Organizational Change and Dimensions of Learning Organization in Manufacturing Firms

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ABSTRACT

The study investigated manufacturing firms' organizational change climate and strategies toward employees; further determined dimensions of learning organization (DLO); if change climate and strategies were predictors to manufacturing firms' learning dimensions; and the problems encountered during organization change. It used the descriptive-correlational research design to describe the change climate, strategies and dimensions of learning organization among participating manufacturing firms. Weighted means were presented as basis for analysis while correlations and multiple regressions were used in determining which manufacturing firms' learning dimensions were predicted by change climate and strategies. Frequency and ranking was utilized for the problems encountered. The findings of the study revealed that "Connecting of the Organization to its Environment" dimension was not influenced / predicted by change climate at .541 significance level. In addition, power-coercive strategy was not a predictor to "Creating Continuous Learning Opportunities" and Encouraging of Collaboration and Team Learning" dimension at .522 and .861 level; normative-reeducative strategy did not predict "Creating of Systems to Capture and Share Learning" dimension at .934 and "Connecting of the Organization to its Environment" dimension at .867; and empirical-rational strategy was not a significant predictor to "Creating of Systems to Capture and Share Learning" dimension .125 and "Providing Strategic Leadership for Learning" dimension at .158.

Keywords: organizational change, dimensions of learning organization, manufacturing firms

1. INTRODUCTION

Manufacturing business has played a critical role in the economies of both developed and developing countries around the world; it is recognized as the engine of development, raising agrarian populations out of poverty and turning poor nations into players in the global economy. The manufacturing sector represents 16% of the global Gross Domestic Product (GDP) and manufacturing value added grew $5.7 trillion to $7.5 trillion between 2000 and 2010.

The changing nature of manufacturing activities is increasingly being recognized around the world. With such recognition, countries are carrying out forecasts and plans as inputs for the design of changing manufacturing activities. It is in the manufacturing sector where most of innovations are introduced first and then commercialized, making it as the main engine of technical change and economic growth. Thus, business leaders and policy makers need to design and implement policies that can support the growth and enhance performance of the manufacturing sector. However, the failure rate of large-scale change efforts has been reported as high as 50% to 70% (Burnes, 2002).

This high failure rate has to be addressed and acted upon because of its potential substantial loss in financial resources for organizations and their employees.

In a projection made by Oxford Economics and Deloitte, it stated that the growth of the manufacturing as a sector of the Philippine economy at 5.5 percent per year from 2013 to 2033. Furthermore, the 2015 report of Deloitte Touche Tohmatsu Limited (Deloitte Global) includes manufacturing, business process outsourcing (BPO), construction, transportation and logistics, and information and communications as the key industries that will drive the Philippines growth over the next 20 years. Retrospect wise, over the last three decades, the Philippines benefited from globalization of trade and manufacturing investment as multinational businesses from within and outside the Asian region moved into Southeast Asia to take advantage of lower production and logistics costs to serve global markets. About 73% of the total numbers of the country's electronics companies provide Semiconductor Manufacturing Services (SMS) and 27% provide Electronics Manufacturing Service (EMS) capabilities, according to Semiconductor and Electronics Industries of the Philippines, Inc. (2015).

In their quest to remain competitive, organizations try to boost their performance by improving their quality, cutting their cost, and essentially instilling organizational change. But, according to Rashid, Sambasivan and Rahman (2004), the change process each organization experiences is unique in each situation due to the differences in the nature of the organization, the nature of the industry, the work culture and values, management and leadership style, and also the behavior and attitude of the employees.

Consequently, Human Resource and Organizational Development experts and researchers believe that organizational change cannot be separated from learning, or vice versa; the basic idea is that change always involves learning. In fact, other organizational learning theorists argued that a prerequisite to successful organizational learning is organizational change. Many have contributed to the concept of learning organization, two of them are Watkins and Marsick, they stated that learning organization is an organization that learns continuously and transforms itself by total employee involvement in a process of jointly conducted and collectively responsible change directed towards shared values. They further introduced the seven action imperatives that construct the design of their learning organization model, they are as follows: creating continuous learning opportunities, promoting of inquiry and dialogue, encouraging of collaboration and team learning, creating of systems to capture and share learning, empowering of people toward a collective vision, connecting of the organization to its environment, providing strategic leadership for learning.

Overall, researchers have found a strong consensus about the salient role of the internal circumstances under which change occurs (climate of change), the process of how change is dealt with, and the level of readiness for change in understanding the processes that lead to successful change implementation. Organizational change climate can be understood in terms of the following dimensions, according to Bouckenooghe, Devos and Broeck (2008): quality of change communication; participation; attitude of top management towards organizational change; support by supervisors; trust in leadership; cohesion; politicking; emotional readiness for change; cognitive readiness for change; and intentional readiness for change. Change implementation strategies may vary if it is power-coercive, normative-reeducative and empirical-rational. While multiple change strategies may be employed in a single change initiative, one of the

three groups of strategies usually dominates and affects whether or not other strategies are experienced as they are intended.

Manufacturing business in Tarlac has flourished since the 1990s. Presently, there are four (4) multinational manufacturing companies in Tarlac City that fall under the semiconductor and electronics industry, these are: International Wiring System (IWS) Corporation, International Electric Wires (IEW) Phils. Corporation, ON Semiconductor SSMP, and Phelps Dodge Plant (PDP). And as they continued to flourish, changes became even more rapid: from the change of leaders, compliance/adherence to various international standards, to digitalization/upgrading of systems and procedures, just to name a few.

Along with the growing attention to fast-phased changes happening to organizations and the process by which learning takes place, the researcher found it interesting to endeavor this study on organizational change and learning among manufacturing firms in Tarlac City.

2. STATEMENT OF THE PROBLEM

This study looked into the organizational change and dimensions of learning organization in manufacturing firms in Tarlac City. Specifically, it sought answers to the following questions:

1. How is organizational change in manufacturing firms described in terms of:
    1.1. climate
        1.1.1. process of change;
        1.1.2. internal context; and
        1.1.3. readiness for change?
    1.2. strategies
        1.2.1. power-coercive;
        1.2.2. normative-reeducative; and
        1.2.3. empirical-rational?
2. How are dimensions of learning organization in manufacturing firms described as to:
    2.1. creating continuous learning opportunities;
    2.2. promoting of inquiry and dialogue;
    2.3. encouraging of collaboration and team learning;
    2.4. creating of systems to capture and share learning;
    2.5. empowering of people toward a collective vision;
    2.6. connecting of the organization to its environment; and
    2.7. providing strategic leadership for learning?
3. Is there a significant relationship between manufacturing firms' organizational change and dimensions of learning organization?
4. Does organizational change predict dimensions of learning organization?
5. What are the problems encountered in organizational change of manufacturing firms?

Hypotheses:

        H1: There is no significant relationship between organizational change and dimensions of learning organization.

H2: Organizational change does not predict the dimensions of learning organization.

3. RESEARCH METHODS AND MATERIALS

The study used the descriptive-correlational research design which explored the relationship between organizational change (namely: climate and strategies) and organizational learning.

The study considered the four multinational Semiconductor Manufacturing Services (SMS) and Electronics Manufacturing Services (EMS) firms located at the Luisita Industrial Park, in San Miguel, Tarlac City. Two hundred (200) regular/permanent rank and file employees and supervisors/managers were requested to answer the questionnaire prepared by the researcher, hence, served as respondents. Each company was given fifty (50) questionnaires which were distributed to its various departments.

The researcher used three sets of validated questionnaires: the 42-item Organizational Change Questionnaire (OCQ) of Bouckennooghie, Devos and Broeck (2009); the Perception of Change Leadership Strategy Scale by Szabla (2007); and the 21-item Dimensions of Learning Organization Questionnaire (DLOQ) of Marsick and Watkins (2003). The questionnaire included perceptual measures that will be rated on a five-point Likert scale. Each scale item is anchored at the following numeral score: 1 = "Almost Never/Strongly Disagree"; 2= "Rarely/Disagree", 3= "Sometimes/Undecided"; 4= "Often/Agree"; 5 = "Always/Strongly Agree." Also, interviews were conducted which validated data gathered through the questionnaire. Interviews further assisted the researcher to contextualize the results gathered.

The three questionnaires were initially pilot-tested following the reliability test. It was intended to eliminate potential problems on wordings and structure. Based on this method, the calculated Cronbach's Alpha scores were 92% for the Organizational Change Questionnaire (OCQ), 96% for the Perception of Change Leadership Strategy Scale, and 94% for the Dimensions of Learning Organization Questionnaire (DLOQ an acceptable value that confirms reliability of questionnaire.

The data was collected and computed to come up with accurate analyses and interpretations. Weighted mean and percentage, bivariate correlation using Pearson's r coefficient, and regression analysis were utilized in the study.

4. RESULTS AND DISCUSSION

Table 1
Manufacturing Firms' Organizational Change Overall Climate Dimensions

Dimensions	Mean	Description
Process of Change	3.87	Often
Internal Context	3.75	Often
Readiness for Change	3.77	Often
Grand Mean	**3.79**	**Often**

For process of change dimension, employees are not out-of-the loop in terms of what is happening inside the firm, especially on change initiatives. Manufacturing firms make sure that their employees were knowledgeable of the needed information they have to know so that tasks were accomplished effectively and efficiency. Consistency in the implementation of the written policies and procedures to employees had been observed among manufacturing firms. Everything and anything concerning employees can be seen in their respective Employee Handbook. During the orientation, employees better their understanding of the various company policies and regulations, among others.

Often, employees felt their department was very open to changes and that they have confidence in their colleagues. Aside from confidence, being open and welcoming is another area that is very important to organizations. In manufacturing firms, change is simple a way of life. According to the interview with some employees, "change are but normal, and not necessarily bad" which means that employees are positive about the implications of the change initiative. They were positive about the eventual effect change will bring to their work and workplace in general, and they do not think much of the negative side since "whatever is being initiated is for the good of everyone," they added.

Table 2
Manufacturing Firms' Organizational Change-Strategies
Overall Dimensions

Dimensions	Mean	Description
Power-Coercive	3.54	Often
Normative-Reeducative	3.57	Often
Empirical-Rational	3.83	Often
Grand Mean	**3.65**	**Often**

Those leading the change initiative sometimes have been using their positions of power and using threats to implement the change initiative and get employees into it. Oftentimes, those leading the change initiative have been spending a lot of time dealing with how the change initiative is being accepted by employees Only after employees get a better if not a full understanding of what is being introduced that employees embrace or accept it.

The above-cited example explained Chin and Benne's six strategies under the umbrella of the rational-empirical style: (1) disseminate knowledge so individuals will understand and approve the change, (2) select personnel who will help in disseminating that knowledge and dismiss those who will impede it, (3) hire expert consultants who are able to deliver the knowledge, (4) use data derived from applied research or action research to increase the acceptance of the change, (5) use utopian thinking to convey an improved vision for the future, (6) clarify and classify terminology and the names of

various elements in the change to convey a sense of clarity and debunk any myths which may be associated with those elements of change

Table 3
Manufacturing Firms' Overall Dimensions of Learning Organization

Dimensions	Mean	Description
Creating continuous learning opportunities	4.12	Often
Promoting of inquiry and dialogue	3.91	Often
Encouraging of collaboration and team learning	3.90	Often
Creating of systems to capture and share learning	3.86	Often
Empowering of people toward a collective vision	4.03	Often
Connecting of the organization to its environment	3.76	Often
Providing strategic leadership for learning	3.98	Often
Grand Mean	**3.94**	**Often**

Oftentimes, respondents observed that the culture in their organization supports questioning, and people give open and honest feedback with one another. Through inquiry, employees explore ideas, questions potential actions and that suspends presuppositions and judgments in the interests of truth for a better solution because inquiry is based on open-minded curiosity

In manufacturing firms, safety is one of the primary concerns. When employees point out issues related to safety and eventually recommend it to the management, rest assured that it is taken seriously. Data revealed that respondents often see their organizations created systems to measure gaps between current and expected performance and that their organization makes its lesson learned available to all employees. Often, their organization measures the results of the time and resources spent on training. Hence, the impact of training to the employee, his/her work assignment and overall behavior are all measured.

Moreover, leaders often continue to look for opportunities to learn while ensuring that organization's actions are consistent with its values. According to the interview conducted, employees believe in their leaders because they manifest the core values of the organization. Likewise, the actions and decisions of the organization are in congruence of its values too.

Table 4
Correlation of Climate and Dimensions of Learning Organization

	Dimensions of LO	Pearson	Sig.	Interpretation
	Creating Continuous Learning Opportunities	.456**	0.000	Significant
	Promoting of Inquiry and Dialogue	.572**	0.000	Significant
	Encouraging of Collaboration and	.468**	0.000	Significant

Climate	Team Learning			
	Empowering of People Toward a Collective Vision	.473**	0.000	Significant
	Creating of Systems to Capture and Share Learning	.503**	0.000	Significant
	Connecting of the Organization to its Environment	.612**	0.000	Significant
	Providing Strategic Leadership for Learning	.447**	0.000	Significant

*** Correlation is significant at the 0.01 level (2-tailed).*

From the data, all dimensions of learning organization were significantly related to change climate having a 0.000 significance scores at 0.01 level (2-tailed) test. Since all the dimensions of learning organization garnered statistical significance of lower than 0.01, *the first null hypothesis which states that "there is no significant relationship between change climate and dimensions of learning organization" is hereby rejected.*

In a broad sense, learning organizations undergo the process that incorporates knowledge acquisition, deeper understanding and improved performance. This concerns employees who continually expand their capacity to create the results they desire where new and extensive patterns of thinking are nurtured, and continually learn how to learn together. With the aspiration of organizations to learn, change co-exists.

Table 5

Correlation of Change Strategies and Dimensions of Learning Organization

Dimensions of LO	*Power-coercive*			*Normative-reeducative*			*Empirical-rational*		
	Pearson	Sig	Interpre-Tation	Pearson	Sig	Interpre-tation	Pearson	Sig	Interpre-tation
Creating Continuous Learning Opportunities	.219**	0.003	Significant	.328**	0.000	Significant	.361**	0.000	Significant
Promoting of Inquiry and Dialogue	.366**	0.000	Significant	.390**	0.000	Significant	.498**	0.000	Significant
Encouraging of Collaboration and Team Learning	.220**	0.003	Significant	.403**	0.003	Significant	.423**	0.003	Significant
Empowering of People Toward a Collective Vision	.347**	0.000	Significant	.432**	0.000	Significant	.469**	0.000	Significant
Creating of Systems to Capture and Share Learning	.416**	0.000	Significant	.279**	0.000	Significant	.471**	0.000	Significant
Connecting of the Organization to its Environment	.547**	0.000	Significant	.329**	0.000	Significant	.572**	0.000	Significant
Providing Strategic Leadership for Learning	.341**	0.000	Significant	.398**	0.000	Significant	.443**	0.000	Significant

*** Correlation is significant at the 0.01 level (2-tailed).*

Table 5 revealed that the three change strategies are significantly related to the dimensions of learning organization with varying level.

In a diverse workplace, employees come from different places with varying thought processes, affect and behavior, and all of them would bring in those differences in the organization.   The management cannot help but use force, at times just to institutionalize change and so the organization would learn and evolve eventually.

It is very important that the reason and logic as to why changes are being introduced in relation to the status quo is explained among employees. When employees know about what is happening in their respective organization, they feel empowered and this leads to employee-engagement that brings about positive results to the organization.

Table 6
Climate as Predictor to Dimensions of Learning Organization (DLO) in Manufacturing Firms

Coefficients						
		Unstandardized Coefficients		**Standardized Coefficients**		
Model	**DV**	**B**	**Std. Error**	**Beta**	**T**	**Sig.**
(Constant) **Climate**	Creating Continuous Learning Opportunities	1.536	.383		4.008	.000
		.695	.100	.456	6.941	.000
	Promoting of Inquiry and Dialogue	.670	.347		1.931	.055
		.857	.091	.572	9.454	.000
	Encouraging of Collaboration and Team Learning	1.369	.357		3.836	.000
		.670	.093	.468	7.181	.000
	Empowering of People Toward a Collective Vision	1.766	.308		5.744	.000
		.586	.080	.473	7.290	.000
	Creating of Systems to Capture and Share Learning	1.013	.364		2.786	.006
		.751	.095	.503	7.903	.000
	Connecting of the Organization to its Environment	-2.36	.385		-.613	.541
		1.058	.101	.612	10.508	.000
	Providing Strategic Leadership for Learning	1.843	.321		5.745	.000
		.586	.084	.447	6.783	.000

When the corporate management team has positive vision of the future and are actively involved in the change, consistently implements its policies in all department while consults with the staff when decisions are to be made in the work, and employees experience change as a positive process, all the other dimensions of learning organization Creating Continuous Learning Opportunities, Providing Inquiry and Dialogue, Encouraging of Collaboration and Team Learning, Empowering of People Toward a Collective Vision, Creating of Systems to Capture and Share Learning, and Providing Strategic Leadership for Learning) are being influenced/ impacted.

Table 7
Change Strategies Predictors of Dimensions of Learning Organization

Model	Unstandardized Coefficients		Standardized Coefficients		
	B	Std. Error	Beta	T	Sig.
1 (Constant)	1.479	.532		2.778	.006
Power-coercive	.068	.106	.058	.641	.522
Normative-reeducative	.354	.196	.176	1.807	.072
Empirical-rational	.308	.175	.209	1.761	.080

a. Dependent Variable: Learning Opportunities

Model	B	Std. Error	Beta	T	Sig.
1 (Constant)	.506	.484		1.044	.298
Power-coercive	.177	.096	.154	1.839	.067
Normative Reeducative	.309	.178	.156	1.734	.085
Empirical-rational	.437	.159	.302	2.747	.007

a. Dependent Variable: Promoting Inquiry and Dialogue

Model	B	Std. Error	Beta	T	Sig.
1 (Constant)	.937	.482		1.945	.053
Power-coercive	.017	.096	.015	.175	.861
Normative Reeducative	.421	.177	.223	2.371	.019
Empirical-rational	.366	.158	.265	2.314	.022

a. Dependent Variable: Encouraging of Collaboration and Team Learning

Model	B	Std. Error	Beta	T	Sig.
1 (Constant)	1.062	.488		2.178	.031
Power-coercive	.243	.097	.212	2.511	.013
Normative Reeducative	.015	.180	.008	.083	.934
Empirical-rational	.489	.160	.340	3.058	.003

a. Dependent Variable: Creating of Systems to Capture and Share Learning

Model	B	Std. Error	Beta	T	Sig.
1 (Constant)	.945	.400		2.360	.019
Power-coercive	.178	.079	.188	2.244	.026
Normative Reeducative	.456	.147	.279	3.093	.002
Empirical-rational	.203	.131	.170	1.542	.125

a. *Dependent Variable: Empowering of People Toward a Collective Vision*

Model	B	Std. Error	Beta	T	Sig.
1 (Constant)	-.233	.508		-.458	.648
Power-coercive	.428	.101	.323	4.245	.000
Normative Reeducative	.031	.187	.014	.167	.867
Empirical-rational	.617	.167	.370	3.700	.000

a. Dependent Variable: Connecting of the Organization to its Environment

Model	B	Std. Error	Beta	T	Sig.
1 (Constant)	1.069	.419		2.550	.012
Power-coercive	.189	.083	.193	2.268	.025
Normative Reeducative	.422	.154	.252	2.733	.007
Empirical-rational	.195	.138	.159	1.417	.158

a. Dependent Variable: Providing Strategic Leadership for Learning

The higher employee involvement there is, the more learning opportunities can be discovered that will eventually benefit individual employee and the organization as a whole. It is imperative that there is collaboration so that learning is fostered and achieved. Also, learning is not achieved unless facts are presented to employees and the benefits are presented to them, thereafter.

One can see clearly from the table that promoting inquiry and dialogue in manufacturing firms is influenced by the three types of strategies. This means that the time spent by employees in building trust with other employees is influenced by those people whom have spent time with them, too. They open the channels of communication in terms of what they think and what others might think. This manifests logical arguments and factual evidence to support certain initiatives.

As explained, employees who get information about the change initiative become more understanding, more empowered, more engaging, and more of a team player. This is because correct and relevant information influences behavior. People in groups/teams revise their thinking and behavior once information has been divulged to them or they have gathered enough information. Moreover, as deemed necessary, expert employees who have better ideas and information can confidently recommend or suggest to the management.

Oftentimes, manufacturing firms measures the results of the time and resources spent on training for a simple reason that training will help the organization improve its operation or solve problems, if any. Data revealed that the most influential predictor in empowering of people toward a collective vision is normative-reeducative strategy. This implies that employees who are recognized for their initiative is because of those leading have involved them and has fostered collaboration. On the other hand, the vision of the organization is explicitly considered as the employees' vision too. Therefore, leaders impact the empowering of people toward a collective vision through asserting or imposing to employees that since they belong to the organization, they have no choice but follow rules and embrace changes.

Coaching and mentoring those who need it are always based on facts, records, and past performances. This means that there are reasons why coaching and mentoring, for example will be done by leaders to their employees. Essentially, these activities seek to improve not only individual performance but the entire organization's performance in totality. Additionally, when leaders would want to continually look for opportunities to learn and their employees do not speak up and suggest, they may impose their position or power to accomplish a desired task. In here, the authority is felt by employees.

Since climate and change strategies were found to have relationship with all of

the dimensions of learning organization, *Hypothesis 1 is hereby rejected.*

Based on the results that *climate and strategies have influenced / predicted some dimensions of learning organization, the second hypothesis is therefore accepted for: Climate to "Connecting of the Organization to its Environment" dimension; Power-coercive strategy to "Creating Continuous Learning Opportunities" dimension and "Encouraging of Collaboration and Team Learning" dimension; Normative-reeducative to "Creating of Systems to Capture and Share Learning" dimension and "Connecting of the Organization to its Environment" dimension; and, Empirical-rational strategy to "Empowering of People Toward Collective Vision" dimension and "Providing Strategic Leadership for Learning" dimension.*

Table 8
Problems Encountered in Organizational Change of Manufacturing Firms

Statement	F	%	Rank
Employees' resistance to change	142	76.3	1
Lack of consensus/cooperation among employees to implement change	84	45.2	4
Lack of proper communication about change (initiative) implementation	138	74.2	2
Poor/improper/inadequate planning of change (initiative) implementation	71	38.2	5
Lack of leader(ship) commitment to change	15	8.1	8
Lack of company resources to implement change	9	4.8	9
Employees are overloaded with their work and are tired to embrace change (initiative) implementation	32	17.2	6
Lack of training/s provided to employees	22	11.8	7
Employees perceive the change (initiative) implementation as unnecessary	90	48.4	3
Others	1	0.5	10

One of the biggest barriers to successful implementation of organizational changes is resistance among employees. Resistance is conceived as multidimensional: cognitive, emotional, and intentional. Therefore, it is also important to consider from where that resistance may stem, and how to minimize resistance when implementing change initiatives.

Connected to cognitive resistance is rank 3rd on the list and the 8th rank It is in human's thought process default program that when something is working well, there is no need for any change to be introduced. On intentional (and partly cognitive) resistance is rank 6th (employees are overloaded with their work and are tired to embrace change

initiative implementation).

Second on the list is the lack of proper communication about change (initiative) implementation. At times, information about changes in the organization reach employees informally, either they receive from their co-workers information that is over or less than the exact details, according to an interview conducted. In relation to number 2 is the lack of consensus/cooperation among employees to implement change which ranked 4th on the list. Fifth among the problems encountered is related to planning of the change initiative. Employees believed that some changes that were implemented have not been thought of, if not inadequately planned.

5. IMPLICATIONS OF THE STUDY

This study on organizational change and dimensions of learning organization in manufacturing firms is very significant to the field of Business Administration not only for large businesses but also for start-up micro, small, medium enterprises (MSMEs) in the country.

Organizational change has become a pervasive phenomenon in both business and human service organizations due to factors such as globalization (Piderit, 2000; Baines, 2007). Since employees' responses to change may be multidimensional (cognitive, emotional, and intentional level), their resistance to change may also be based on what they know, feel, and intend to do. And the leadership style during the change implementation may affect their beliefs, perceptions, emotions, and actions. If leadership is capable to implant the belief that implementing the change will advance learning experiences among employees and the entire organization, they are more likely to have a positive response to change.

The study supports the relevance of change (leadership) strategies in the quest towards the attainment of a learning organization in manufacturing firms. The output of this study may be extended to future businessmen, and may also serve as inspiration to undergraduate and graduate students taking up business administration, professors, and agencies related to the subject at hand to conduct similar studies.

This paper implies that further studies can better contextualize the findings of the current research with focus on readiness to change. Research on the impact or the benefit of becoming a learning organization may also be explored.

To instill and support learning, organizations need to build a good climate. And this is built by leaders and other key people who learned from their experience, who can influence the learning of other people in the organization, and create an environment of opportunities that shapes and maintains desired results which get measured and

rewarded. The dimensions of the learning organization may provide organizational leaders a framework for identifying the status of organizational learning and a means to impact learning at different levels: the individual, group, and organizational. In the same manner, leaders should determine means to improve the application of the attributes of the dimensions to their organizations.

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