LEARNING ORGANIZATION AND READINESS TO CHANGE

AT HANJIN SHIPPING LINE MALAYSIA

By:

SYARIFAH NIZAHA BINTI SAID KHAIRANI

Project Paper Submitted to

Othman Yeop Abdullah Graduate School of Business

Universiti Utara Malaysia

in Fulfillment of the Requirements for the Master of Human Resource Management

PERMISSION TO USE

In presenting this dissertation/project paper in partial fulfillment of the requirements for a Post Graduate degree from the Universiti Utara Malaysia (UUM), I agree that the Library of this university may make it freely available for inspection. I further agree that permission for copying this dissertation/project paper in any manner, in whole or in part, for scholarly purposes may be granted by my supervisor(s) or in their absence, by the Dean of Othman Yeop Abdullah Graduate School of Business where I did my dissertation/project paper. It is understood that any copying or publication or use of this dissertation/project paper parts of it for financial gain shall not be allowed without my written permission. It is also understood that due recognition shall be given to me and to the UUM in any scholarly use which may be made of any material in my dissertation/project paper.

Request for permission to copy or to make other use of materials in this dissertation/project paper in whole or in part should be addressed to:

Dean of Othman Yeop Abdullah Graduate School of Business
Universiti Utara Malaysia
06010 UUM Sintok
Kedah Darul Aman

ABSTRAK

Perubahan persekitaran yang berlaku adalah hasil daripada pembaharuan teknologi, perubahan sosial, ekonomi dan demografi serta perubahan perilaku pengguna telah memberikan cabaran serta kesan yang amat besar terhadap organisasi perkapalan serta kepimpinannya untuk menentukan organisasi mencapai status ' First Class " agar setaraf dengan organisasi perkapalan yang lain di rantau ini. Untuk mencapai status "First Class", organisasi mestilah beroperasi secara berterusan dan sentiasa bersedia untuk menerima perubahan. Untuk merealisasikan matlamat ini, pihak pengurusan organisasi telah mencadangkan agar Hanjin Shipping Line Malaysia hendaklah berusaha untuk menjadi sebuah Organisasi Pembelajaran. Tujuan kajian ini adalah untuk mengkaji hubungan antara profil organisasi pembelajaran iaitu dinamik pembelajaran, transformasi organisasi, penurunan kuasa, pengurusan pengetahuan dan aplikasi teknologi dengan kesediaan untuk berubah. Seramai 175 pekerja mengambil bahagian dalam kajian ini. Responden untuk kajian ini adalah terdiri daripada pekerja Hanjin Shipping Line Malaysia Sdn Bhd, cawangan Hanjin Shipping Malaysia yang merupakan syarikat perkapalan Korea yang terbesar dan salah satu daripada sepuluh syarikat perkapalan kontena utama di dunia. Data ini telah dianalisis dengan menggunakan *"Statistical Package for Social Science"* (SPSS) versi 15. Analisis deskriptif dengan mengambil mean digunakan untuk menganalisis tahap profil organisasi pembelajaran dan kesediaan terhadap perubahan. Dapatan kajian menunjukkan bahawa terdapat hubungan yang signifikan antara lima profil organisasi pembelajaran iaitu dinamik pembelajaran, transformasi organisasi, penurunan kuasa, pengurusan pengetahuan dan aplikasi teknologi dengan kesediaan untuk berubah. Dinamik pembelajaran mempunyai hubungan yang tertinggi dengan $r = 0.490$ diikuti oleh tranformasi organisasi dengan $r = 0.257$, penurunan kuasa dengan $r = 0.243$, aplikasi teknologi dengan $r = 0.167$ dan pengurusan pengetahuan dengan 0.145.

Kata Kunci: dinamik pembelajaran, transformasi organisasi, penurunan kuasa, pengurusan pengetahuan, aplikasi teknologi

ABSTRACT

The environmental forces that stem from the technological advancement, social changes, economic, demographic and changes in consumerism have placed great challenges to the shipping organization and its leaders in ensuring their organizations achieved a first class status in order to be aligned with other shipping organization. In order to achieve such world class standard, organizations must continually operate in a state of transformation. Therefore, organization management have suggested that Hanjin Shipping Line Malaysia need to develop into a Learning Organization. The purpose of this study is to investigate the relationship between learning organization profile namely learning dynamic, organization transformation, people empowerment, knowledge management and technology application with readiness to change. A total of 175 employees participated in this study. The respondents are employees of Hanjin Shipping Line Malaysia Sdn Bhd, a Malaysia branch of Hanjin Shipping which is Korea's largest and one of the world's top ten container carriers. The data was analyzed using "*Statistical Package for Social Science*" (SPSS) version 15. Descriptive analysis technique using mean was used to analyze the learning organization profile while regression analysis was used to analyze the relationship between learning organization profile and readiness to change. The result indicated that there is a significant relationship between five learning organization profile namely learning dynamic, organization transformation, people empowerment, knowledge management and technology application with readiness to change. Learning dynamic has the highest correlation with $r = 0.490$, followed by organization transformation with $r = 0.257$, people empowerment with $r = 0.243$, technology application with $r = 0.167$ and lastly knowledge management with $r = 0.145$.

Keywords: learning dynamic, organization transformation, people empowerment, knowledge management, technology application

ACKNOWLEDGEMENT

First and foremost, my praise to Allah S.W.T, whose blessing and guidance has helped me to complete this project paper. Peace be upon our Prophet Mohammad S.A.W who has given light to mankind.

The completion of this project paper would not have been possible without the support and encouragement of several people. Hence, I would like to take this opportunity to show my gratitude to those who have assisted me in a myriad of ways.

My highest and most sincere appreciation goes to my beloved parents, brothers and sister who have encouraged and guided me to be independent and supported me to believe in myself. I will always be grateful to my parents for providing, supporting and advising me with great patience and attention in everything that I had done not only in this project paper but also my master program. Thank you for your support and encouragement.

I would also like to express my heartfelt thanks to my supervisor Dr.Norazuwa Mat for her invaluable advice, understanding, insight, knowledge and encouragement. Thank you for your helpful advice and support.

I would like to express my high appreciation to all the lecturers that have teach me during my Master program in Universiti Utara Malaysia and to all my friends. I would also like to thank all staffs of Hanjin Shipping Line Malaysia Sdn Bhd that assisted me in completing the questionnaire. Thanks again to everyone including those who I have probably forgotten to mention here.

TABLE OF CONTENTS

LIST OF TABLES

LIST OF FIGURE

CHAPTER ONE

INTRODUCTION

1.1   Introduction

In order to be successful in the market, organization must be ready to change in every aspect. Otherwise, the organization will lose its ability to compete with other competitors. What will be needed is determination to continue fighting regardless of any uncertainty that the future may hold. There will be no tomorrow and organization will not survive unless they are willing to change. Organization must desperately believe that "Change is Survival" and "Crisis is Opportunity". Only change can turn crisis into opportunity. Crisis can be overcome with undefeatable spirits and genuine changes. Organization need to change in order to face difficult times and to increase their chances of long term survival (Christian & Stadtlander, 2006). Change involved shifting from one stage to another or breaks down existing structures and create new one (Chonko, 2004). The causes of change might include technology, communication, diversified customer needs, government laws and regulations and market volatility.

All members of the organization have the opportunity to suggest change. They must also be given opportunity to be involved in the change process and must be given opportunity to provide feedback (Waddell & Sohal, 1998). During the process of implementing change, the organization must remember that change will always involve risks. In order to reduce this risk, the member of the organization must be ready for changes which will be made by the organization. Managers will spend significant time and energy dealing with resistance if changes fail to happen.

The contents of the thesis is for internal user only

REFERENCES

Abd. Kadir, M. B. (2009), *Learning Organisation : Membentuk Budaya Belajar Dalam Organisasi,* Kuala Lumpur : PTS Professional Publishing Sdn. Bhd.

Ackerman, L. S. (1984) Development, Transition or Transformation: The Question of Change in Organizations. *Organizational Development Practitioner*. December, 1–8.

Akin Aksu, Bahattin Özdemir, (2005) Individual learning and organization culture in learning organizations: Five star hotels in Antalya region of Turkey, *Managerial Auditing Journal,* 20(4), 422 - 441

Andrews A.P, John Simon, Feng Tian, Jun Zhao, (2011) The Toyota crisis: an economic, operational and strategic analysis of the massive recall, *Management Research Review*, 34(10), 1064 – 1077

Antonacopoulou, E. P., & Gabriel, Y. (2001). Emotion, learning and organizational change: Towards an integration of psychoanalytic and other perspectives. *Journal of Organizational Change Management, 14*(5), 435–451.

Apostolou, A (2000). Employee Involvement Dissemination of innovation and Knowledge management techniques. *Technical University of Crete*

Appelbaum, S. H. & W. Reichart (1997). How to Measure an Organization's Learning Ability: A Learning Orientation: Part I. *Journal of Workplace Learning*, 9(7), 225-239.

Argote, L. (2000). Organizational Learning. *Administrative Science Quarterly, 45*(3), 622-625.

Argyris, C. & Schon, D.A. (1996), *Organizational Learning II: Theory, Method, and Practice*, United States of America, Addison – Wesley Company, Inc.

Armenakis, A. A., & Harris, S.G. (2002). Crafting a change message to create transformational readiness. *Journal of Organizational Change Management, 15*(2), 169–183.

Armenakis, A. A., Harris, S. G., & Mossholder, K. W. (1993). Creating readiness for organizational change. *Human Relations, 46*(6), 681–703.

Armstrong, A., & Foley, P. (2003). Foundations for a learning organization: Organization learning mechanisms. *The Learning Organization, 10*(3), 74 – 82.

Armstrong, H. (2000), The learning organization*: changed means to an unchanged end, Learning*, 29(2),183-200

Ashford, S. J. (1988). Individual Strategies for Coping with Stress during Organizational Transitions. *The Journal of Applied Behavioral Science*, 24 (1), 19-36.

Baek, D.H (20 October 2006). *PI E-Newsletter Vol.12*. Retrieved March 21, 2013, from www.gw.hanjin.com

Baker, W.E. & Sinkula, J.M. (1999) The synergistic effect of market orientation and learning orientation, *Journal of the Academy of Marketing Science*, 27(4), 411–27.

Baldwin, T. T., Danielson, C., & Wiggenhorn, W. (1997). The evolution of learning strategies in organizations: From employee development to business redefinition. *Academy of Management Executive, 11*(4), 47–58.

Bandura, A., & Locke, E. A. (2003). Negative self-efficacy and goal effects revisited. *Journal of Applied Psychology, 88*(1), 87-99.

Beckhard, Richard, Reuben Harris (1987)**,** Organizational Transitions: Managing Complex Change**,** Reading, Mass: Addison-Wesley Pub. Co

Beer, M. (1987). Revitalizing organizations: Change process and emergent model. *Academy of Management Executive,* 1(3), 51-55.

Bennett, J.K. & O'Brien, M.J (1994). The builiding Blocks of the Learning Organization. Training, 31(6), 41-49.

Bernerth, J. (2004). Expanding our understanding of the change message. *Human Resource Development Review, 3*(1), 36-52.

Berrio, A. (2003). An organizational culture assessment using the competing value framework: a profile of Ohio State University Extension. *Journal Editorial Office (online)* (http://www.joe.org/joe/2003april/a3.shtml)

Bhasin, R. (1998) There is nothing new under the sun, pulp and paper, .72(11), 31.

Bienerth, Jeremy. (2004).Expanding our understanding of the change message, Human Resource Development Review, 3(3), 36-52.

Bill Buckler, (1998) Practical steps towards a learning organisation: applying academic knowledge to improvement and innovation in business processes, Learning Organization, 5(1), 15 – 23

Brashers, D. E. (2007). A theory of communication and uncertainty management. In B. Whaley & W.Samter (Ed.), Explaining communication theory (201-218). Mahwah, NJ: Lawrence Erlbaum

Bridges, W. (1980). *Transitions: Making sense of life's changes*. Reading, MA: Addison- Wesley.

Buller, P. F., Saxberg, B. O., & Smith, H. L. (1985). Institutionalization of planned organizational change: A model and review of the literature. In L. D. Goodstein & J. W. Pfeiffer (Eds.), *The 1985 Annual: Developing Human Resources.* Tucson, AZ: University Associates.

Bullock, R. J., & Batten, D. (1985). It's just a phase we're going through: A review and synthesis of OD phase analysis. *Group & Organization Studies, 10*(4), 383–412.

Cameron, K.S., Quinn, R.E. (1999), *Diagnosing and Changing Organizational Culture: Based on the Competing Values Framework*, Addison-Wesley, Reading, MA.

Carter, E. (2008), Successful change requires more than change management, *The Journal for Quality and Participation*, 31 (1), 20-3.

Coakes, S.J., Steed, L., & Dzidic, P. (2007). *SPSS Version 13.0 for Windows : Analysis Without Anguish*. Australia : John Wiley and Sons AustraliaLtd.

Coch, L., & French, J. R. P. (1948). Overcoming resistance to change. *Human Relations, 1,* 512-532.

Cho, A.R (20 April 2005*). PI LIVE POLL.* Retrieved March 20, 2013, from www.gw.hanjin.com

Cho, A.R (31 October 2006). *The Change Acceptance Survey Result.* Retrieved March 21, 2013, from www.gw.hanjin.com

Chodak M (2001). The Call for LO. Retrieved on March 2012, from http://www.rec.org/REC/Programs/EMTC/Insight/vol12/learning.html

Chonko, L.B. (2004), Organizational readiness for change, individual fear of change, and sales managers' performance: an empirical investigation, *Journal of Personal Selling and Sales Management*, 24 (1), 7-17.

Chonko, L. B., Dubinsky, A. J., Jones, E., & Roberts, J. A. (2003). Organizational and individual learning in the sales force: An agenda for sales research. *Journal of Business Research, 56*(12), 935–946.

Chua Yan Piaw. (2007). Kaedah dan Statistik Penyelidikan: Kaedah Penyelidikan Buku 1. Kuala Lumpur: McGraw- Hill.

Covin, T. J., & Kilmann, R. H. (1990). Participant perceptions of positive and negative influences on large-scale change. *Group & Organization Studies, 15,* 233-248.

Cross, R. and L. Baird (2000). Technology is not Enought: Improving Performance by Building Organizational Memory. *Sloan Management Review*, 41(3), 69-78.

Crossan, M.M,. Lame, H.W & White, R.E.(1999), An Organization Learning Framework: From Intuition to Institution, *Academy of Management Reviews*, 24(3), 522 – 537.

Dalkir, K. (2005). *Knowledge management theory and practice.* Boston, MA: Elsevier: Butterworth-Heinemann.

Dawson, P.(2005). Changing manufacturing practices: An appraisal of the processual approach. *Human Factors and Ergonomics in Manufacturing, 15*(4), 385– 402.

De Geus, A. P. (1997). *The Living Company.* Cambridge, Mass.: Harvard Business School Press,

De Geus, Arie P. (1998). Planning as Learning. *Harvard Business Review 66* (March – April): 70 -74

Dennis R. Self, Mike Schraeder. (2009) Enhancing the success of organizational Change: Matching readiness strategies with sources of resistance, *Leadership & Organization Development Journal*, 30(2),167 – 182

Desimone, R.L.,Werner, J.M., and Harris, D.M.(2002).*Human resource Development*, 3rd edition, Orlando, FL: Harcourt.

Dibella, A.j., Nevis, E.C. & Gould, J.M. (1996), Understanding Organizational Learning Capability." Journal of Management Studies, 33(3), 361 – 379

Dixon, N.M. (1994). *The organizational learning cycle: How we can learn collectively.* New York: McGraw-Hill.

Dixon, P (1998). *Futurewise: Six Faces of Global Change,* Harper Collins, London

Dixon, N. (1994). *The organizational learning cycle: How we can learn collectively.* Maidenhead, UK: McGraw-Hill.

Dobson, C. (2008). Can the key characteristics of a learning organisation be found in our general practice? *Education for Primary Care*, 19, 74–79.

Dodgson, M. (1993). Organizational learning: A review of some literatures. *Organization Studies, 14*(3), 375-394.

Drew, S.A, and Smith, P.A (1995). The learning organization : change proofing strategy. *The Learning Organization Journal.* 2(1), 4-14

Dunham, R. B., Grube, J. A., Gardner, D. G., Cummings, L. L., & Pierce, J. L. (1989). T*he development of an attitude toward change instrument*. Paper presented at the Academy of Management Annual Meeting, Washington, DC.

Earl, M. (1994), Viewpoint: new and old business process redesign, *Journal of Strategic Information Systems*, 3(1), 5-22.

Easterby-Smith, M., Snell, R. and Gherardi, S. (1998) 'Organizational Learning: Diverging Communities of Practice?', *Management Learning* 29: 259–72.

Eby, L.T., Adams, D. M., Russell, J. E. A., & Gaby, S. H. (2000). Perceptions of organizational readiness for change: Factor related to employees' reactions to the implementation of team-based selling. *Human Relations, 53*(3), 419–428.

Edmondson, A. C. (2002). The local and variegated nature of learning in organizations: A group-level perspective. *Organization Science*, *13*(2), 128-146.

Edmondson, Amy C (2002), The *Local and Variegated* Nature of Learning in Organizations. *Organization Science*, 13(2), March–April *2002*.

Edwin, T. (15 March 2012). *All in Process*. Retrieved March 21, 2012, from www.gw.hanjin.com

Fiol, M.C. and Lyles, M.A. (1985), Organizational learning, *Academy of Management Review*,10, 803-13.

Fisher, D. (2001), Promoting Change VIA the Concept of the "Learning Organization." http://www.newfoundations.com/OrgTheory/Fisher721.html

Galpin, T.J. (1996), *The Human Side of Change: A Practical Guide to Organizational Redesign*, Jossey-Bass, San Francisco, CA.

Garratt, B. (1995). An old idea that has come of age. *People Management.* 1(19), 25-28.

Garratt, B. (2001). The Learning Organization: Developing Democracy at Work. HarperCollins Business

Garvin, D. A. (1993) Building a Learning Organization. *Harvard Business Review* July–August, 78–91.

Garvin, D.A. (1993). *Learning in Action : A Guide to Putting the Learning Organization to Work.* Boston: Harvard Business School Press.

Gephart, M.A., Marsick, V.J., Van Buren, M.E., & Spiro, M.S. (1996). Learning Organizations come alive, *Training & Development*, 50(12), 35-45.

Giesecke, J., & McNeil, B. (2004). Transitioning to the learning organization. *Library Trends, 53*(1), 54–67.

Glover, J. (1993). Achieving the organizational change necessary for successful TQM. *International Journal of Quality & Reliability Management, 10*(6), 47–64.

Goodman, P. S., Bazerman, M., & Conlon, E. (1980). Institutionalization of planned organizational change. In B. M. Staw & L. L. Cummings (Eds.), *Research in organizational behavior* (Vol. 2). Greenwich, CT: JAI Press

Goh, S. C. (1998). Toward a learning organization: The strategic building blocks. *S.A.M. Advanced Management Journal, 63* (2), 15–20.

Grates, G. F. (1998). *Building a world class organization*. Communication World, 15 (6), 41-43.

Guha, S., Grover, V., Kettinger, W.J. and Teng, J. (1997), "Business process change and organizational performance: exploring an antecedent model", *Journal of Management Information Systems*, 14, 119-54.

Guilford, J.P., & Fruchter, B. (1978). Fundamental *statistics in psychology and education* (6th Ed.). New York : McGraw Hill.

Guns, B. (1996). The faster learning organization: gain and sustain the competitive edge. New York: Jossey-Bass Inc.

Hair J.F., Money A.H., Samouel P. & Page M. (2007). *Research Methods for Business*. England : John Wiley & Sons, Ltd.

Harrison, R., & Stokes, H. (1992). *Diagnosing organizational culture*. San Francisco: Pfeiffer.

Healey, J. (2005). *Statistics – A Tool For Social Research*. 7th Ed, Thomson Wadsworth, USA.

Hill, R. (1996). A Measure of the Learning Organization. *Industrial and Commercial Training,* 28(1): 19-25.

Hitt, W.D. (1995). The Learning Organization: Some Reflections on Organizational Renewal. *Leadership & Organization Development Journal*, 16(8), 17-25.

Holland, G. (1986), Excellence in Industry:Developing Managers – A New Approach', Speech, Dorchester Hotel, London

Holt, D.T. (2000). The measurement of readiness for change: *A review of instruments and suggestions for future research.* Paper presented at the Annual meeting of the Academy of Management, Toronto, Canada.

Hopkins, Will G. (2000). *Quantitative Research Design*. Retrieved March 20, 2014 from http://sportsci.org/jour/0001/wghdesign.html

Huber, G. (1991), Organizational learning: the contributing processes and the literatures, *Organization Science*, 2 (1), 88-115.

Hussain,Fareed; Lucas, Caro; Ali, M.Asif. (2004). Managing Knowledge Effectively. *Journal of Knowledge Management Practice*

Isaac, S. & Michael, W.B. (1990). Handbook in research and evaluation. (2nd ed.). San Diego, CA: EdITS Publishers.

Jacobs, G., Keegan, A., Christe-Zeyse,J., Seeberg I., & Rund, B.   (2006).   The fatal smirk Insider accounts of organizational change processes in a police organization.   *Journal of Organizational Change Management,19 (2), 173-191.*

Jager,A K & A H Lokman (1999*): Impacts of ICT in Education. The Role of the Teacher and Teacher Training,* European Conference on Educational Research, Lahti, Finland.

Karash, R.   (1998) Learning-Org Dialog on Learning Organizations.   Retrieve from Internet from http://www.std.com.

Keramati, A., Afshari-Mofrad, M., & Kamrani, A. (2011). The role of readiness factors in E-learning outcomes: An empirical study. Computers and Education, 57(3), 1919-1929.

Ketterer, R.   F., & Chayes, M.   M.   (1995).   Executive development: Finding and growing champions of change.   In D.   Nadler, R.   Shaw, and E.   Walton (Eds.) *Discontinuous change: Leading organizational transformation* (35-44).   San Francisco: Jossey-Bass.

Kim, D.H. (1993), The Link between individual and organizational learning, *Sloan Management Review*, 35(1), 37 -50.

King, W.R. (2001), Strategies for creating a Learning Organization. Information Systems Management, 18(1), 10-12.

King, W. R. (2001). Strategies for creating a LO. Information systems Management, 18(1), 12-10.

Kissler, G.D. (1991), *The Change Riders: Managing the Power of Change*, Addison-Wesley, Reading, MA.

Kotter, J.P. (1995), Leading change: why transformation efforts fail, *Harvard Business Review*, 73, 59-67.

Kotter, J. P. (1996).   *Leading change.*   Boston, MA: Harvard Business School Press.

Kotter, J. P., & Heskett, J. L. (1992).   *Corporate culture and performance*.   New York: Free Press.

Kotter, J.P., Schlesinger LA. (1979), Choosing strategies for change. Harvard Business Review, 57(2), 106–114.

Krejcie, R. V. & Morgan, D. W. (1970). Determining sample size for research activities. *Educational and Psychological Measurement, 30*, 607-610.

Laffey, J., Tupper, T., Musser, D., & Wedman, J. (1998). A computer-mediated support system for project-based learning.*Educational Technology Research and Development, 46*(1), 73–86.

Lähteenmäki, S, Toivonen, J and Mattila, M (2001) Critical aspects of organisational learning research and proposals for its measurement. *British journal of management*, 12, 113 – 129.

Larkin, T. J., & Larkin, S. (1994). *Communicating change: How to win employee support for new business directions.* New York: McGraw-Hill.

Lawrence E, (1998). Some thoughts on turning a government organization into a learning organization. Public Service Commission of Canada. Retrieved March 15, 2013 http://www.psccfp.gc.ca/research/knowledge

Lee, K.B (14 March 2005). *CEO Message - Process Inovation ! - Our Success*. Retrieved March 20, 2013, from www.gw.hanjin.com

Lee, K.B (30 November 2004). *PI, Its Myth and Truth*. Retrieved from March 20, 2013, from www.gw.hanjin.com

Lee, M. (1995). Learning for Work: Short-Term Gain or Long-Term Benefit? *Personnel Review*, 24(6), 29-42.

Leitch, C., R. Harrison, et al., (1996). Learning Organizations: The Measurement of Company Performance."*Journal of European Industrial Training*, 20(1), 31-44.

Lewin, K. (1947). Frontiers in group dynamics. *Human Relations, 1*, 5–41.

Lewin, K. (1951). *Field theory in social science—Selected theoretical papers.* New York: Harper & Row.

Lewin, K. (1997). *Resolving social conflicts: And, field theory in social science*. Washington, DC: American Psychological Association.

Lines, R. (2004). Influence of participation in strategic change: resistance, organizational commitment and change goal achievement, *Journal of Change Management*, 4(3), 193-215

Lorenzi NM, Riley RT. (2000). Managing change: an overview. J Am Med Inform Assoc 7(2):116–124.

Lubit, R. (2001). Tacit knowledge and knowledge management: The keys to sustainable competitive advantage. *Organizational Dynamics,* 29 (3), 164-178.

Lucas, C. (2008). Understanding the influence of organizational culture and group dynamics on organizational change and learning. *The Learning Organization, 15 (3), 277-287.*

Madsen, S. R., John, C. R., & Miller, D. (2006). Influential factors in individual readiness for change. *Journal of Business and Management, 12*(2), 93.

Malhotra, K. Naresh. (2004). Marketing Research: An Applied Orientation. Upper Saddle River, New Jersey: Pearson Education International.

Marquardt, M. J. (1996). Building the learning organization: A system approach to quantum improvement and global success, New York: McGraw-Hill Co.

Marsick, V. J., & Watkins, K. E. (1999). *Facilitating learning organizations: Making learning count.* Aldershot, England: Gower.

Marsick, V. J., & Watkins, K. E. (2003). Demonstrating the value of an organization's learning culture: The Dimensions of Learning Organizations Questionnaire. *Advances in Developing Human Resources, 5,* 132–151.

Matthews, P. (1999) *Workplace learning: developing an holistic model*, Learning Organization, The, 6(1), 18 - 29

Maurer, R. (1996). *Beyond the wall of resistance: Unconventional strategies that build support for change.* Austin, TX: Bard Books, Inc.

Maurer, R. (2001) Building a foundation for change. *Journal for Quality & participation* 24(3) : 38 -39.

McCain, B. (1996), Multicultural Team Learning: An Approach Towards Communication Competency' , Management Decision, Vol. Competency' , *Management Decision*, 4(6), 65-68.

McCall, M. W., Jr. (1993). Developing leadership. In J. R. Galbraith, E. E. Lawler, and Associates (Eds.), *Organizing for the future* (170-184). San Francisco: Jossey-Bass.

McFarlane, D.A. (2008). Effectively Managing the 21st Century Knowledge Worker. *Journal of Knowledge Management Practice, Vol. 9, No. 1, March 2008.* Retrieved from http://www.tlainc.com/articl150.htm

McGill, M. E., & Slocum, J. W. (1993). Unlearning the organization. *Organizational Dynamics, 22, 67-79.*

McManus, S.E., Russell, J.E.A., Freeman, D.M. and Rohricht, M.T. (1995). *Factors related to employees' perceptions of organizational readiness for change. Paper presented at the annual meeting of the Academy of Management, Vancouver, BC, Canada.*

McNabb, D. E., & Sepic, E. T. (1995). Culture, climate, and total quality management: Measuring readiness for change. *Public Productivity & Management Review, 18*(9), 369–385.

Miller, V. D., Johnson, J. R., & Grau, J. (1994). Antecedents to willingness to participate in a planned organizational change. *Journal of Applied Communication Research,22*(1), 59–80.

Mintzberg, H. and Waters, J. (1985), Of strategies deliberate and emergent, *Strategic Management Journal*, 6, 257-72.

Moran, J. W. and Brightman, B. K. (2001) Leading organizational change, *Career Development International*, 6(2), 111-118.

Olivera, F. (2000). Memory Systems in Organizations: An Empirical Investigation of Mechanisms for Knowledge Collection, Storage and Access. *Journal of Management Studies*, 37(6): 811-832.

Ortenblad, A. (2001). A typology of the idea of the learning organization. *Management Learning, 33*(2), 213-230.

Parish, J. T., Cadwallader, S. & Busch, P. (2008). Want to, need to, ought to: employee commitment to organizational change. *Journal of Organizational Change.* 21 (1), 32-52.

Park, K.S (30 December 2004). *Process Innovation, is it optional.* Retrieved March 20, 2013, from www.gw.hanjin.com

Park, M.H (16 May 2012) *PDT Message for Company Anniversary*. Retrieved March 25, 2013, from www.gw.hanjin.com

Park, S.E (20 June 2013). *[PDT message] We need to change!*. Retrieved March 25, 2013, from www.gw.hanjin.com

Parker, W. T. (1997). Assessing change readiness of your organization. *Bank Marketing* 29 (4): 28-29.

Pemberton J. D. and Stonehouse G. H. (2000), Organisational Learning and Knowledge Assets – An Essential Partnership, *The Learning Organization*, 7 (4), 184 – 193

Peter Y.T. Sun, John L. Scott, (2003) Exploring the divide – organizational learning and learning organization, *Learning Organization*, 10(4), 202 – 215

Pfeiffer & Jones (1978). The 1978 Annual handbook for group facilitators. Sandiego, CA

Pourdehnad, J.; Warren, B.; Wrigth, M. & Mairano, J. (2006): Unlearning/Learning Organizations – The Role of Mindset. In: *Proceedings of the 50th Annual Meeting of the International Society for the Systems Sciences.* ISSS 2006 Papers, Sonoma State University, Sonoma, CA.

Probst, G., & Büchel, B. (1997) *Organizaional Learning. The Competitive Advantage of the Future.*Prentice Hall

Prokesch, S. E. (1997). Unleashing the Power of Learning: interview with British Petroleum's John Browne. *Harvard Business Review* 75(5), 146- 68

Rafferty, A.E., & Simons, R. H., (2006). An examination of the antecedents of readiness for fine-tuning and corporate transformation changes. *Journal of Business and Psychology, 20 (3), 325-350.*

Rashid, Z. A., Sambasivan, M., & Rahman, A. A. (2004). The influence of organizational culture on attitudes toward organizational change. *Leadership & Organization Development Journal, 25*(1/2), 161–179.

Rebecca Fatima Sta Maria (2003). Innovation and organizational learning culture in the Malaysian Public Sector. *Human Resource Development International*, 6(4), 205-215.

Reynolds R. and Ablett A. (1998) Transforming the rhetoric organisational learning to the reality of the learning organisation, published in The Learning Organisation, Volume 5, Number 1, 1998, 24-35.

Rhee, H.J (25 November 2013)). *Embrace PI and Be the Future.* Retrieved March 25, 2013, from www.gw.hanjin.com

Robert JR., E.A. (1998), Team Training: When is Enought, Enought? *Business Journal Serving Fresno and the Central San Joaquin Valley*, (322301), 18 – 20.

Roos, G., Roos, J., Edvinsson, L. and Dragonetti, N. C. (1997), Intellectual Capital: Navigating in the New Business Landscape, New York: New York University Press.

Roselina A. Saufi, Syed Azizi Wafa and Mohd. Yusoff Zainun Hamzah. (2000). Leadership style preference of Malaysian managers. Paper presented at ANZAM 2000 Conference, Sydney, Australia.

Rousseau, D. M., & Tijoriwala, S. A. (1999). What's a good reason to change? Motivated reasoning and social accounts in promoting organizational change. *Journal of Applied Psychology, 84,* 514-528.

Rowden, R. (2001) The learning organization and strategic change. *Society for the Advancement of Management Journal*, 66(3), 11-16.

Rowley, J. (1999), What is Knowledge Management? *Library Management*, 20 (8), 416-419.

Ruben, B. D. (2005). Excellence in higher education: An integrated approach to assessment, planning and improvement for colleges and universities: Workbook and Scoring Guide. National Association of College and University Business Officers.

Sambrook, S. & Steward, J (2000), Factors Influencing Learning in European Learning Oriented Organizations : Issues for Management. *Journal of European Industrail Training*, 24(2-4), 209 -219.

Scarborough, H. & Swan, J. (2003), Discoursed of Knowledge Management and the Learning Organization: Their Production and Consumption, in Handbook of Organizational Knowledge and Knowledge Management, EDS. M . Esterby – Smith and M.A. Lyles, United Kingdom, Blackwell Publishing Ltd., 676

Schein, E. H. (1996). Kurt Lewin's change theory in the field and in the classroom: Notes towards a model of managed learning. *Systems Practice, 9*(1), 27–47.

Schein, Edgar H. (1993). How Can Organizations Learn Faster? *Sloan Management Review*. 85-92.

Sekaran, U. (2006). Research methods for business. New York: John Wiley & Sons Inc.

Self, D. R. (2007). Organizational change—Overcoming resistance by creating readiness. *Development and Learning in Organizations, 21*(5), 11–13.

Senge, P. M. (1990). *The fifth discipline: The art and practice of the learning organization.* New York: Currency Doubleday.

Senge, P. M. (1999). *The dance of change: The challenges of sustaining momentum in learning organizations.* New York: Currency/Doubleday.

Simon, F. and K. Rugchart (2003). Lessons learning from creating a learning organization. Reflections: The SOL Journal 4(3): 14-21.

Skyrme, D., Farago, J,. (2000), The learning organization, Management Insight no.3.

Smith, Ian. (2005). Achieving readiness for organizational change, *Library Management, 26*(June)*,* 406-412.

Song, J. H., & Chermack, T. J. (2008). A theoretical approach to the organizational knowledge formation process: Integrating the concepts of individual learning and learning organization culture. *Human Resource Development Review*, 7(4), 424–442

Srikantia, P. & Pasmore, W. (1996), Conviction and Doubt in Organizationa Learning, *Journal of Organization Change Management*, 9(1), 42 -53.

Sta. Maria, R.F. (2002). *Learning for a Change : A Guide to Developing Learning Cultures in the Malaysian Public Sector.* Kuala Lumpur : INTAN

Stadtlander, Christian (2006). Strategically Balanced Change: A Key Factor in Modern Management, *Electronic Journal of Business Ethic and Organization Studies, 11*(May), 17-25.

Staniforth, D. (1996). Understanding levers for organizational change: The Case of AB Ltd. *Management Decision, 34*(10), 50–55.

Staplesm D.S., Greenaway, K. & MCKeem, J.D. (2001), Opportunities for Research about Managing the Knowledge- based Enterprise. *International Journal of Managemetn Reviews*, 3 (1),1-19.

Stata, R. (1989), Organizatioanal Learning – The Key to Management Innovation, *Sloan Management Review*, 30 (3), 63 -74.

Steiner, G.A. (1979). Strategic Planning: What Every Manager Must Know*, Free Press*, New York,

Sudharatna, Y., & Li, L (2004). Learning organization characteristics contributed to its readiness to change. A study of the Thai Mobile Phone Service Industry. *Managing Global Transitions*, 2(2), 163-178.

Susanto, A.B. (2008). *Organizational readiness for change: A case study on change readiness in a manufacturing company in Indonesia.* International Journal of Management Perspectives. International Business and Tourism Society.

Symon, G. (2000). The Learning Organization and Social Capital: An Unlikely Alliance?"*Human Resource Development International,* 3(2), 234-240.

Tobin, D. R. (1997). The Knowledge-Enabled organization: Moving from "Training" to "Learning" to Meet Business Goals . New York, NY: AMACOM

Tsang, E. W. K. (1997). Organizational learning and the learning organization: A dichotomy between descriptive and prescriptive research. Human Relations, 50 (1), 73-89.

Ulrich, D. & van Glinow, M.A. (1993), High impact Learning: Building and Diffusing Learning Capability. *Organizational Dynamic*, 22 (2), 52-66

Ulrich, D., & Wiersema, M. F. (1989). Gaining strategic and organizational capability in a turbulent business environment. *The Academy of Management Executive, 3*(2), 115–122.

Vakola M and Kikolaou I (2005) Attitudes towards organizational change: What is the role of employees' stress and commitment, *Employee Relations* 27(2), 160-74.

Van Yperen, N.W., Van den Berg, A.E. & Willering M.C. (1999). Toward a better understanding of the link between participation in decision-making and organizational citizenship behavior: A multilevel analysis. *Journal of Occupational and Organizational Psychology, 72*, 377-392.

Vollman, T. E. (1996). *The Transformation Imperative: Achieving market dominance through radical change,* Boston, MA: Harvard Business School Press.

Waddell, D. and Sohal, A.S. (1998) Resistance: A Constructive Tool for Change Management, *Management Decision*, 36 (8), 543-548.

Watkins, K. E., & Marsick, V. J. (1993). *Sculpting the learning organization: Lessons in the art and science of systemic change.* San Francisco: Jossey-Bass.

Watkins, K. E., & Marsick, V. J. (1996). *In action: Creating the learning organization.* Alexandria, VA: American Society for Training and Development.

Watkins, K. E., & Marsick, V. J. (1997). *Dimensions of the Learning Organization Questionnaire* (Survey). Warwick, RI: Partners for the Learning Organization.

Weber, P. S., & Weber, J. E. (2001). Changes in employee perceptions during organizational change. *Leadership & Organization Development Journal, 22*(6), 291–300.

Weeks, W. A., Roberts, J., Chonko, L. B., & Jones, E. (2004). Organizational readiness for change, individual fear of change, and sales manager performance: An empirical investigation. *Journal of Personal Selling & Sales Management, 24*(1), 7–17.

Weiner, Bryan J. (2009). A theory of organizational readiness for change. *Implementation Science*, 4(1), 67.

Whitehill M. (1997), Knowledge-based Strategy to Deliver Sustained Competitive Advantage, *Long Range Planning*, 30 (4), 621 – 627

White, M. (1994). Creativity and the learning culture. *The Learning Organization, 1*(1), 4–5.

Wilkins, A. L., & Dyer, W. G., Jr. (1988). Toward culturally sensitive theories of culture change. *Academy of Management Review, 13*, 522-533.

Wijnhoven, F. (2001). Acquiring organizational learning norms: A contingency approach for understanding deuterolearning. Management Learning, 32, 181–200.

Wirth, K.R., & Perkins, D. (2008). Learning to learn. Retrieved May 12, 2012, from http://www.malcalester.edu/geology/wirth/learning.pdf.

Young, R. (2010). Care Services Improvement Partnership (CSIP). *Back to Basic Principles.* Cambridge UK & Alaigne France

Yousef, D. A. (2000). Organizational commitment as a mediator of the relationship between Islamic work ethic and attitudes toward organizational change. *Human Relations, 53*(4), 513 537.

Zamri, Kamaruddin (2009) *Hubungan antara profil organisasi pembelajaran dengan kesediaan terhadap perubahan.* Masters thesis, Universiti Utara Malaysia.

COLLEGE OF BUSINESS
UNIVERSITI UTARA MALAYSIA

MASTER OF HUMAN RESOURCE MANAGEMENT
2012/2013

QUESTIONNAIRE
FOR LEARNING PURPOSE ONLY

QUESTIONNAIRE AND EVALUATION OF A LEARNING ORGANIZATION
AND READINESS TO CHANGE IN HANJIN SHIPPING LINE MALAYSIA
SDN BHD

Assalamualaikum and Greetings.

Dear Sir,Madam,Miss.

I am a student in Master of Human Resource Management from Universiti Utara Malaysia and I am conducting a survey on learning organization and readiness to change. . I would like to ask for your assistance in answering a questionnaire.

All information you provide will be kept confidential and use for learning purpose only. There is no right or wrong answer. Please pick the answers that most closely reflect you. The overall time to complete the questionnaire will take about 5 minutes. Your cooperation in this regard will be highly- appreciated

Thank You.

Syarifah Nizaha Said Khairani
Master of Human Resource Management
Universiti Utara Malaysia

This study tries to explore the relationship between Organizational Learning & Readiness to Change in the Hanjin Shipping Line Malaysia Sdn Bhd to become a Learning Organization. The result of this study will provide a true picture of the readiness of Hanjin Shipping Line Malaysia Sdn Bhd to become a Learning Organization.

This questionnaire consists of three parts. Please take time to answer all questions honestly and sincerely by following the instructions. The answers to all questions submitted will only be used for academic purposes only. This study is an anonymous survey, but we need information from you for an effective analysis based on the information obtained**.**

Section A. Please answer all questions. (Please fill in the blanks or tick (√) in the box provided in accordance with the question's requirement)

DEMOGRAPHY

1   Gender   ☐ Male   2   Marital Status   ☐ Single
             ☐ Female   ☐ Married

3   Age   ☐   21-25 years old
          ☐   26-30 years old
          ☐   31-35 years old
          ☐   36-40 years old
          ☐   41-45 years old
          ☐   Over 41 years old

4   Years of experience (please specify) _____ Years

5   Scope of work (choose one)   ☐ Inputter
                                 ☐ Rater
                                 ☐ Quality Audit
                                 ☐ Service Contract Automation
                                 ☐ Revenue Audit

6   Level of Qualification (choose one)

    ☐   Master
    ☐   Bachelor Degree
    ☐   Diploma
    ☐   STPM
    ☐   SPM

Employment Level

☐	General Manager
☐	Manager
☐	Assistant Manager
☐	Senior Executive
☐	Executive
☐	Supervisor
☐	Clerk

Section B. The following is a statement based on the Organization Profile of Learning and Readiness to Change. Read each statement carefully, and then select the extent of disclosures that apply in your organization by circling the number on the right hand column using the following scale:

Profile of Learning Organization

1	2	3	4	5
Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree

	Learning Dynamic: Individual, Group, Team and Organization	Scale				
1	We see continuous learning by all employees as a high business priority	1	2	3	4	5
2	We are encouraged and expected to manage our learning and development	1	2	3	4	5
3	People avoid distortion of information and blocking of communication channels through skills such as active listening and effective feedback learning approaches	1	2	3	4	5
4	Individuals are trained and coached in how to learn	1	2	3	4	5
5	We use a range of methodologies e.g. on the job, formal courses etc as means of our improving our job skills	1	2	3	4	5
6	People expand knowledge through adaptive, anticipatory, and creative	1	2	3	4	5
7	Teams and individuals use the action-learning process (i.e. learning from careful reflection on the problem or situation, and applying it to future actions)	1	2	3	4	5
8	Teams are encouraged to learn from one another and to share learning in a variety of ways (e.g. via electronic bulletin boards, printed newsletters, intergroup meetings etc)	1	2	3	4	5

9	People are able to think and act with a comprehensive system approach (i.e. we look at impacts of our decisions on areas outside their immediate area or function)	1	2	3	4	5
10	Teams receive training in how to work and learn in groups	1	2	3	4	5
Organizational Transformation: Vision, Culture, Structure and Strategy						
11	The importance of being a learning organization is understood throughout the organization	1	2	3	4	5
12	Top-level management supports the vision of a learning organization	1	2	3	4	5
13	There is a climate that supports and recognizes the importance of learning	1	2	3	4	5
14	We are committed to continuous learning for improvement	1	2	3	4	5
15	We learn from our failures as well as our successes (i.e. failures are tolerated as part 6of the learning process)	1	2	3	4	5
16	We reward people and teams for learning and helping others to learn	1	2	3	4	5
17	Learning opportunities are incorporated into operations and programs	1	2	3	4	5
18	We design ways to share knowledge and enhance learning throughout the organization (e.g. systematic job rotation across teams, structured-on-the-job learning systems)	1	2	3	4	5
19	The organization is streamlined, with few levels of management, to maximize communication and learning across levels	1	2	3	4	5
20	We coordinate on the basis of goals and learning rather than maintaining separation in terms of fixed departmental boundaries	1	2	3	4	5
Lowering of Powers:- Workers, Managers, Customers and Community						
21	We strive to develop an empowered work force that is able and committed to qualitative learning and performance	1	2	3	4	5
22	Authority is decentralized and delegated so as to equal one's responsibility and learning capability	1	2	3	4	5
23	Managers and non-managers work together in partnership, to learn and solve problems	1	2	3	4	5

	together					
24	Managers take on the roles of coaching, mentoring and facilitating learning	**1**	**2**	**3**	**4**	**5**
25	Managers generate and enhance learning opportunities as well as encourage experimentation and reflection on what was learned so that new knowledge can be used	**1**	**2**	**3**	**4**	**5**
26	We actively share information with our customers, to obtain their ideas and inputs in order to learn and improve services/products	**1**	**2**	**3**	**4**	**5**
27	We give customers and suppliers opportunities to participate in learning and training activities	**1**	**2**	**3**	**4**	**5**
28	Learning from partners/subcontractors, teammates and suppliers is maximized through up-front planning of resources and strategies devoted to knowledge and skill acquisition	**1**	**2**	**3**	**4**	**5**
29	We participate in joint learning events with suppliers, community groups, professional associations, and academic institutions	**1**	**2**	**3**	**4**	**5**
30	We actively seek learning partners amongst customers, vendors and suppliers	**1**	**2**	**3**	**4**	**5**
**Knowledge Management: Searching, Creating, Storing, Acquisition, Transfer and Usage**
31	People actively seek information that improves the work of the organization	**1**	**2**	**3**	**4**	**5**
32	We have accessible systems for collecting internal and external information	**1**	**2**	**3**	**4**	**5**
33	People monitor trends outside the organization by looking at what others do (e.g. benchmarking, best practices, attending conferences and examining published research)	**1**	**2**	**3**	**4**	**5**
34	People are trained in the skills of creative thinking and experimentation	**1**	**2**	**3**	**4**	**5**
35	We often created demonstration projects where new ways of developing a product and/or delivering a service are tested	**1**	**2**	**3**	**4**	**5**
36	Systems and structure exist to ensure that important knowledge is coded, stored, and made available to those who need and can use it	**1**	**2**	**3**	**4**	**5**
37	People are aware of the need to retain important organizational learning and share such knowledge with others	**1**	**2**	**3**	**4**	**5**
38	Cross-functional teams are used to transfer important learning across groups, departments and divisions	**1**	**2**	**3**	**4**	**5**

39	We continue to develop new strategies and mechanisms for sharing learning throughout the organization	1	2	3	4	5
40	We support specific areas, units and projects that generate knowledge by providing people with learning opportunities	1	2	3	4	5

Technology Applications: Information System, Technology-based Learning and EPSS (Electronic Performance Support Systems)

41	Learning is facilitated by effective and efficient computer-based information systems	1	2	3	4	5
42	People have ready access to information highway (e.g. local area networks, Internet, on-line etc)	1	2	3	4	5
43	Learning facilities (e.g. training and conference rooms) incorporate electronic multimedia support and a learning environment based on the integration of art, colors, music and visuals	1	2	3	4	5
44	People have available to them, computer – assisted learning programs and electronic job aids (e.g. just-in-time and flowcharting software)	1	2	3	4	5
45	We use groupware technology to manage group processes (e.g. project management, team process, meeting management)	1	2	3	4	5
46	We support just-in-time learning, a system that integrates high technology learning systems, coaching, and actual work on the job into a single, seamless process	1	2	3	4	5
47	Our electronic performance support systems enable us to learn and to do our work better	1	2	3	4	5
48	We design and tailor our electronic performance support systems to meet our learning needs	1	2	3	4	5
49	People have full access to the data they need to do their jobs effectively	1	2	3	4	5
50	We can adapt software systems to collect, code, store, create and transfer information in ways best suited to meet our needs	1	2	3	4	5

Readiness to Change

1	2	3	4	5
Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree

	Statement	Scale				
1	I look forward to change at work	1	2	3	4	5
2	Change usually benefits the organization	1	2	3	4	5
3	I usually resist new ideas	1	2	3	4	5
4	I don't like change	1	2	3	4	5
5	Most of my co-workers benefit from change	1	2	3	4	5
6	I am inclined to try new ideas	1	2	3	4	5
7	Change frustrates me	1	2	3	4	5
8	Change often helps me perform better	1	2	3	4	5
9	I usually supports new ideas	1	2	3	4	5
10	Changes tend to stimulates me	1	2	3	4	5
11	Other people think that I support change	1	2	3	4	5
12	I often suggest new approaches to things	1	2	3	4	5
13	Most changes are irritating	1	2	3	4	5
14	Change usually helps improve unsatisfactory situations at work	1	2	3	4	5
15	I intend to do whatever possible to support change	1	2	3	4	5
16	I find most change to be pleasing	1	2	3	4	5
17	I usually benefit from change	1	2	3	4	5
18	I usually hesitate to try new ideas	1	2	3	4	5

Histogram

Mean = 3.54
Std. Dev. = .613
N = 175

Learning Dynamic

Normal Q-Q Plot of Learning Dynamic

Histogram

Mean = 3.54
Std. Dev. = .866
N = 175

Organization Transformation

Normal Q-Q Plot of Organization Transformation

Histogram

Mean = 3.43
Std. Dev. = .673
N = 175

People Empowerment

Normal Q-Q Plot of People Empowerment

Histogram

Mean = 3.34
Std. Dev. = .767
N = 175

Knowledge Management

Normal Q-Q Plot of Knowledge Management

Observed Value

Histogram

Mean = 2.94
Std. Dev. = .864
N = 175

Normal Q-Q Plot of Technology Application