

The Relationship between Learning Organization and Organizational Readiness for Change According to Seven Dimensions of Learning Organization

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ABSTRACT

This study examined the relationship between learning organization and organizational readiness for change has been made in the seven dimensions of learning organization. This study is a descriptive survey method. In this study, all employees of the Agricultural Bank of Borujerd city is based on a sample size of 210 subjects is Morgan Likert scale is a scale that was used for the questionnaire study. After adjusting, questionnaires and collected the questionnaires were analyzed using Cronbach's alpha coefficient equal to 961/0, respectively. The review of existing literature, the faculty supervisor and consultant for a number of professors and experts examined the questionnaire. For data analysis, regression testing, as well as single-sample t test was used. The results indicate that the continuous learning, inquiry and dialogue later, after encouraging team learning, collaborative learning, after being inclusive, then propel people toward collective thinking, the relationship between the environment, the strategic leadership of the Agricultural Bank of Borujerd city was established as a learning organization that is showing and the organization of the staff is above average and also based on regression analysis to examine the relationship between each of the seven dimensions of learning. Learning organizations were found between the seven dimensions of learning as Learning Organization. There is a significant relationship between organizational readiness for change.

Keywords: Learning Organization, Organizational Readiness, Change, Learning Organization, The Agricultural Bank.

INTRODUCTION

In a world of complexity and change is an integral feature; Science stream must be new and constantly evolving to be an effective response to the problems of the world (Alvani, 2007). Fortune magazine has been the most successful organizations are those organizations which are universally applicable. (Peter M. Senge, 2003, 10). Learning organization in the creation, acquisition and transfer of knowledge and modifying its behavior to reflect new knowledge and skills and constantly changing their ways in order to better data collection, management and use. (Bagheri, 2003). In fact, we can say that a learning organization, is to afford all insist on the importance and necessity of comprehensive and continuous training of staff and the unique role that such increase organizational efficiency and effectiveness have been conducted. (Ghahramani, 2006, 55).

Ways of thinking and acting are the product of its member organizations so if you want to change the organizational or a better way would be to give people enough time to change their ways of thinking and acting. Obviously, you cannot increase the training or management practices and controls to achieve such change. The charismatic leader is also responsible for education and cannot even request a change attitudes, beliefs, skills, capacity and commitment of individuals. Organizational learning requires new ideas and new methods and tools to management. By providing opportunities to do new things, to change the members of the organization to achieve sustainable capacity (Senge et al, 2006,66).

With the world moving toward integration and strengthening communication among us and move jobs to the complexity and dynamism, things should be more informative, not enough for a person to learn a whole. Now it is impossible to be on top of all the issues and all the following commands are great strategists. In the near future, the only organization can claim superiority that is capable of capabilities, commitment and capacity to learn at all levels of the organization to operate efficiently. The surround is achievable because we all have deep within a learner and a learner. The learner has achieved not only pervasive in our nature, but we're intrigued to learn. (Senge, 2003, 10-12).

RESEARCH BACKGROUND

People like Pedler, Burgoyne and Bydell (1989) have described the organizational learning that everyone can learn and continually develop their transformation makes. Senge's (1990) article entitled "The leaders' new work: building learning organizations" published. And then in the same year the book "The Fifth Principle: The Art and Practice of Learning Organization" and wrote to his theories about learning within their organizations described in detail. And a book entitled "The Dance of Change" with some of the experts in organizational learning, University of Massachusetts, has written that outlines the practical principles of learning organizations and how to deal with challenges, are discussed. (Sobhani, 2006). Organizational learning consists of a series of interactions between individual and group conformity and compliance across the enterprise (Cagelosi & Dill).

Organizational learning means the process by which members of the errors discovered and corrected them are (Argyris, C & Schon, D 1978) The Dajson "learning organization" is an organization that creates structures and strategies to promote organizational learning aids a. (Dajson, 1993, 375). The Garvin "learning organization" is an organization that has the ability to create and transfer knowledge and conduct its business so that moderation should reflect new knowledge and insights (Garvin, 1993, 80). Watkins and Marsik have provided a coherent model of organizational learning. They have stated that the concept of the learning organization: Organization that continuously learns and changes its and the learning organization is an ongoing process and strategic applications that can be integrated with work in order to make it work. Proposed model for the next seven different but related and correlated to the level of an individual, group and institutional provider. These dimensions and their definitions are described as follows:

Continuous learning: organizational efforts in order to generate continuous learning opportunities for all its members provide.

Inquiry and dialogue: the organization's efforts to create a culture of inquiry, feedback and learning experience points.

Team learning: Reflects the spirit of cooperation based on mutual trust and cooperation skills that can be used for effective teams.

Share Learning: Systems that reflect the efforts to set up systems that affect learning in the acquisition and sharing.

Collective Vision: The organizational process for creating and sharing a collective vision implies members and new insight about the gap between the current situations, will receive feedback.

Relationship with the environment: Global communication system to connect to the thinking and actions of the organization's internal and external environment are mentioned.

Strategic leadership: Measure that reflects the strategic thinking of its leaders, learn how to create change and move the organization in new directions, or to bear markets.

Change is one of the frequently used words in modern literature existing in Encyclopedia of political, economic, cultural and administrative evidence. (Galchubian, 2007, 1). The change in the definition: the process of transformation in attitudes, structures, policies, purposes and outputs of some organizational units occurs. (Hansen, 331, 1991). *First*, the "openness" or "de-freezing" is called a *stage* where people feel the need to be a change in the status quo. This step is usually the responsibility of management to motivate and provide the appropriate fields; People need to understand organizational change and new solutions to meet the challenges and existing bottlenecks should provide encouragement and support (Zomorodian, 2000, 119). *Second stage*. These steps, organizations or institutions to the new situation will change and inclusive behaviors, values and new modes of change processes and organizational structures. (Kamingzvaverly, 1996, 111). The *third stage* is the stage of "closure" is known for sure is the stage in which the changes were made to order and changes of attitude, skills, knowledge, modern human behavior is shaped and are stabilized.

MATERIALS AND METHODS

This study is a descriptive survey method. In this study, the research community, by any employee of the Agricultural Bank of Boroujerd city is based on a sample size of 210 subjects is Morgan. In order to increase the potential return more questionnaires were distributed to the sample size. After distributing the questionnaire, the samples (210) of 176 questionnaires were returned. It is observed that the rate of return is 83% of the survey questionnaire. The study employed a questionnaire scale, is the Likert scale. Regular series of Likert scale items (statements) that has been developed in a particular order, it is made of the categories is graded from one to seven. Finally, after adjusting, questionnaires and collected the questionnaires were re-calculated Cronbach's alpha coefficient equal to 0.961 obtained. A total of 30 questionnaires were collected and distributed to pilot test the questionnaire Cronbach's alpha coefficient for 0.963 obtained more than 0.7. This showed acceptable reliability.

Questionnaire study to be valid, the review of existing literature, the faculty supervisor and consultant for a number of professors and experts examined the questionnaire and the questionnaire was modified. The inferential statistical test, regression analysis, to study the relationship between learning organization and organizational readiness for change has been used. Single-sample t-test and to measure the impact of each of the seven dimensions of the learning organization has been used in order to determine the difference between the two averages is used.

ANALYSIS OF DATA

Hypothesis 1 – Is there any relationship between Continuous learning in the learning organization and organizational readiness for change?

Table 1: One-sample t-test Results for Hypothesis 1

Number of Respondents	Average	Standard deviation	T statistics	Degrees of freedom	Rate of Possibility	Hypothesis result
176	17/73	5/274	44/603	175	0/398	Be confirmed

The above table shows that the amount of information possible 398/0. With regard to the statistic T which is equal to 603/44 from the 05/0 with 175 degrees of freedom is significant that the first hypothesis is confirmed by research.

Table 2: Results of regression analyzes testing Hypothesis 1

Samples	Degrees of freedom	Regression	Test result
176	175	0/337	There is a significant relationship

According to the results of the test are presented, since the numerical value of the test criterion (337/0) is significantly less than the 05/0. There is no significant relationship between the change of continuous learning in the learning organization and organizational readiness.

Hypothesis 2 - Is there any relationship between questioning and dialogue in a learning organization and organizational readiness for change?

Table 3: One-sample t-test Results for Hypothesis 2

Number of Respondents	Average	Standard deviation	T statistics	Degrees of freedom	Rate of Possibility	Hypothesis result
176	28/55	7/715	49/087	175	0/582	Be confirmed

Table 4: Results of regression analyzes testing Hypothesis 1

Samples	Degrees of freedom	Regression	Test result
176	175	0/337	There is a significant relationship

According to the results of the test are presented, since the numerical value of the test criterion (337/0) level was significantly lower than 0/05, as a result, there is no significant correlation between the change in continuous learning and the learning organization, organizational readiness.

Hypothesis 3 - Is there any relationship between encourage team learning in organizational learning and organizational readiness for change?

Table 5: One-sample t-test results

Number of Respondents	Average	Standard deviation	T statistics	Degrees of freedom	Rate of Possibility	Hypothesis result
176	17/60	4/523	51/629	175	0/341	Not confirmed

The above information suggests the likely 341/0. With regard to the statistic T which is equal to 629/51 from the 05/0 with 175 degrees of freedom is significant for the third hypothesis is confirmed by research.

Table 6: Results of regression analyzes testing Hypothesis 3

Samples	Degrees of freedom	Regression	Test result
176	175	0/642	There is a significant relationship

The test results are presented and it is because the numerical value of the test criterion (642/0) was significantly higher than the level of 0/05, the relationship between learning organization and encourages team learning in organizational readiness for change there.

Hypothesis 4 - Is there any relationship between collaborative learning in inclusive learning organization and organizational readiness for change?

Table 7: One-sample t-test results for Hypothesis 4

Number of Respondents	Average	Standard deviation	T statistics	Degrees of freedom	Rate of Possibility	Hypothesis result
176	17/06	6/658	33/997	175	0/502	Be confirmed

The above information suggests the likely 502/0. With regard to the statistic T which is equal to 997/33 from the 05/0 with 175 degrees of freedom is significant of the four research hypotheses are confirmed.

Table 8 Results of regression analyzes testing Hypothesis 4

Samples	Degrees of freedom	Regression	Test result
176	175	0/798	There is a significant relationship

According to the results of the test are presented, since the numerical value of the test criterion (798/0) was significantly higher than the level of 0/05, the relationship between the spread of cooperative learning in the learning organization and organizational readiness for change there.

Hypothesis 5 - Is there any relationship between propel people toward collective thinking, learning organization and organizational readiness for change?

Table 9 One-sample t-test results for Hypothesis 5

Number of Respondents	Average	Standard deviation	T statistics	Degrees of freedom	Rate of Possibility	Hypothesis result
176	17/17	4/891	46/571	175	0/396	Be confirmed

The above information suggests the likely 396/0. With regard to the statistic T which is equal to 571/46 from the 05/0 with 175 degrees of freedom is significant for the fifth research hypothesis is confirmed.

Table 10 Results of regression analyzes testing hypothesis 5

Samples	Degrees of freedom	Regression	Test result
176	175	0/562	There is a significant relationship

According to the results of the test are presented, since the numerical value of the test criterion (562/0) was significantly higher than the level of 0/05 is the result of a significant relationship between pushing people toward collective thinking and learning organization organizational readiness for change there.

Hypothesis 6 - Is there any relationship between the relationship of the environment and the learning organization, organizational readiness for change?

Table 11 One-sample t-test results for Hypothesis 6

Number of Respondents	Average	Standard deviation	T statistics	Degrees of freedom	Rate of Possibility	Hypothesis result
176	24/12	4/891	47/312	175	0/510	Be confirmed

The above table shows that the amount of information possible 510/0. With regard to the statistic T which is equal to 312/47 from the 05/0 with 175 degrees of freedom is significant for the six research hypotheses are confirmed.

Table 12 Results of regression analyzes testing Hypothesis 6

Samples	Degrees of freedom	Regression	Test result
176	175	0/625	There is a significant relationship

According to the results of the test are presented, since the numerical value of the test criterion (625/0) was significantly higher than the level of 0/05, the communication link between the environment and the learning organization, organizational readiness for change there.

Hypothesis 7 - Is there any relationship between agents of strategic leadership in the learning organization and organizational readiness for change?

Table 13: One-sample t-test results for Hypothesis 7

Number of Respondents	Average	Standard deviation	T statistics	Degrees of freedom	Rate of Possibility	Hypothesis result
176	25/85	8/026	42/730	175	0/605	Be confirmed

The above information suggests the likely 605/0. With regard to the statistic T which is equal to 730/42 from the 05/0 with 175 degrees of freedom is significant for the seven research hypotheses are confirmed.

Table 14: Results of regression analyzes testing hypothesis 7

Samples	Degrees of freedom	Regression	Test result
176	175	0/655	There is a significant relationship

According to the results of the test are presented, since the numerical value of the test criterion (655/0) was significantly higher than the level of 0/05 is the result of a significant relationship between strategic leadership in the learning organization and organizational readiness for change there.

The main hypothesis: between learning organization and organizational readiness for change are related.

Table 15 Results of regression analyzes testing the main hypothesis

Samples	Degrees of freedom	Regression	Test result
176	175	0/540	There is a significant relationship

According to the results of the test are presented, since the numerical value of the test criterion (540/0) was significantly higher than the level of 0/05, the relationship between learning organization and organizational readiness for change there.

CONCLUSION

According to the results of the single-sample t test for the continuous learning possible value for the next (398/0), after discussion and dialogue possible value (582/0), then to encourage team learning, likelihood values (341/0) after being inclusive collaborative learning possible value for the next (502/0), then propel people toward collective thinking to the next possible value (396/0), then the relationship between the environment, the more likely (510/0), the possibility of strategic leadership practices (605/0), the Agricultural Bank of Boroujerd city was confirmed as a learning organization indicating that the organization of the staff is above average and also based on

regression analysis to examine the relationship between seven continuous learning dimension such as discussion and debate dimension, encouraging team learning dimension, being inclusive collaborative learning dimension, pushing people toward collective thinking dimension, the relationship with the environment dimension, Strategic Leadership and the learning organization were found between the seven learning the dimensions of the learning organization and organizational readiness for change, there is no correlation.

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