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**LEARNING ORGANIZATION AND READINESS TO CHANGE  
AT HANJIN SHIPPING LINE MALAYSIA**

By:

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Othman Yeop Abdullah Graduate School of Business

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

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## 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 transformasi 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

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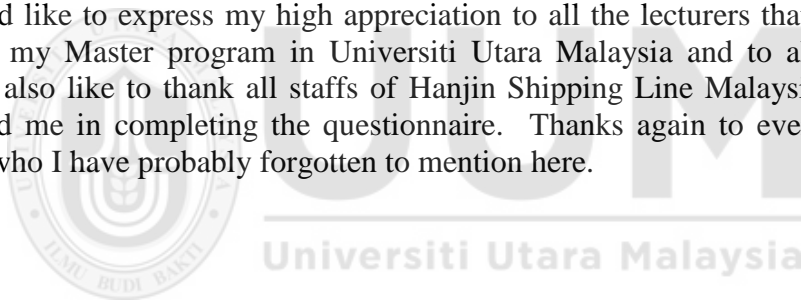
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## TABLE OF CONTENTS

	<b>PAGE</b>
<i>Permission to Use</i>	ii
<i>Abstrak</i>	iii
<i>Abstract</i>	iv
<i>Acknowledgement</i>	v
<i>Table of Content</i>	vi
<i>List of Tables</i>	viii
<i>List of Figure</i>	ix
 <b>CHAPTER ONE: INTRODUCTION</b>	 <b>1</b>
1.1 Introduction	1
1.2 Problem Statement	5
1.3 Research Question	12
1.4 Research Objective	12
1.5 Significance of the Study	13
1.6 Organization of the project paper	14
 <b>CHAPTER TWO : LITERATURE REVIEW</b>	 <b>15</b>
2.1 Introduction	15
2.2 Change Management	15
2.3 Organization Readiness to Change	26
2.4 Learning Organization and Organizational Learning	34
2.5 Learning Organization Profile	48
2.6 Learning in the Context of Change	56
2.7 Research Framework	63
2.7.1 Relationship between learning dynamic and readiness to change	64
2.7.2 Relationship between organization transformation and readiness to change	65
2.7.3 Relationship between people empowerment and readiness to change	66
2.7.4 Relationship between knowledge management and readiness to change	66
2.7.5 Relationship between technology application and readiness to change	67
2.8 Summary	67
 <b>CHAPTER THREE: METHODOLOGY</b>	 <b>68</b>
3.1 Introduction	68
3.2 Research Design	68
3.3 Population and Sampling Procedure	69
3.4 Data Collection Procedure	70
3.5 Questionnaire and Survey Instrument	71
3.6 Data Analysis	73
3.7 Summary	75

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<b>CHAPTER FOUR : FINDINGS</b>	<b>76</b>
4.1 Introduction	76
4.2 Respondent's Profile	76
4.3 Reliability Analysis	78
4.4 Descriptive analysis for Learning Organization Profile	79
4.4.1 Readiness to Change Analysis	80
4.4.2 Learning Organization Profile Analysis	81
4.5 Inferential analysis for Learning Organization Profile	82
4.6 Summary for Hypothesis Testing Result	85
4.7 Summary	85
 <b>CHAPTER FIVE: DISCUSSION AND CONCLUSION</b>	 <b>86</b>
5.1 Introduction	86
5.2 Discussion of Result	86
5.2.1 Relationship between Learning Dynamic and Readiness to Change	87
5.2.2 Relationship between Organizational Transformation and Readiness to Change	87
5.2.3 Relationship between People Empowerment and Readiness to Change	88
5.2.4 Relationship between Knowledge Management and Readiness to Change	89
5.2.5 Relationship between Technology Application and Readiness to Change	89
5.3 Research Implication	90
5.4 Recommendation	91
5.5 Conclusion	94
 <i>References</i>	 97
<i>Appendices</i>	111

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## LIST OF TABLES

	PAGE
Table 3.1: Instrument and questionnaire item	73
Table 4.1: Demographic data	77
Table 4.2: Reliability Analysis	79
Table 4.3: Distribution Score for Learning Organization Profile	79
Table 4.4: Respondents level of Readiness to Change	80
Table 4.5: Respondents level towards Learning Organization Profile	81
Table 4.6 Kolmogorov-Smirnov Test	82
Table 4.7: Relationship between Learning Organization Profiles with Readiness to Change	83



## LIST OF FIGURE

	PAGE
Figure 2.1: Theoretical Framework	63



# **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.

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**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 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.

## DEMOGRAPHY

93

7 Employment Level

<input type="checkbox"/>	General Manager
<input type="checkbox"/>	Manager
<input type="checkbox"/>	Assistant Manager
<input type="checkbox"/>	Senior Executive
<input type="checkbox"/>	Executive
<input type="checkbox"/>	Supervisor
<input type="checkbox"/>	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
<b>Organizational Transformation: Vision, Culture, Structure and Strategy</b>						
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 of 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
<b>Lowering of Powers:- Workers, Managers, Customers and Community</b>						
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
<b>Knowledge Management: Searching, Creating, Storing, Acquisition, Transfer and Usage</b>						
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

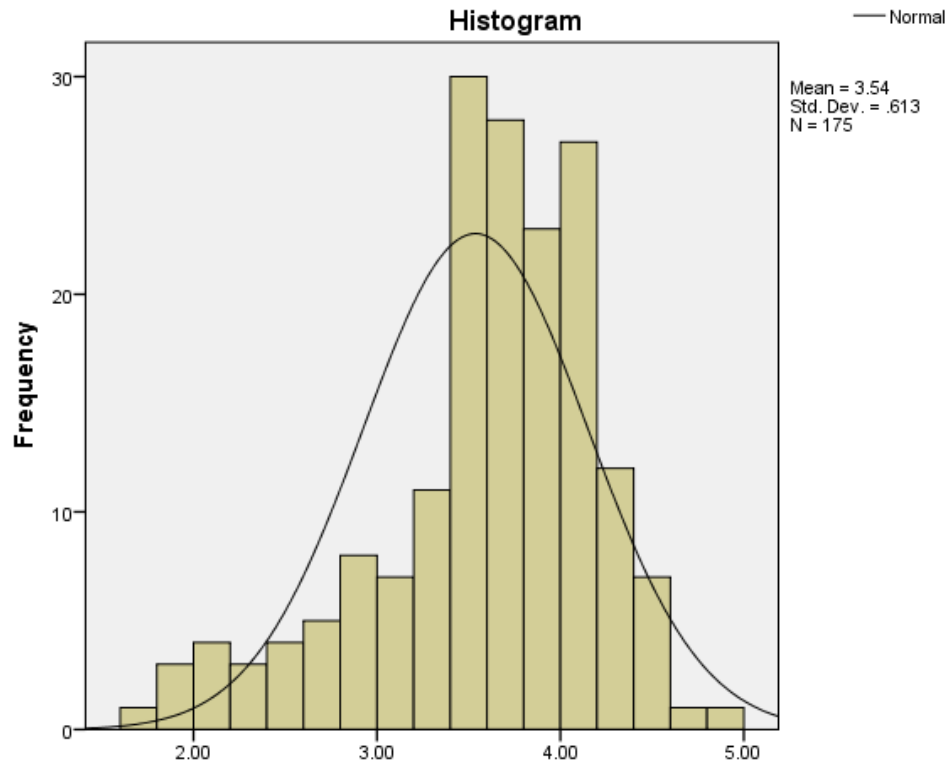
<b>39</b>	We continue to develop new strategies and mechanisms for sharing learning throughout the organization	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>40</b>	We support specific areas, units and projects that generate knowledge by providing people with learning opportunities	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>Technology Applications: Information System, Technology-based Learning and EPSS (Electronic Performance Support Systems)</b>						
<b>41</b>	Learning is facilitated by effective and efficient computer-based information systems	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>42</b>	People have ready access to information highway (e.g. local area networks, Internet, on-line etc)	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>43</b>	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	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>44</b>	People have available to them, computer – assisted learning programs and electronic job aids (e.g. just-in-time and flowcharting software)	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>45</b>	We use groupware technology to manage group processes (e.g. project management, team process, meeting management)	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>46</b>	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	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>47</b>	Our electronic performance support systems enable us to learn and to do our work better	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>48</b>	We design and tailor our electronic performance support systems to meet our learning needs	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>49</b>	People have full access to the data they need to do their jobs effectively	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>50</b>	We can adapt software systems to collect, code, store, create and transfer information in ways best suited to meet our needs	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>



### 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



Learning Dynamic

