

Examining the Relationship between Features of Learning Organization and Receiving Learning by Organization Based On Michael Marquardt Model

(Case Study: Bank Pasargad Mashhad branches)

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Abstract:

The present study has evaluated the characteristics of a learning organizations based on Michael Marquardt models in Pasargad Bank branches. Data were collected through Michael Marquardt's two questionnaires of learning organization and Vick and Leon's questionnaire on assessing the merits of learning organization. The purpose of this study was to evaluate the characteristics of a learning organization of Pasargad Bank in Mashhad branches. So, five hypotheses have been brought that the independent variables by five dimensions of learning dynamics, organizational change, making people strong, technology and knowledge management and dependent variables comprise the learning organization. This study in case of research objectives is functional and is based on descriptive-correlation approach. The statistical population included all of Mashhad Pasargad Bank branches total of which are 155 cases and using Cochran's formula and simple random sampling method, 110 of them were selected as statistical sampling. 19 spss software for data analysis is used which in both descriptive and inferential statistics, data have been analyzed. To investigate assumptions Pearson have been used. The results suggest that the dynamics of the learning can impact on learning organization. The component of organizational change has an impact on learning organization. Component of making people powerful, knowledge and IT management can also impact on learning organization. The regression equation also shows that the independent variables of learning dynamics plays the main role (partial correlation) With the 0.588 and then component of making people powerful with partial correlation coefficient of 0.252 will play its role in the learning organization.

Keywords: learning organization, organizational learning, knowledge management

1. Introduction:

In the 21st century organizations have been confronted with a huge wave of changes with features known as globalization and the global economy, technology, intensive development in the work world, customers increasingly influential, introducing knowledge and learning as major assets organizational, changing roles and expectations of employees, diversity and mobility of labor, changes and turmoil that spread rapidly (Marquardt, 2011; 3).

In such an environment that the only constant phenomena is a change, organizations can't avoid confronting the challenges of learning and teaching and only think about their own survival. Therefore, organization's approach to knowledge and learning as an important resource to create core competencies and outshine the competition has changed (Jamali, 2005).

In many organizations members working there have the ability to learn more than those of rival companies and can more quickly embrace changes and have more benefits in competition stage. For this reason, many companies are currently trying to restructure the organizational plans and willing to do it as a learning organization (Senge, 2011). In the learning organization everyone is involved in identifying and solving problems and organization thereby can learn new experiences and increase its abilities. Problem solving is a core value of the learning organization, while the traditional organization was designed in a way that only increases efficiency (Carson, 2007).

In systematic definition a learning organization is an organization that learns with power and collectively and their ongoing change is in a way with aiming the success of organization to better collect, manage and use data (Akhavan, 2002).

According to Peter Senge (1997), the major problem of organizations today facing is that they aren't often able to identify the threats and their effects and fail to create all of the options and solutions, in other words, organizations have difficulty in learning. To achieve the potentials to transform the organization into a learning organization, it is sometimes done with many problems. Continuous renewal of the organizational structure, a new and effective measure to adapt to new environments can sometimes cause organizational decline. On the features of a learning organization, every scholar's idea could become a model for the organization to provide a learning organization. In this study, we tried to create an integrated and adapted model from Michael Marquardt's learning organization model, five components of it as a management requirement of learning organizations is considered to step towards the applicability of this idea based on the review of the relationship between the characteristics of a learning organization (Michael Marquardt) with organizational learning of Bank Pasargad in Mashhad branches.

So the banks as a basic economic system of each country's monetary have indispensable role in the economy of any society. Pasargad Bank as one of the most prominent private banks in the country and even at the regional level should

increase learning by more effort to achieve the standards of the learning organization to be able to use their experiences and put aside repetition.

2- Learning organization:

Theorists who have tried to describe the learning organization are numerous. People like Pedler, Borgen and Boidel (1989), see organizational learning as an organization that everyone can learn and continually develop their evolution and change as effective. But the approach of the learning organization as a learning system was introduced in the early twentieth century by Frederick Taylor. He believed when management realities for a manager are determined and expressed, he easily could pass on his knowledge and increase organizational efficiency but according to most scholars, the concept of learning organizations since the end of the twentieth century has attracted the attention of numerous people. Louis (2002) considers organizational learning as an organization where employees continually acquire new knowledge and share it and want to use that knowledge in making decisions and carrying out their activities. According to Saterland (2006) learning organization is an organization in which people at all levels individually and collectively changes their abilities to achieve their desired outcome. Watkins and Marsik have identified seven distinct and interrelated dimensions of learning organization at three levels: individual, group and organizational.

Table 1 Explanations trend of LO: (Jamali, 2005)

Defining learning organization	Experts
Is an organization in which people are constantly developing capacity to create desired results, where new and developed patterns of thought grown, collective idea can be freely promoted and people are continually learning how to learn	Senge(1990)
Is an organization with five main process that includes: 1- a systematic problem solving 2- testing new approaches 3- learning from experiences and histories 4- Learning from the best (competitors) 5- fast and efficient transfer of knowledge to the organization as a whole	Garvin(1993)
Organization in the creation, acquisition and dissemination of knowledge is skillful and modifies its behavior consistent with new knowledge and insights	Garvin(1994)
Organization with continued and increased capacity to learn, adaption and change, and support and accelerates structures, norms, policies, its organizational practices and values and learning by all staff	Nervis et al (1995)
Organizational learning is against learning organization, and point out how learning occurs widely in organizations while learning organization is describing the systems, principles and characteristics of the organization as a whole group that learn.	Marquardt (1996)
Organization that facilitates learning for all staff and consciously would change their surroundings. According to it learning organization has eleven facilitated features in this regard.	Pedler et al (1997)
Organizational learning occurs even when programs are successfully done and when the programs have been failed; the process is identifying reasons Successes, failures and their revisions.	Argyris(1999)
Organization based on improved performance improves the results continuously	Griego et al (2000)
Organization in which all people are involved in problem solving and organization to continuously experiment, change and improvement is capable and increases its capacity based on its goals' promotion, learning and achievement.	Rowden (2001)
Organization in which all staff are constantly on the diffusion of knowledge and have the desire to use their knowledge to make decisions or activities of the working	(2002)Lewis
Organization that has a suitable cultural, processing and structural aspect that supports the learning. Cultural aspects include vision, values, assumptions and behaviors that will support the learning environment. Processing aspects that help individual development and learning through identifying learning needs and its facilitation. Structural aspect provides a means to support learning activities and executed in work place.	Armstrong and Foley (2003)
Organization that consciously is managed towards learning and learning is an important component in values, vision, goals and also in its daily operations and monitoring	Moilanen(2005)
Organization that has a supportive learning environment (psychological security, embracing differences, and acceptance of new ideas, practices and processes of productive learning, collecting, interpreting and disseminating information) and organizational leaders encourage learning.	Garvin, Edmonson and Gino(2008)

3- Research background

- McClure (2008) in MA thesis from Canada entitled “developing employee’s capability skills to create a learning organization” showed that with the development of individual competencies of the organization, the employees can better know themselves and will have better interactions and the decisions taken by them is better so with increasing

capabilities of personnel and human resource development can lead organizations towards a knowledge oriented organization.

• Raintry (2008) in the United States as part of his doctoral dissertation entitled “organizational learning in public administration” indicates that in the public sector organizational learning can increase the effectiveness of managers accumulatively because in the sector managers are faced with an uncertain environment that organizational learning and its mechanisms can be effective in preventing unsafe environment and cause by increasing capabilities managers will give a more appropriate response to their environment.

• Khalilm (2008) in the United States in his PhD dissertation entitled “the relationship between learning organization culture, job satisfaction and organizational commitment in the banking sector has explained. The results indicated that cultural dimensions of learning organization as positively and significantly are associated with organizational commitment and job satisfaction.

4- Research analytical model

Michael Marquardt has provided learning organization systematic model for identifying and creating a learning organization. This model is comprised of five subsystems that are interdependent and reinforce each other power.

1- The learning system evaluates types of learning (especially practical learning) and learning skills (where Senge have considered).

2- Review organization sub system, vision, culture, strategy and organizational structure.

3- People sub system, the entire business supply chain, employees’ leaders, customers, business partners, suppliers and the community are considered as the key players of learning organization.

4- The IT sub system will show how technology can improve the speed and quality of learning and knowledge management.

5- Knowledge subsystems: Knowledge subsystem of the learning organization refers to knowledge acquisition and creation management in organization. This subsystem includes the acquisition, creation, storage, analysis and data mining, transmission, dissemination and application and validation of knowledge (Marquardt, 2006, 41-42).

This research has been done based on Marquardt systematic learning organization

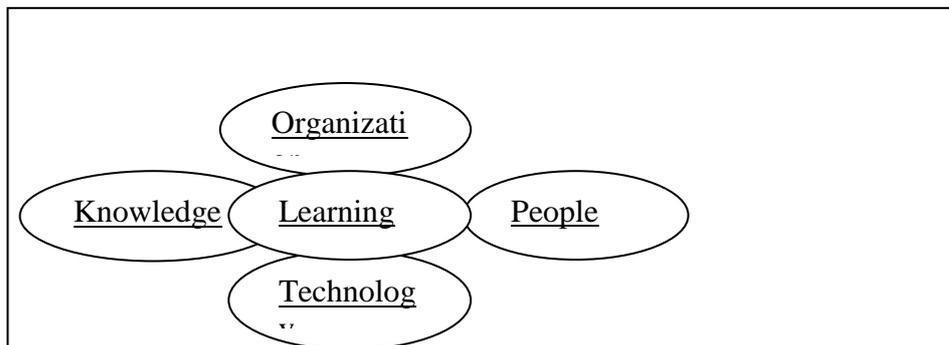


Figure 1: Research analytical model

5. Research hypotheses

Hypotheses that are discussed in this study are as follows:

- 1- Significant relationship between dynamics of learning with organization learning ability
- 2- Significant relationship between organization evolution with organization learning ability
- 3- Significant relationship between powerful individuals with organization learning ability
- 4- Significant relationship between knowledge management with organization learning ability
- 5- Significant relationship between technology application with organization learning ability

6. Research methodology:

This study sought to examine the relationship between characteristics of learning organization and an organization learning ability based on Michael Marquardt model; Thus, according to the applied purpose and methods of data collection is quantitative non-experimental research; and is carried out in terms of descriptive and correlation. The population consisted of 155 in Mashhad Pasargad Bank staff and the sample size is 110 subjects that were selected as stratified proportional sampling based on Cochran's formula. Means used in this study consists of a standard questionnaire by Michael Marquardt (2002), which is comprised of 27 questions and measures five dimensions of learning dynamics, organizational change, making individuals powerful, knowledge management, technology deployment and learning organization questionnaire contains nine questions. Internal coordination, content and face validity of both questionnaires used in the study were approved by experts. Reliability coefficient of the questionnaire was assessed using Cronbach's alpha coefficient which is: 0.75. To check the normality of the variable distribution Kolmogorov-Smirnov test was used and according to research subject, data analysis using Spearman correlation coefficients and multivariate regression (stepwise) which was performed using the statistical software of spss19.

7- Research findings:

In this section, the main hypothesis and sub-hypotheses were investigated and analyzed statistically and the results of which are presented as follows:

For research variables normality Kalmogorov-Smirnov test was used. In this test the null hypothesis can be expressed as <related variable has normal distribution in the community>.

Table 2: Kolmogorov-Smirnov test to verify the normality of the variables

LEARNING ORGANIZATION	Use of information technology	KNOWLEDGE MANAGEMENT	Powerful employees	Organizational Transformation	Dynamics of learning	
2.5182	2.5515	3.2064	3.2686	2.7176	2.4023	Average
.67201	.61817	.45074	.67830	.67752	.69862	Standard Deviation
1.467	1.704	1.403	2.056	1.394	1.593	Kolmogorov-Smirnov Z
.027	.006	.039	.000	.041	.012	Significant Level

Ks test based on level of significance which in all variables is less than 0.05, we can conclude that the null hypothesis (distribution of the X variable is normal) is rejected. In other words, distribution of all the above variables is not normal. To evaluate and test research hypotheses, nonparametric tests were used.

Testing the research hypothesis

- 1- There is a significant relationship between dynamics of learning and organization learning capability.

Table 3: Spearman correlation test between the dynamics of learning and the learning organization

Learning Organization		
0.623	The correlation coefficient	Dynamics of learning
0.00	Significant Level	

Spearman correlation test significance level is less than 0.05 as a result the null hypothesis that there is no significant relationship between the dynamics of learning and the learning organization is rejected and another hypothesis is confirmed. In other words, by increasing and improving the learning dynamics in organization (To share properties and continuous learning by groups and units and encourage them to learn) will add the level of organizational learning (increasing individual or organizational capacity leading to an efficient operation of person).

2- There is a significant relationship between organization transformation and organization learning capability

Table 4: Spearman correlation test between organizational change and the learning organization capability

Learning Organization		
0.416	The correlation coefficient	Dynamic of Organization
0.00	Significant Level	

The significance level is less than 0.05, so that the null hypothesis of no significant relationship between organizational change and organizational learning rule is rejected and another hypothesis is confirmed.

3- There is a significant relationship between powerful personnel and learning organizations capability.

Table 5: Results of Spearman correlation test between the powerful personnel and learning organization capability

Learning Organization		
0/612	The correlation coefficient	Powerful employees
0/000	Significant Level	

The third sub-hypothesis, test significance level is less than 0.05. That is there is a significant relationship between powerful staff and learning organizations capability.

4- There is a significant relationship between knowledge management and learning organizations capability.

Table 6: Results of Spearman correlation test between knowledge management and the learning organization capability

Learning Organization		
0/545	The correlation coefficient	Knowledge Management
0.000	Significant Level	

As it is clear, the significance level is less than 0.05 therefore there is a significant relationship between knowledge management and learning organizations capability.

5- There is a significant relationship between technology application and learning organization capability.

Table 7: Results of Spearman correlation test between technology application and the learning organization capability

Learning Organization		
0/450	The correlation coefficient	Technology deployment
0.000	Significant Level	

The significance level is less than 0.05 therefore there is significant relationship between deployment of technology and the learning organization capability.

6- Regression analysis of the effect of the learning organization component with the learning organization capability

Table 8: Results of multiple correlation coefficients of the regression model

Standard error of estimate	Standardized coefficient of multiple determination	Coefficient of multiple determination (R ²)	Multiple correlation coefficient (R)	MODEL
0.51304	0.417	0.422	a)0.650(1
0.48804	0.473	0.482	(b)0.694	2

R is called the correlation coefficient sample between observed values of x_i and y of data. Squared correlation coefficient (coefficient of determination) is used as a measure of the closeness of the linear relationship. So in the above table of model 1 when the learning dynamics variable is in the model, the amount of R^2 is 0.422 and in the second model after inputting variable of making people powerful this amount increases to 0.482. It should be noted that other aspects of the learning organization due to being the most significant than the 0.05, have not entered into the regression model.

Table 9: Results of variance analysis

SIGNIFICANT LEVEL	F	SQUARE AVERAGE	FREEDOM LEVEL	SQUARE SUM	SOURCE	MODEL
(a)0.0	79.011	20.797	1	20.797	Regression	1
		0.263	108	28.427	Sum	
			109	49.224	Total	
(b)0.0	49.831	11.869	2	23.738	Regression	2
		0.238	107	25.486	Remainder	
			109	49.224	Total	

Based on the above analysis of variance table the three-level model (ANOVA) test was significantly less than the 0.05 that represents a significant variable of learning dynamics in model 1 and dynamics of learning and making people powerful variables in model 2.

Table 10: Results of regression coefficients model

SIGNIFICANT LEVEL	T	STANDARDIZED COEFFICIENT	NON-STANDARDIZED COEFFICIENT		SOURCE	MODEL
		Partial correlation coefficients (beta)	Error in estimation	coefficients		
0	5.777		0.176	1.016	Fixed amounts	1
0	8.889	0.650	0.070	0.625	Dynamics of learning	
0.180	1.349		0.256	0.343	Fixed amounts	2
0	8.188	0.588	0.696	0.565	Learning dynamics (1x)	
0.001	3.514	0.252	0.071	0.250	Of powerful individuals (2x)	

Based on the coefficients in Table 2 models, statistical models is in the following: $y = 0.565X_1 + 0.250X_2$

In this section using data obtained from statistical surveys, we determine the contribution of each variable. Beta in testing the significance of regression coefficients in the table indicate the rate of change of the dependent variable (based on standard deviation units) per unit change in the standard deviation of independent variable. Accordingly, the learning dynamics variables (partial correlation) have the most roles with the 0.588 and then making people powerful variant with the partial correlation coefficient of 0.252 will play its role in the learning organization.

7- Discussion and conclusion:

Hypothesis test results indicate that all research hypotheses are confirmed and the regression results also show that the dynamics of learning and powerful individuals have the ability to predict the independent variable and based on variance analysis table in all three mentioned models have a significance level of less than 0.05 which represents a significant variable of the dynamics of learning in model 1 and dynamics

of learning and powerful individual variables in model 2.

The results obtained in this study show that in general it seems that the establishment of a learning organization and its subsystems in Pasargad Bank branches of Mashhad because it is higher than the mean so it has been accepted. These findings were the same as research findings at Ohio State University and management of social security organization in Chahar mahalo Bakhtiari. The findings of the study are also

more appropriate than the findings in Department of Social Security Organization in Tehran and Islamic Republic of Iran Broadcasting vice presidency. But because the creation of the concept of learning organization makes sense with change, transformation, improvement and continuous process of learning, therefore, it is far from the ideal situation. Because there was no evidence of a similar experiment in this case; therefore it can be concluded that the organization under study has a comprehensive programs and integration of the implementation. The organization and especially the monetary and banking organizations operating in the field require creating a learning organization and its subsystems in different sectors; needs strong theoretical and empirical evidence on which this study as an introduction and a proposal for future research in this area is to be introduced.

But what is important in this study is that there is a significant difference between the mean score of organizational learning subsystems in the organizations under study and the dynamics of learning is in the first place. These analytical results are against the research findings at Ohio State University in which the dynamics of learning has the lowest average. The present findings are consistent with research findings in Pasargad Bank's branches in Mashhad with highest average by dynamics of learning in the subsystem. It is necessary to establish the existence of significant differences between these sub systems is due to the fact that, according to Marquardt, the five subsystems are dynamically interdependent and complementary and if a subsystem is poor or not existed; other subsystems will dramatically be weakened. However, gaining the first rank by learning the subsystem of people learning dynamics may be found the reason that this will be looking for in two interrelated subjects. First, generally developing countries have consensus on the objectives that the changes are necessary to achieve them. Overall dynamics of learning in different social processes occurs within and between organizations. Changing and innovation go forward always with conversation and this conversation shall be headed by government managers to help organizations via this in creating a learning organization. In other words, it can be considered that making powerful people and dynamics of learning in order to create a learning organization constitutes a change; but this change would have been able to have considerable part in changing so it is indispensable to pay attention to other subsystems to create a learning organization.

- ✓ With regard to the above we can offer to Pasargad Bank executives to provide learning environment for their staff and provide direction how to learn (more learning). Administrators are advised to line up for the

environmental challenges to develop appropriate organization culture for sharing tacit knowledge among individuals and in performing appropriate task give employees proper feedback to enable them to learn their own experiences. The role of each employee in the formulation of a comprehensive outlook of Bank Pasargad shall be considered and the views of individual staff members should be used. Higher management in their vision shall consider the learning organization and its features and then when the organization became committed to learning, it should inform this vision to the employees. Prospects for all employees and all the organization are a noble goal that gives them the power of strategic thinking and planning. In addition, people usually want to do something that would follow a defined purpose and be joyful for them to understand. Managers will be also offered to create flexible structures to maximize the rise of multilateral communication and learning at all levels. Measures to streamline the organization structure can be included as: lack of organizational focus, reengineering, activities integration, removing barriers to communication, reducing administrative hierarchy and ... finally, managers are advised to apply the best technology for learning in organizations. Because organizations that do not have integrated information technology or capabilities to use them will be confronted in a complete loss of acquisition, storage, deployment and transfer of knowledge. Technology is also affecting the quantity and quality of learning. Technology accelerates data flow and storage over than non-electronic method. Technology updates the information easier and provide better access to supplies and makes organizational learning for staff exciting. Finally, for future researchers is recommended to review the impact on the performance of the learning organization and knowledge management for Pasargad Bank and other economic institutions and compare their findings with the findings of the present study.

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