosphere, information and total of organizational learning with product purchase are 3.4, 1.3, 6.1, 4.5 and 9.1 percent respectively.

In the span of knowing the product section, there is a significant relationship between organizational learning and group learning  $r = 0.187$  with the span of knowing the product. Common variance of group learning with the span of knowing the product is 3.5 percent.

The results also showed that there is a significant relationship between dimensions of organizational learning, personal dominance ( $r = 0.171$ ), Information ( $r = 0.225$ ) and the total of organizational learning ( $r = 0.157$ ) with the awareness of the product. The common variance of dimensions of organizational learning, personal dominance, group learning, culture and atmosphere, information and total of organizational learning with knowledge of popular are 2.9, 6.5 and 2.5 percent respectively.

In the product knowledge it can be seen that there is a significant relationship only between the dimensions of organizational learning and information  $r = 0.194$  with product knowledge. Common variance of information with knowing the product is 3.7 percent. In the preferring product section, there is a significant relationship between the dimensions of organizational learning, personal dominance  $r = 0.243$ , group learning  $r = 0.189$ , culture and atmosphere  $r = 0.154$ , Information  $r = 0.293$  and total of organizational learning  $r = 0.177$  with product preference. Common variance of organizational learning dimensions as personal dominance, group learning, culture and atmosphere, information and total of organizational learning with product preference are 5.9, 3.5, 8.4, 6.2 and 1.3 percent respectively. In the quality product section, there is a significant relationship between the dimensions of organizational learning, personal dominance  $r = 0.270$ , group learning  $r = 0.249$ , culture and atmosphere  $r = 0.164$ , Information  $r = 0.328$  and total of organizational learning  $r = 0.172$  with product quality. Common variance of organizational learning dimensions as personal dominance, group learning, culture and atmosphere, information and total of organizational learning with product quality are 3.7, 2.6, 10.7, 7.2 and 2.9 percent respectively.

In the loyalty to product section, there is a significant relationship between the dimensions of organizational learning, personal dominance  $r = 0.197$ , group learning  $r = 0.160$ , culture and atmosphere  $r = 0.132$ , Information  $r = 0.226$  and total of organizational learning  $r = 0.154$  with loyalty to product. Common variance of organizational learning dimensions as personal dominance, group learning, culture and atmosphere, information and total of organizational learning with loyalty to product are 3.9, 2.5, 6.7, 5.1 and 2.4 percent respectively.

In the product purchase section, there is a significant relationship between the dimensions of organizational learning, personal dominance  $r = 0.207$ , group learning  $r = 0.177$ , culture and atmosphere  $r = 0.123$ , Information  $r = 0.254$  and total of organizational learning  $r = 0.139$  with product purchase. Common variance of organizational learning dimensions as personal dominance, group learning, culture and atmosphere, information and total of organizational learning with product purchase are 3.4, 1.3, 6.1, 4.5 and 9.1 percent respectively.

In the span of knowing the product section, there is a significant relationship between organizational learning and group learning  $r = 0.187$  with the span of knowing the product. Common variance of group learning with the span of knowing the product is 3.5 percent.

To perform variance analysis, the presuppositions of the equality of variances of enterprise groups (Bahar Vermicelli and noodles, Xi Tak vinegar, Sadra sausages, Duplan soft drinks and Bam Shir dairy products) were studied first and the results showed they have been observed.

Scheffe's test results in significant cases (of product awareness, product knowledge, product

preference, product quality, product loyalty, product purchase, the span of knowing the product and brand equity) between different organizations are provided in Table 6.

As seen in the table 7, there is a significant difference between the views of organizational group staff (Vermicelli and noodles, Xi Tak vinegar, Sadra sausages, Duplan soft drinks and Bam Shir dairy products) in the group learning ( $p < 0.01$ ) dimension. Scheffe's test results in significant cases (group learning) among organizational group are provided in Table 8.

**Table5.** Variance analysis results of enterprise groups in terms of brand equity from the customer perspective

dimensions	Change resources	Sum of squares	Degree of freedom	Mean squares	F	Significance
<b>Awareness of the product</b>	Inter group	207.269	4	302.67	760.9	0.000
	Intra group	1717.096	249	896.6		
	Total	303.1986	253	614.62		
<b>Knowing the product</b>	Inter group	455.250	4	887.0		
	Intra group	686.1721	250			
	Total	141.1972	254			
<b>Preferring the product</b>	Inter group	180.207	4	52.045	339.7	0.000
	Intra group	1772.784	250	7.091		
	Total	1980.965	254			
<b>Quality of the product</b>	Inter group	980.270	4	745.67	606.11	0.000
	Intra group	1459.216	250	837.5		
	Total	1730.196	254			
<b>Loyalty to the product</b>	Inter group	584.175	4	896.43	488.5	0.000
	Intra group	1999.647	250	999.7		
	Total	2175.231	254			
<b>Product purchase</b>	Inter group	722.216	4	180.54	68.6	0.000
	Intra group	2033.686	250	135.8		
	Total	2250.408	254	676.101		
<b>The span of knowing the product</b>	Inter group	706.406	4			0.000
	Intra group	3935.843	250	743.15		
	Total	4342.549	254			
<b>Brand equity</b>	Inter group	6626.486	4	1656.622	655.10	0.000
	Intra group	38877.096	250	484.155		
	Total	45497.584	254			

**Table6.** Scheffe test results in significant cases for different organizational groups

Dimensions	First group	The compared group	Mean differences	Standard error	Significance
<b>Awareness of the product</b>	Bahar Vermicelli and noodles	Xi Tak vinegar	96.1*	0.520	0.002
		Duplan soft drinks	39.2*	0.530	0.000
	Bam Shir dairy products	Xi Tak vinegar	80.1*	0.678	0.006
		Duplan soft drinks	23.2 *	0.645	0.000
	Sadra sausages	Xi Tak vinegar	82.1*	0.555	0.005
<b>Knowing the product</b>	Bahar Vermicelli and noodles	Duplan soft drinks	76.1*	0.7659	0.007

	Bam Shir dairy products	Xi Tak vinegar	52.1*	0.543	0.029
		Duplan soft drinks	13.2*	0.567	0.001
	Sadra sausages	Duplan soft drinks	68.2*	0.786	0.000
<b>Preferring the product</b>	Bahar Vermicelli and noodles	Xi Tak vinegar	21.2*	0.564	0.000
<b>Quality of the product</b>	Bahar Vermicelli and noodles	Xi Tak vinegar	19.2*	0.453	0.000
	Bam Shir dairy products	Xi Tak vinegar	78.1*	0.786	0.002
		Sadra sausages	33.1*	0.786	0.045
	Xi Tak vinegar	Duplan soft drinks	88.1*	0.453	0.001
<b>Loyalty to the product</b>	Bahar Vermicelli and noodles	Xi Tak vinegar	94.1*	0.897	0.006
	Bam Shir dairy products	Xi Tak vinegar	68.1*	0.675	0.024
	Sadra sausages	Xi Tak vinegar	43.2*	0.564	0.000
	Xi Tak vinegar	Duplan soft drinks	86.1*	0.456	0.009
<b>Product purchase</b>	Bahar Vermicelli and noodles	Xi Tak vinegar	00.2*	0.678	0.004
	Bam Shir dairy products	Xi Tak vinegar	82.2*	0.567	0.000
	Xi Tak vinegar	Xi Tak vinegar	72.1*	0.678	0.021
<b>The span of knowing the product</b>	Bahar Vermicelli and noodles	Bam Shir dairy products	74.2*	0.673	0.005
	Bam Shir dairy products	Xi Tak vinegar	3.04*	0.890	0.001
		Duplan soft drinks	64.3*	0.768	0.000
<b>Brand equity</b>	Bahar Vermicelli and noodles	Xi Tak vinegar	47.11*	78.2	0.000
	Bam Shir dairy products	Xi Tak vinegar	35.9*	92.2	0.002
	Sadra sausages	Xi Tak vinegar	92.14*	3.01	0.000
		Duplan soft drinks	9.07*	66.2	0.003

**Table7.** The results of variance analysis of the inert-organization workers' view in the dimensions of personal dominance, group learning, culture and atmosphere, information and organizational learning

dimensions	Change resources	Sum of squares	Degree of freedom	Mean squares	F	Significance
<b>Personal dominance</b>	Inter group	2.031	4	0.508	1.118	0.353
	Intra group	42.237	93	0.454		
	Total	44.268	97			
<b>Group learning</b>	Inter group	11.203	4	2.801	5.903	0.000
	Intra group	44.126	93	0.474		
	Total	55.329	97			
<b>Culture and atmosphere</b>	Inter group	1.986	4	0.496	0.849	0.498
	Intra group	54.380	93	0.585		

	Total	56.365	97			
<b>Information</b>	Inter group	3.573	4	0.893	1.580	0.186
	Intra group	52.583	93	0.565		
	Total	56.156	97			
<b>organizational learning</b>	Inter group	874.320	4	218.580	2.255	0.69
	Intra group	9014.782	93	96.933		
	Total	9889.102	97			

**Table8.** Results of Scheffe in significant cases for organizational groups

Dimensions	First group	Compared group	Mean difference	Standard error	significance
<b>Group learning</b>	Xi Tak vinegar	Bahar	1.03*	0.23	0.000
		Vermicelli and noodles			
	Bahar Vermicelli and noodles	Sadra sausages	0.73*	0.21	0.007
		Duplan soft drinks	0.67*	0.24	0.000
		Bam Shir dairy products	0.66*	0.22	0.016

As is seen in the above table, group learning from the perspective of corporate staff was Xi Tak vinegar (6.83), Duplan beverages (3.51) and Bam Shir dairy products (3.50) more than other companies. Examining the relationship between organizational learning and brand equity:

**Table9.** Pearson correlation coefficient between organizational learning in total and brand equity and dimensions

Variable	Brand equity	Awareness of the product	Knowing the product	Preferring the product	Quality of the product	Loyalty to the product	Product purchase	The span of knowing the product
<b>Learning in total</b>	0.177**	0.157**	0.045	0.177**	0.172**	0.154**	0.139*	0.007

As can be seen:

The relationship between organizational learning from the perspective of employees with knowledge of the products is  $r = 0.177$ , product preferences  $r = 0.177$ , product quality  $r = 0.172$ , loyalty to the product  $r = 0.154$ , product purchase  $r = 0.173$  and brand equity  $r = 0.177$  respectively. It means that with an increase in the scores of organizational learning in total, dimensions, knowledge of products, product preferences, product quality, product loyalty, product purchase and brand equity have also increased.

**Table10.** Comparison of organizational learning from the perspective of staff and brand equity from the customer's perspective

Food Industries	Mean of organizational learning	Food products brand	Brand equity mean
<b>Duplan Food Industries</b>	3.51	Duplan soft drinks	39.39

<b>Bam Shir Food Industries</b>	3.50	Bam Shir dairy products	33.55
<b>Mahya Tam Food Industries</b>	3.86	Xi Tak vinegar	27.92
<b>Sepahan Sadra Food Industries</b>	3.13	Sadra sausages	24.47
<b>Bahar Food Industries</b>	2.83	Bahar Vermicelli and noodles	30.04

As was seen, in all the variables (personal dominance, group learning, organizational culture and atmosphere, information and Organizational learning), equality presuppositions of organizational group variances (Vermicelli and noodles, Xi Tak vinegar, Sadra sausages, Duplan soft drinks and Bam Shir dairy products) were considered from the perspective of employees.

There was a significant difference between the views of organizational group staff (Vermicelli and noodles, Xi Tak vinegar, Sadra sausages, Duplan soft drinks and Bam Shir dairy products) in the group learning ( $p < 0/01$ ) dimension.

From the perspective of corporate staff, groups learning were higher in Xi Tak vinegar (3.86), Duplan beverages (3.51) and Bam Shir dairy products (3.50) than other companies.

### Conclusion

generally, the present research results showed that the increase of organizational learning from the perspective of staff can be the predictor of brand equity increase from the perspective of costumers. Organizational learning process is been conducted as a massive progress index in scientific management by the managers and supervisors of all organizations in order to maintain and enhance the competitive position of products and the necessary background to reach higher organizational learning degree the natural consequence of which is brand equity increase.

Therefore, according to the research results, the following suggestions are offered:

- According to the results, which show the increase of organizational learning from the perspective of staff could be the predictor of brand equity increase from the perspective of costumers, it is suggested to consider organizational learning process as a massive progress index in scientific management by the managers and supervisors of all organizations in order to maintain and enhance the competitive position of products and provide the necessary background to reach higher organizational learning degree the natural consequence of which is brand equity increase.
- According to the results, which show the increase of organizational personnel information can be the predictor of awareness knowledge of products among customers, it is suggested to hold educational classes and different workshops based on the conducted needs assessment in different organizations along with in-service educational plans in order to increase the awareness and information of personnel by the managerial department of each organization. The promotion of personnel information level in subjects such as interests, attitudes, customer tendencies and how to access product can increase people knowledge and awareness of products.
- According to the results, which show the increase of the dimensions of culture and atmosphere in group learning besides the total of organizational learning from the view point of staff could have increased the quality and loyalty and tendency to purchase of products, it is suggested concentrated plans be designed by making the humanistic

organizational culture and atmosphere and of course proportionate with organizational structure along with the pathology of the organization due to knowing the situation and organization atmosphere and the tendency or the lack of tendency to group or team work. Also, group and team work in the organization by the manager should be more considered and associated with encouragement and reward. Furthermore, the management should be able to meet the aim of organizational learning with macro-objectives. These cases can provide the background for the promotion of cultural field and betterment of corporate climate and also the increase of team and group work and eventually move towards organizational learning and the organization can produce higher quality products in the view of consumers.

- According to the results, which show the knowledge and awareness of Bam Shir dairy products was more than the rest of companies, it is suggested that other food companies could increase the knowledge and awareness of their products among consumers due to the massive advertising indices in this company and doing scientific and appropriate modeling with the produced product and consultation and information cooperation regarding the advertising process of the mentioned company.

Moreover, the analysis of products preference reasons of Duplan soft drinks and the customer loyalty and purchase and its brand equity can be the cause of success in making the brand equity better for the advertising managers in the future. In the mentioned points, it is necessary for the organization managers to benefit marketing experts and advertising managers and define research projects.

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