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Research Article / *Araştırma Makalesi*

EXAMINATION OF THE EFFECTS OF LOGISTICS CAPABILITIES AND LEARNING ORIENTATION ON FINANCIAL, GROWTH AND EXPORT PERFORMANCE IN EXPORT-ORIENTED COMPANIES

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ABSTRACT

The research was conducted to examine the effect of logistics skills and learning orientation on performance outcomes in exporting foreign trade companies operating in Istanbul. The reason for choosing these companies is that logistics capabilities become more important in exporting companies in terms of logistics performance and financial and growth performance. A sample of 983 participants was taken to establish and test the model, and a scale consisting of a total of 43 statements was presented to them. Analyzes were performed using SmartPLS 3.3.5. For a good organizational performance, export-oriented companies should attach importance to learning orientation and have logistics capabilities in order to constantly improve themselves. In the research, it is supported by hypotheses that the logistics capabilities and learning orientation of export-oriented companies positively affect both their logistics performance and their financial and growth performances. The research is innovative in that it collects data from export-oriented companies and examines both their logistics capabilities and learning orientations. The sample group consists of export-oriented companies operating in Istanbul. For this reason, it would be correct to evaluate the results obtained in the research only in terms of export-oriented companies and not to generalize.

Keywords: *Logistics Capabilities, Learning Orientation, Financial, Growth Performance, Export Performance.*

İHRACAT ODAKLI ŞİRKETLERDE LOJİSTİK YETENEKLERİN VE ÖĞRENME YÖNELİMİNİN FİNANSAL VE BÜYÜME PERFORMANSINA VE İHRACAT PERFORMANSINA ETKİLERİNİN İNCELENMESİ

ÖZET

Araştırma istanbulda faaliyet gösteren ihracat yapan dış ticaret şirketlerinde lojistik yeteneklerin ve öğrenme yöneliminin performans çıktılarına etkisini incelemek amacıyla yapılmıştır. Bu şirketlerin seçilmesinin nedeni lojistik performansı ve finansal ve büyüme performansı açısından ihracat yapan şirketlerde lojistik yeteneklerin daha da önemli hale gelmesidir. Modelin kurulması ve test edilmesi için 983 katılımcıdan oluşan bir örneklem alınmış ve toplam 43 ifadeden oluşan bir ölçek kendilerine

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sunulmuştur. SmartPLS 3.3.5 kullanılarak analizler gerçekleştirilmiştir. Pandemi dönemiyle birlikte yaşanılan süreçte lojistik faaliyetlerin ne kadar önemli olduğu daha iyi anlaşılmıştır. Özellikle ihracat odaklı şirketlerin rekabet ortamında başarılı olabilmeleri lojistik yeteneklerine de bağlıdır. İyi bir organizasyonel performans için ihracat odaklı şirketlerin sürekli kendilerini geliştirebilmeleri konusunda öğrenme yönelimine önem vermeleri ve lojistik yeteneklere sahip olmaları gerekmektedir. Araştırmada, ihracat odaklı şirketlerin sahip oldukları lojistik yetenekler ve öğrenme yönelimi hem lojistik performansı hem de finansal ve büyüme performanslarını olumlu yönde etkilediği hipotezlerle desteklenmektedir. Araştırma ihracat odaklı şirketlerden verilerin toplanıp hem lojistik yeteneklerini hem de öğrenme yönelimlerini incelemesi açısından yenilikçi bir çalışmadır. Örneklem grubu, İstanbul'da faaliyet gösteren ihracat odaklı şirketlerden oluşmaktadır. Bu nedenle araştırmada elde edilen sonuçların sadece ihracat odaklı şirketler açısından değerlendirilmesi ve genelleme yapılmaması doğru olacaktır.

Anahtar Kelimeler: *Lojistik Yetenekler, Öğrenme Yönelimi, Finans, Büyüme Performansı, İhracat Performansı.*

1. Introduction

One of the most fundamental responsibilities of managers is to accurately and effectively monitor financial performance. Consequently, banks, financial institutions, private companies, etc. must conduct periodic financial analyses in order to predict the future, make more effective and accurate decisions, and make planning and auditing activities more effective (Ji et al., 2021:2771). The main purpose of financial performance is to measure how effectively the resources are used rather than the total output. Indicators obtained by measuring financial performance are important for company owners and decision-making management units. The results provide guidance, influence decisions regarding investments, loans, and mergers. It is crucial, therefore, that financial performance be calculated accurately and effectively at regular intervals (Savitri, 2018:5). The need to develop an all-encompassing approach to the dynamics of firm growth performance and the fact that companies must develop a unique growth algorithm within the constantly renewing and ever-expanding economic structures is no longer a choice, but a prerequisite for the survival capabilities of businesses. Performance evaluations are essential for the decision-making processes of business managers and the achievement of the resulting success. Evaluations conducted at specific intervals play a crucial role in determining where the business has been, where it is now, its weaknesses and strengths, and thus in defining itself. Businesses must rely on management processes, workforce quality, technology and R&D studies, efficiency, quality, innovation, resource management, etc. to remain competitive and expand. Businesses must understand and analyze their performance and market competitiveness (Udriyah et al., 2019:1425). Export performance can be defined as the sales results achieved by a company on international markets. In another research, Hultman et al. (2011) investigated how international experience affects managerial judgment in order to develop an effective management strategy in exports by using criteria such as export intensity, advertising campaign, customer performance, market performance, firm age, firm size, and senior managers' export experience. According to the findings of over 300 exporting companies, promotion adaptation has a positive effect on the company's export performance when the time to delivery is short or the sales intensity is low. Although a strong logistics capability necessitates a serious technical infrastructure, the human factor is also critical to the system's smooth operation (Sandberg & Abrahamsson, 2011:73). In addition, supporting

the system with new developing technologies is very important in terms of sustainability. In a study conducted by Mentzer & Williams (2001), businesses that create their strategies based on their logistics capabilities were examined. Although most of these businesses successfully implement their strategies, those who achieve sustainable success are only a small part of this group. By identifying the characteristics of other employees, managers can play a decisive role in who will actively pursue challenging tasks and who will learn useful lessons from them (Lee, 2008:14). Learning orientation affects how managers interpret and respond to challenging tasks. Individuals see tasks prepared with a performance orientation perspective as inherently risky. Because they are afraid of failing in tasks, they may fail, and such tasks will reveal their inadequacies. As a result, researchers describe the responses of these managers as maladaptive; because these managers avoid challenging tasks, show little interest in tasks, and make little effort to get the job done when faced with difficulties (Dweck & Leggett, 1988:257-258). On the contrary, managers who are learning-oriented see these tasks as learning tools when faced with challenging tasks. In such conditions, when necessary, these managers actively choose these tasks in order to take on more difficult tasks and jobs that they can put more effort into, and they show an insistent attitude to take on the tasks. When faced with negativities, they resort to task-oriented problem solving. Within the scope of the literature review, the research model was developed and the hypotheses were tested by collecting data from employees with the job title "expert" at export-oriented companies. Given that the research was conducted in export-oriented businesses, it may be inappropriate to evaluate the results for each industry. As a result of the analyzes, it is supported by the hypotheses that logistics capabilities and learning orientation positively affect both financial-growth performance and export performance. It is recommended that future studies in a similar field be conducted by collecting data from different sectors and making comparative analyzes.

2. Literature Review

2.1. Logistic Capabilities (LC)

The extent to which companies fulfill their objectives is of great importance in terms of showing how well companies behave in accordance with the standards and performance criteria they have previously determined (Williams Jr et al., 2018:73). Logistics is defined as the management and control of the flow and storage of materials from the point of purchase to the conversion process and the final consumer (Lazar et al., 2021:2). Logistics capabilities are another critical skill for companies to gain competitive advantage in this highly competitive global economic environment (Rajagopal et al., 2018:108). It would be correct to say that as the global dimension of a company's conditions increase, the importance of logistics capabilities will increase at that level. In addition, the fact that the building blocks of the competitive environment we are in are now on speed, time, global environment and quality orientation, again shows that logistics capabilities are of critical importance. Logistics activities constitute the most basic element of an effective supply chain management, especially for manufacturing companies. Logistics capabilities controlled by companies are among the strategic resources of the company in terms of planning and implementing strategies based on improving operational efficiency and operational performance (Najafizadeh & Kazemi, 2019:228-229). Therefore, it can be assumed that logistics abilities have a positive effect on learning orientation and performance outcomes. Because the common features of logistics capabilities that provide

competitive advantage to companies are that they create cost advantages and enable companies to differentiate. Morash et al. (1996) in two-dimensional value analysis research, logistics capabilities separated according to external and internal operational factors; it consists of pre-sales customer service, after-sales customer service, delivery speed and quick solution/ responsiveness. Here, customer service is external oriented, while delivery speed and responsiveness are internal operational activities oriented. In addition, factors such as global distribution, delivery reliability, web-based order delivery, time management and integration are among the factors that create and affect logistics capabilities. The vital importance of logistics capabilities for company is parallel to the fact that companies are focused on logistics services (Joong-Kun Cho et al., 2008:340-341). Especially for these companies, logistics capabilities are a factor that has extremely important effects on company performance and therefore directly affects the market shares and financial performance of companies (Shang & Marlow, 2005:228). In this context, the research examines how logistics capabilities affect learning orientation, financial and growth performance, and export performance.

2.2. Financial and Growth Performance (FGP)

2.2.1. Measuring Firm Performance

When the studies carried out to measure firm performance are examined, it is very difficult to establish a general rule and indicator of growing enterprises. Each firm may show a tendency to grow with different variables within itself. Therefore, one of the key issues in the literature containing empirical work is to identify the growing firms and to find their determinants (Abbasi & Malik, 2015:335).

Financial Performance Concept: Companies need to be able to analyze the situation they are in and shape their company decisions according to the results of these analyses. The performance measurement of the enterprises at certain intervals or on a situation can reveal the advantages and risks of the enterprise. Financial performance is a subjective measure of how well a firm can use assets in its main business style and generate revenue. Analysts and investors use financial performance to compare similar firms in the same industry or to compare industries collectively (Onsongo et al., 2020:4-5). Financial performance directly determines the long-term goals of the enterprise and considers the performance of the enterprise in a holistic framework. A holistic performance analysis, such as the profitability of some or all parts of the business, can reveal the strategic success of the company. If the analysis results are below the expected performance, it means that the tactics and strategies applied by the company cannot be applied effectively or the strategies applied do not fit the structure of the company (Danso et al., 2019:892-893).

Growth Concept: Growth in companies, according to the characteristics of the company; it represents a quantitative increase in sales revenues, product variety, resource size, asset size and capacity utilization. In this context, increases and developments in the sales returns of the enterprise, in the products and markets, the increase in the size of the resources, and all kinds of developments expressed in numerical increases in the assets and capacities are the signs of growth (Efobi & Orkoh, 2018:525). If the growth performance is an important factor that increases the value of the firm, the question of whether it will always serve the purpose

of increasing the value for the firms comes to the fore under the assumption that the firm becomes larger and there is no change in other factors. More firm value will be created as capital investments are made in fields of activity that provide high return rates with high growth performance. When evaluated together with the cost of capital, return on capital invested and high growth rates are the factors that will ultimately determine the value of the firm (Jeong et al., 2020:3). In this context, the effects of logistics capabilities on financial and growth performance are examined in the research.

H1: The logistics capabilities of exporting companies have a positive effect on their financial and growth performance.

2.3. Export Performance (Ep)

Today, there is a serious tendency in companies to adopt an export-oriented growth strategy. The reason for this trend is that firms in developed and developing countries are aware of the possible and real benefits of this growth strategy. In addition, as exports help the expansion of the domestic market, economies of scale come into play and production can be realized at lower unit cost. Economies of scale also allow for more efficient use of existing resources (Callaghan, 2019:186). Export performance is the profit and market share of companies operating in the international market from the potential markets they target as a result of their marketing decisions, and the degree of satisfaction of company managers from the profit and market share (Chung et al., 2019:262). Assadinia et al. (2019) expressed export performance as a result of a firm's international sales. According to Chung & Ho (2021), export performance is evaluated as the degree of economic success of the firm in export markets. According to Ismail et al. (2018), on the other hand, export performance is an indicator of the extent to which the plans and strategies for exporting products to foreign markets achieve the economic and strategic goals of the company. Malca et al. (2020) defined export performance as the rate of economic progress in foreign markets, and the increase in the degree of economic success of the enterprise in the foreign market explains the export performance. Hofer et al. (2019) emphasized that it is important to deal with economic results when focusing on the financial impact that export performance can be evaluated with both economic and non-economic results. In this context, the hypothesis tested according to the explanations made in the literature is:

H2: The logistics capabilities of exporting companies have a positive effect on export performance.

2.4. Learning Orientation (Lo)

Learning orientation is the method used by companies and managers to obtain all the information the organization wants to learn or all the change it needs and to adapt to the ever-changing external environment (Alerasoul et al., 2021:2). In the evaluation of learning orientation, four dimensions are generally examined in the literature. These; team, system, learning and collective memory dimensions. As a result of factor analysis in the research model, these four dimensions, which represent the learning orientation variable, are tested with hypotheses.

2.4.1. Learning Orientation-Team (Lot)

What is meant by team-level learning means sharing, interpreting together, and reaching a group understanding within the group so that the information learned at the individual level can be learned by more audiences (Wang & Lei, 2018:584). For the realization of team-level learning activities, organizations must have systems to ensure this and a strong communication mechanism must exist. Without team learning, there is no organizational learning. With team-level learning, individuals can see the real and big picture and their skills increase. In team-level learning activity, learning will gain more meaning and will approach the absolute truth. Learning is an important factor in innovation and change, and team learning is important in innovation or overcoming limits (Stopford & Baden-Fuller, 1994:524). In this case, the effect of logistics abilities on team-level learning orientation and the effects of team-level learning orientation on performance outcomes become important. The hypotheses developed and tested in this context;

H3: The logistics capabilities of exporting companies have a positive effect on team-level learning orientation.

H4: Team-level learning orientation has a positive effect on financial and growth performance in exporting companies.

H5: Team-level learning orientation has a positive effect on export performance in exporting companies.

H15: There is a mediating variable effect of learning orientation at team level between logistics capabilities and financial and growth performance in exporting companies.

H16: There is a mediating variable effect of learning orientation at team level between logistics capabilities and export performance in exporting companies.

2.4.2. Learning Orientation-System (LOS)

System-level learning is; it is the process of sharing the common understanding and values obtained as a result of the learning achieved at the group level with the entire organization so that it becomes the behavior of the organization. With this process, the system, method, procedure, behavior patterns that are realized and created as a result of learning form the memory of the organization and become organizational knowledge that everyone can benefit from (Widiartanto, 2013:10). Behavior patterns of the organization change with system learning and organizational learning takes place as a result of this process (Chughtai & Buckley, 2010:245-246). System learning is not simply a summary of each member's learning. Organizations develop and maintain the learning system that communicates to others through organizational history and norms, as opposed to individual learning, affecting only the individuals at that moment (Fiol & Lyles, 1985:805-806). Organizations realize organizational change through learning. In this way, continuous change and development is realized in organizations. As a result of this change, organizations can adapt to the environment, develop their capacities and reach their goals (Senge, 1990:28). The hypotheses developed and tested in this context;

H6: The logistics capabilities of exporting companies have a positive effect on the learning orientation at the system level.

H7: System-level learning orientation has a positive effect on financial and growth performance in exporting companies.

H8: System-level learning orientation has a positive effect on export performance in exporting companies.

H17: There is a mediating variable effect of learning orientation at the system level between logistics capabilities and financial and growth performance in exporting companies.

H18: There is a mediating variable effect of learning orientation at the system level between logistics capabilities and export performance in exporting companies.

2.4.3. Learning Orientation-Learning (LOL)

Organizations realize their goals by learning, however, they continue their lives by adapting to the changing environment and can give the environment the shape they want. Organizations must have certain characteristics in order to realize their learning processes. Senge (1990) defined these features as five basic disciplines: systems thinking, personal mastery, mental models, shared vision, and team learning. Garvin (1993) recommends self-improvement in five areas: systematic problem solving, trying new approaches, learning from past experiences, learning from others and transferring knowledge. On the other hand, Baker & Sinkula (1999) stated that for organizations to be a learning-oriented organization, they must have a commitment to learning, shared vision and open-mindedness, and Calantone et al. (2002) stated that in order for organizations to acquire learning-oriented features, they should have the characteristics of determination to learn, shared vision, open-mindedness and internal knowledge sharing. The hypotheses developed and tested in this context;

H9: The logistics capabilities of exporting companies have a positive effect on learning orientation at the learning level.

H10: Learning orientation at the learning level has a positive effect on financial and growth performance in exporting companies.

H11: Learning orientation has a positive effect on export performance in exporting companies.

H19: There is a mediating variable effect of learning orientation at learning level between logistics capabilities and financial and growth performance in exporting companies.

H20: There is a mediating variable effect of learning orientation at learning level between logistics capabilities and export performance in exporting companies.

2.4.4. Learning Orientation-Common Memory (LOCM)

Common memory is a process that expresses the physical and cognitive storage of information for future use (Sinkula et al., 1997:308). The collective memory, which is formed as a result of learning in organizations and is an important resource for the continuation of the organization, is the common mind of the employees (Kuutti & Virkkunen, 1995:315). In other words, information that is valuable for the organization and obtained as a result of events such as the development of the organization and the experiences and transactions it has been

stored for future use creates the collective memory of the organization. Organizations obtain the information they need in their activities throughout the process, directly from experience, from the experience of others, or from shared memory (Hanvanich et al., 2006:601-602). Learning facilitates behavior change. For this reason, in a dynamic and turbulent environment, all organizations have to follow their learning processes, change their behavior and increase performance (Antunes & Pinheiro, 2020:141). The hypotheses developed and tested in this context;

H12: The logistics capabilities of exporting companies have a positive effect on the collective memory learning orientation.

H13: Shared memory learning orientation has a positive effect on financial and growth performance in exporting companies.

H14: The tendency to learn common memory has a positive effect on export performance in exporting companies.

H21: There is a mediating variable effect of collective memory learning orientation between logistics capabilities and financial and growth performance in exporting companies.

H22: There is a mediating variable effect of the collective memory learning orientation between logistics capabilities and export performance in exporting companies.

3. Methdology

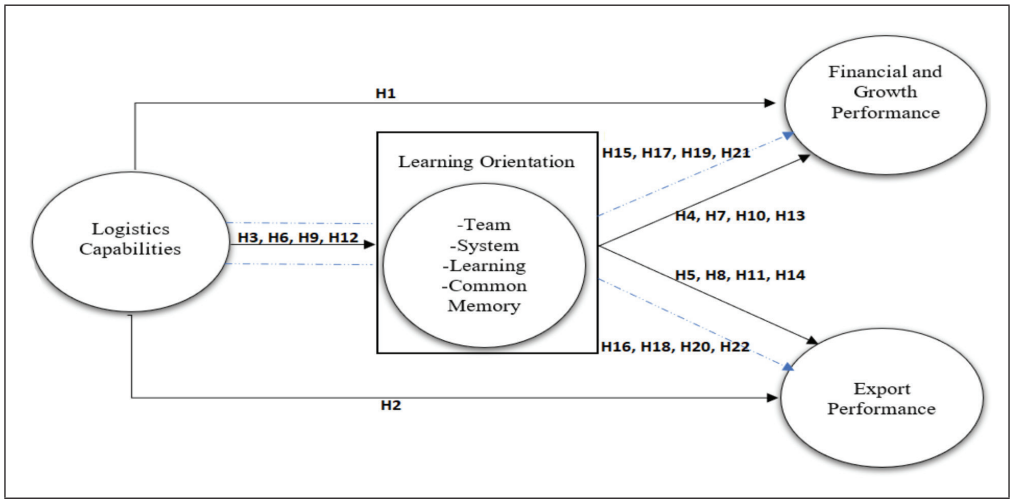
SmartPLS is one of the package programs used for PLS-SEM (Ringle et al., 2005). Data analysis was performed using this program. SmartPLS for analysis 3.3.5. version has been used. The program has been used extensively in Structural Equation Modeling analyzes in recent years.

In the measurement of export performance in variables; Very Bad (1) – Very Good (5), in measuring financial and growth performance; Very Bad (1) – Very Good (5), in the measurement of logistics capabilities; Very Bad (1) – Very Good (5), in the measurement of overall learning orientation (in terms of dimensions); A Likert type scale designed as Strongly Disagree (1) - Strongly Agree (5) was used. In order to avoid the Common Method Bias (CMB) problem during the implementation of the scale, anonymity was ensured in the questionnaire and an adequate response time was given to the participants. In the study, analyzes were made between 4 basic variables. Logistics capabilities exogenous, learning orientation, financial and growth performance, export performance variables are designed as endogenous variables. The learning orientation variable has 4 sub-dimensions (team, system, learning, common memory). While the hypotheses H1-H14 measure the direct effects, the hypotheses between H15-H22 are established for the mediation effect.

The created scale was applied to 983 authorized specialist employees working in foreign trade companies exporting in Turkey. The reason why the top/middle level employee constitutes the sample group is that they have strategic decision-making powers that can affect the performance of the company.

Scales, export performance scale Acikdilli et al. (2020) used the scales in their research. Financial and Growth Performance of the Business scale was adopted by Bao et al. (2020) and Deku et al. (2021). Logistics capabilities scale Fernandes et al. (2018) used the scale in their research. Learning orientation scale Hult et al. (2003) and Haldorai et al. (2021) used the scales in their research.

Figure 1: Conceptual Research Model



4. Analysis

The first part of the analysis is devoted to the results of factor analysis. First, whether the data is suitable for factor analysis is presented with Outer Loadings and Outer Weights values. The validity and reliability measurements of the model were made and tabulated. The second part of the analysis is reserved for Path analyzes for Structural Equation Modeling. Path Coefficient values and results of hypothesis tests are given. In order to control the significance of the data obtained in the study, Boostrapping of 5000 units was performed. The dataset has a measurement size of 983 units.

The results of the Confirmatory Factor Analysis performed in the SmartPLS program are given in Table 1. In the table, T statistics values showing the test result of Outer Weight, Outer Loading, and significance values of expressions (items) are given. It is preferable to present Inner VIF values in reflective models. These values are also given in the following tables.

Table 1: Factor Analysis Results

	Outer Loading	Outer Weight	T Stat.
EP1. Export sales volume	0.953	0.233	35.459
EP2. Export sales revenues	0.889	0.217	31.498
EP3. Export profitability	0.885	0.216	27.833
EP4. Share of exports in total sales	0.858	0.209	24.039
EP5. Overall export performance	0.883	0.216	28.893
FGP1. Your average net profit relative to your equity.	0.662	0.099	17.508
FGP10. Increase in the number of new customers.	0.703	0.106	18.747
FGP11. Your position in the competitive environment in the market in general.	0.771	0.116	22.023
FGP12. Your overall level of profitability.	0.713	0.107	20.866
FGP2. Your average net profit before tax relative to all your available resources.	0.711	0.107	20.400
FGP3. Net income from your core activities.	0.717	0.108	20.572
FGP4. Financial success of new products we introduce to the market.	0.762	0.115	22.931
FGP5. Your overall level of financial success.	0.790	0.119	22.874
FGP6. Average annual increase in our sales.	0.733	0.110	19.318
FGP7. Increase in the number of new products we introduce to the market.	0.744	0.112	20.123
FGP8. Increase in your market share compared to your leading competitors.	0.781	0.117	19.889
FGP9. Increase in the number of your employees.	0.687	0.103	16.771
LC1. The speed and reliability of our distribution access time	0.723	0.177	20.840
LC2. Low distribution costs	0.705	0.173	21.029
LC3. Our ability to make changes in logistics processes and product mix according to demand	0.777	0.191	27.824
LC4. The success of our pre-sales customer service management system	0.760	0.186	26.179
LC5. The speed of our reverse logistics process in resolving customer complaints	0.778	0.191	27.816
LC6. The capability of our employees to solve problems in logistics and warehousing	0.713	0.175	24.410
LC7. Our capability to differentiate our logistics services according to customer demands	0.740	0.181	25.995
LOCM1. We have a special mechanism that ensures that the experiences gained in our company are shared by everyone.	0.782	0.294	23.161

Table 1 continue

LOCM2. In our company. lessons are learned from unsuccessful initiatives and these lessons are shared with employees.	0.812	0.305	28.930
LOCM3. What we have learned from previous experiences in our company is not allowed to be forgotten by discussing it frequently.	0.773	0.290	21.558
LOCM4. The importance of knowledge and sharing is constantly emphasized in our company.	0.781	0.294	30.007
LOL1. In our company. the ability to learn is seen as the key to progress.	0.783	0.235	27.447
LOL2. Learning as a means of development is among the core values of the company.	0.782	0.235	28.410
LOL3. Our future is in jeopardy if we give up the importance we place on learning in our company.	0.712	0.214	21.412
LOL4. The resources allocated to employee training in our company are seen as an investment. not an expense.	0.846	0.254	28.578
LOL5. The importance given to learning in our company is increasing day by day.	0.839	0.252	28.617
LOS1. All units of our company are interconnected.	0.760	0.220	23.375
LOS2. Each unit knows how much value they add to our company.	0.870	0.252	36.170
LOS3. All activities carried out within the company are clearly and unequivocally defined.	0.814	0.236	30.366
LOS4. It is clear who does what in the company and it is known by everyone.	0.762	0.221	27.461
LOS5. The place and importance of all activities within the company is known by everyone.	0.846	0.245	31.116
LOT1. It is possible to see a strong team spirit at every level of our company.	0.832	0.240	31.327
LOT2. Teamwork between units is a widely used method in our company.	0.808	0.234	27.221
LOT3. There are unity of purpose among the employees in our company.	0.778	0.225	27.232
LOT4. The vision of our company is a vision accepted by everyone and developed jointly.	0.836	0.241	31.085
LOT5. Throughout the company. we take care to explain and share our vision with each other.	0.805	0.233	23.475

*P value less than 0,05

When Table 1 is examined, the outer loads of the Logistics Capabilities exogenous variable are in the range (0.705-0.778), the outer loads of the Team sub-dimension of the Learning Orientation variable are in the range (0.778-0.836), the outer loads of the System sub-dimension are in the range (0.760-0.870), the outer loads of the Learning sub-dimension are (The outer loads of the Common Memory sub-dimension were in the range (0.773-0.812), the outer loads of the Financial and Growth Performance endogenous variables were in the range (0.662-0.790), and the outer loads of the Export Performance endogenous variable were in the range (0.858-0.953). These values are 0.70 or higher is preferred (Wong, 2013:22-23). The absence of negative values in the Outer Weight values indicates that there is no multicollinearity problem between the variables. As a result of the 5000-unit Bootstraping process, it was revealed whether there was a significant relationship between the variables of the expressions or not. T values greater than 1.96 at the 0.05 significance level reveal that the expressions are significant for the variables. At the same time, all p value values obtained were found to be less than 0.05. These values also show the significance of the data set.

Variance Inflation Factor (VIF) values are one of the values that show whether there is a multicollinearity problem in the data set. It is desirable that this value be less than 5 (Hair et al., 2011:146-147).

Table 2: Inner Vıf Values

	Export P.	**FGP**
Common Memory	2.894	2.894
Logistics Capabilities	1.446	1.446
Learning	3.058	3.058
System	3.541	3.541
Team	3.319	3.319

Inner VIF values are given in Table 2. Since the model structure is Reflective, these values need to be interpreted and reported. It is a sufficient condition that the obtained values are less than 5. When the values in Table 2 are examined, it can be seen that all of the endogenous variables have VIF values below 5. There is no multicollinearity problem between the variables. After interpreting the Outer loading/weight, t stat and Inner VIF values, the reliability and validity values of the scale were calculated. The obtained values are given in Table 3.

There are seven expressions in the Logistics Capabilities variable, nine expressions in the Financial and Growth Performance variable, five expressions in the Learning sub-dimension of the Learning Orientation variable, five expressions in the System sub-dimension, five expressions in the Team sub-dimension, four expressions in the Common Memory sub-dimension, and five expressions in the Export Performance variable. Cronbach's Alpha and Rho_a values are values that are widely used as reliability indicators. If these values are above 0.70, it is a sufficient indicator of reliability. Composite Reliability and Average Variance Extracted values are calculated on outer loading values. The mean of the squares of the outer

loading values is equal to the AVE values. A value above 0.50 indicates that composite reliability is provided. Again, CR values are also a measure of reliability and it is preferred to be above 0.70 (Bagozzi & Yi, 1988:81). When Table 3 is examined, it can be seen that all the mentioned values are within the reference ranges. Construct reliability and validity are provided for the scale.

Table 3: Reliability Values

	Number of Items	Cronbach Alpha	rho_A	Composite Reliability (CR)	Average Variance Extracted (AVE)
Common Memory	4	0.867	0.867	0.867	0.620
LC	7	0.896	0.897	0.896	0.552
Learning	8	0.895	0.897	0.895	0.630
System	5	0.906	0.908	0.906	0.658
Team	6	0.906	0.907	0.906	0.659
Export P.	5	0.952	0.953	0.952	0.800
FGP	9	0.933	0.933	0.933	0.536

Table 4: Fornell-Larcker Criterion Values

	Common Memory	Lc	Learning	System	Team	Export	Financial
Common Memory	**0.787**						
LC	0.510	**0.743**					
Learning	0.758	0.492	**0.794**				
System	0.722	0.508	0.744	**0.811**			
Team	0.714	0.477	0.729	0.805	**0.812**		
Export	0.306	0.353	0.308	0.301	0.316	**0.894**	
Financial	0.440	0.461	0.476	0.468	0.436	0.519	**0.732**

Fornell & Larcker (1981) suggest that the "square root" of AVE of each latent variable should be greater than the correlations among the latent variables. Bold and underlined numbers in Table 4 show the values calculated according to the Fornell & Larcker rule. These values are calculated with the squares of the AVE values. Other values in Table 4 are the correlation coefficients between the variables. There is a positive correlation between all variables. The Fornell & Larcker criterion is used to check the discriminant validity. If the column and row with the values given in bold and underline in the table have the highest value, it means that the discriminant validity is provided. Fornell & Larcker criteria were met in discriminant validity control.

Table 5: Hererotrait-Monotrait Ratio Values

	Common Memory	Lc	Learning	System	Team	Export
LC	0.510					
Learning	0.760	0.492				
System	0.721	0.508	0.744			
Team	0.714	0.477	0.730	0.804		
Export	0.306	0.353	0.308	0.300	0.316	
Financial	0.439	0.461	0.474	0.467	0.434	0.518

Another measure used in discriminant validity is the Hererotrait-Monotrait Ratio value. It is preferred that these values be less than 0.85. Since all of the values in Table 5 are less than 0.85, it means that the discriminant validity is provided according to the HTMT criterion. Cross loading values are also used to determine discriminant validity. There must be a difference of at least 0.1 between the loading value for one factor and the loading value for another factor. No such problem was encountered in the cross loading control. After this stage, hypothesis tests can be started.

Path Coefficient Significant and Hypothesis test results: Tests were carried out on the structural model given in Figure 1. Those between H1-H14 of these tests are designed for direct effects. Path analysis results made in SmartPLS program are given in Table 6.

Table 6: Path Coefficient and Confidence Intervals Value

H	Path	O	M	STDEV	T Stat.	2.5%	97.5%	Decission
H1	LC→FGP	0.462	0.463	0.027	16.945	0.409	0.516	**Accept**
H2	LC→EP	0.354	0.354	0.029	12.229	0.296	0.410	**Accept**
H3	LC→Team	0.477	0.478	0.029	16.201	0.418	0.535	**Accept**
H4	Team→FGP	0.279	0.280	0.039	7.059	0.201	0.354	**Accept**
H5	Team→EP	0.191	0.191	0.038	5.017	0.112	0.265	**Accept**
H6	LC→System	0.508	0.509	0.028	18.383	0.453	0.565	**Accept**
H7	System→FGP	0.468	0.470	0.031	15.241	0.407	0.527	**Accept**
H8	System→EP	0.301	0.301	0.033	9.158	0.233	0.364	**Accept**
H9	LC→Learning	0.493	0.493	0.029	16.721	0.435	0.552	**Accept**
H10	Learning→FGP	0.477	0.479	0.029	16.301	0.419	0.536	**Accept**
H11	Learning→EP	0.309	0.309	0.032	9.622	0.247	0.373	**Accept**
H12	LC→CM	0.510	0.511	0.030	16.809	0.451	0.569	**Accept**
H13	CM→FGP	0.441	0.442	0.032	13.640	0.377	0.506	**Accept**
H14	CM→EP	0.306	0.306	0.033	9.168	0.244	0.371	**Accept**

For the significance tests of the results obtained, 5000 units of Bootstrapping were performed. Column with "O" shows original sample. Column with "M" shows Sample mean values. These values are Path Coefficient values. Interpreted as regression coefficients. T statistic values show whether there is a difference between the original values and the values obtained as a result of bootstrapping. The fact that these values are greater than 1.96 indicates that the path coefficient values are significant. Shows 2.5% and 97.5% confidence intervals. There should be no "zero" value between these values. When Table 6 is examined, there is no zero value in the intervals. The paths established for the model are meaningful. All hypotheses were accepted.

Table 7: Mediation Effect Path Results

H	Path	O	M	STDEV	T Stat.	2.5%	97.5%	VAF
H15	LC→Team→FGP	0.133	0.133	0.020	6.681	0.096	0.174	**0.22**
H16	LC→Team→EP	0.091	0.091	0.019	4.761	0.054	0.129	**0.20**
H17	LC→System →FGP	0.238	0.239	0.022	10.652	0.197	0.284	**0.34**
H18	LC→System→EP	0.153	0.154	0.020	7.542	0.114	0.194	**0.30**
H19	LC→Learning→FGP	0.235	0.236	0.023	10.338	0.192	0.282	**0.33**
H20	LC→Learning→EP	0.152	0.152	0.020	7.742	0.114	0.191	**0.30**
H21	LC→CM→FGP	0.156	0.157	0.021	7.391	0.117	0.199	**0.33**
H22	LC→CM→EP	0.225	0.226	0.025	9.116	0.179	0.275	**0.30**

The test results for the mediation effect are given in Table 7. To talk about the mediation effect, the path coefficients between dependent-mediation, dependent-independent and mediation-dependent variables must be significant. The effect between the dependent-independent variable is called the direct effect, and the effects between the independent-mediation and the mediation-dependent are called the indirect effect. The total effect is obtained by the sum of the indirect and direct effects. While measuring the mediation effect size, the ratio of the indirect effect to the total effect is examined (Nitzl & Hirsch, 2016:490). This gives the numerical extent of the mediation effect considered to be. If VAF values are below 20%, zero mediation effect is mentioned, while 20%-80% VAF value means partial, and more than 80% means full mediation effect (Hair et al., 2017:452). When the VAF values obtained according to the calculations are examined, it can be seen that all mediation effects are in partial mediation size.

5. Discussion

Suliyanto & Rahap (2012:135) explain the effect of learning orientation on business performance and innovation in their research on the importance of learning orientation. For this reason, the concept of learning orientation is an important criterion that should be used in organizations due to its positive effect on performance outcomes (Ebrahimi et al., 2018:452). Because, as a result of the analysis of the research conducted in the logistics sector, it is supported by hypotheses that the dimensions of learning orientation have a positive effect on

both export, financial-growth performance. Managers who are less motivated to learn may tend to ignore when faced with a challenging task, often to protect their self-image. Especially when these managers are faced with a challenging task, they may feel defeated. Because of this situation, there is a need for a mindset that gives importance to learning orientation in organizations. Zou & Stan (1998) examined the determinants of export performance on the basis of internal and external characteristics and controllable or uncontrollable factors in their research. While internal characteristics include applied marketing strategies, managerial attitudes and characteristics, and characteristics specific to the enterprise, external characteristics include industry characteristics, domestic and foreign market characteristics. In addition, controllable factors indicate the features that the company can easily change in the short run, while uncontrollable factors are the features that the company cannot change in the short run. Leonidou et al. (2002) classified the factors affecting export performance as managers' attitudes and experiences, company characteristics, industry characteristics, export marketing strategies and export market characteristics. In the study of Marandu (2008), the factors in question were classified at micro (business external environment, country characteristics, etc.) and macro (business internal environment, internal structure, management and implemented strategies, etc.). When the factors affecting export performance are examined, it is seen that it is possible for the internal and external situations to be effective. As a result of the analyzes in the research, it is supported by the hypotheses that the dimensions of logistics capabilities and learning orientation have positive effects on export performance. Matwiejczuk (2020) states in his research that logistics capabilities play an important role in the process of creating competitive power. And, it is explained that especially these capabilities are important factors that affect the company's competitive advantage in achieving the desired results in the market. The key dimensions of such an advantage are competitive position and market success. In the results obtained in the research, it is supported by hypotheses that logistics capabilities affect both learning orientation and export and financial and growth performance positively. When evaluated in terms of performance outputs, performance measurement, as an audit function, checks whether organizations comply with the participation requirements. At the same time, performance measurement is made to improve the activities of the institution as a learning purpose, to motivate the participants, and to help external institutions (Jackson, 2009:76). As a result of the analysis, it is supported by hypotheses that export performance and financial and growth performances of companies are positively affected by both logistics capabilities and learning orientation.

6. Conclusion

Capability is an essential part of strategic planning to identify and predict an organization's ability to maintain and improve its competitive position. Companies must seek solutions to competitive challenges through their core competencies in order to provide value to customers with their products and/or services. Companies often use their core capabilities for the purpose of gaining access to a wide variety of markets. At the same time, it is possible to provide benefits by offering value to customers in products and / or services, thanks to core capabilities. Therefore, companies can gain competitive advantage with core competencies in an intensely competitive environment. Another feature of the core ability is that such abilities should be difficult to emulate. A core capability that is easily imitated cannot be the

source of a sustained competitive advantage. There are internal and external components to logistics capability. Logistics must collaborate closely with other departments to plan, coordinate, and integrate cross-functional activities (Bowersox et al., 1999). From a strategic standpoint, logistics is capable of coordinating and integrating interdependent activities within key functional areas. However, positive effects on performance can be achieved as a result of efforts to increase efficiency, operational success and customer value through logistics development activities involving customers and suppliers. When evaluated in general, Logistics is to coordinate internal and external corporate resources, create enterprise supply chain capabilities by connecting systems and operational interfaces, and successfully manage operational synchronization (Mentzer et al., 2004:614). When learning orientation is evaluated, managers with low learning orientation often experience emotional burnout syndrome when faced with a stressful and psychologically challenging task (Cordes & Dougherty, 1993:637). For this reason, learning orientation, in which personal characteristics are determinant, is an important determinant in the development of managerial skills derived from the answers given by the managers and the experiences. Managers with low learning orientation see their work experiences as risky and stressful, and therefore they tend to show hesitant behaviors that will hinder learning. On the other hand, learning-oriented managers show higher performance in the aforementioned work experiences; they keep their perceptions and focus on education, and as a result, they increase their managerial characteristics (DeRue & Wellman, 2009:869). Leonidou et al. (2007) conducted a study on the criteria related to the factors that are thought to affect the export performance of the firm. In this research, they used a number of criteria such as production, marketing, R&D, finance, competition, foreign market, domestic market, local and foreign governments, customers, suppliers and intermediaries. By analyzing the results of 32 experimental studies covering the years 1974-2005 and covering more than 10 countries, they tried to determine from a critical point of view what initiatives could be taken to encourage relatively small firms to export. To date, 40 export performance criteria have been systematically determined by scanning the existing experimental literature, which has always been divided into external and internal discrimination, reactivity and proactivity. The holistic effect of the criteria was evaluated across all the studies examined, by ranking the performance criteria of each study analyzed in the aforementioned study in terms of intensities and importance. It has been revealed that depending on the time, country and industry branch, companies' ability to be encouraged to export may differ depending on various factors. In order for the company to continue its activities in a healthy way and to fulfill its functions such as decision-making, auditing and planning, its financial performance should be constantly evaluated. In this respect, the company manager needs to make an accurate performance measurement in order to answer questions such as what the current financial situation is, whether the financial performance in the past periods is satisfactory and whether it is falling behind from the competitors. As a result of the analysis, logistics capabilities and learning orientation can be considered to be important, as hypotheses are supported for export-oriented companies. Since the data in the research were collected from experts working in export-oriented companies, it would not be correct to evaluate the results for each sector. For this reason, the limited situation of the research should be evaluated by considering it. It is recommended to collect data from different sectors in similar studies that are planned to be conducted in the future, to make comparative analyzes and to bring the results to the literature.

Conflict of Interest

No potential conflict of interest was reported by the authors.

Contribution Rates

First Author Fatma SÖNMEZ ÇAKIR 40%, Second Author Songül YEŞİLOT ZEHİR 20%, Third Author Zafer ADIGÜZEL 40%.

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