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**IMPACT OF LEARNING ORGANIZATION ATTRIBUTES ON ORGANIZATION
PERFORMANCE: A STUDY OF AN INDIAN PSU**

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Abstract

The purpose of this paper is to study the impact of learning organization dimensions on organizational performance in one of India's leading PSUs using the 'Dimensions of Learning Organization Questionnaire (DLOQ)' developed by Marsick and Watkins. DLOQ has nine dimensions out of which seven dimensions address learning activities at four levels namely; Individual, Group, Organizational, and Global. Organizational performance is captured through financial and knowledge performance. Literature on learning organizations was reviewed along with the various measures available in learning organization area. The impact of level specific learning activities on the sample organization's performance is observed, Sixty eight responses were obtained from the sample organisation which is Asia's largest integrated aluminium complex. Data were analysed quantitatively, findings presented, conclusions drawn and suggestions made for future research.

Key words: Learning Organization, DLOQ, Knowledge Performance, Financial Performance

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Introduction

In order to cope with unexpected and drastic changes, organizations need to embrace and devise cutting edge strategies. For survival and growth, they are constantly changing their existing strategies by unlearning, relearning and learning new ways of behaving. This emerging organization is termed 'the learning organization'. Senge (1990) defined a learning organization as one "where people continuously expand their capacity to create the results they truly desire, where new and expansive patterns of thinking are nurtured, where collective aspiration is set free, and where people are continually learning how to learn together". This capacity for creation distinguishes learning organizations from others.

From 1990's, a number of papers both research and conceptual were published on this topic. The underlying concept of learning organization is 'how to design organizations that can withstand the environmental turbulence'. To foster better agility to adapt to a changing order, there is a need to design organizations that can learn (McGill, Slocum & Lei, 1993).

This paper attempts to look into the basic assumptions regarding learning organizations and uses the Dimensions of Learning Organization Questionnaire developed by Watkins and Marsick, (1996) to measure the extent of learning organization score in the Indian context and measure the impact of learning organization practices/process on organizational performance. The results are analyzed, followed by conclusions and recommendations for future research.

Literature Review

This part of the paper reviews literature pertaining to learning organization and studies

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conducted using dimensions of learning organization questionnaire (DLOQ).

The concept of Learning Organization

The concept of learning organization has been in existence for quite some time but it gained larger currency after the work of Peter Senge in 1990 with his book *The Fifth Discipline: The Art and Practice of the Learning Organization*. Senge described learning organization in terms of five building blocks, i.e. personal mastery, mental models, shared vision, systems thinking, and team learning.

The major themes identified from the literature on learning organizations are: building blocks(Senge,1990), characteristics/components/attributes(Pedler, 1991; Garvin,1993; Slater and Narver,1995; Goh,2001, Watkins and Marsick,1998; Greigo et al 2000, Thomson and Hoest, 2001), creation, acquisition, and transfer of knowledge(Garvin, 1993; Marquardt, 1996 Lewis, 2002, Jensen,2005), individual, team and organizational learning (Senge, 1990; Moilanen, 2005). Other themes identified are; learning organization creates a culture of adaptation to change (Senge, 1990; Watkins and Marsick, 1993, 1996; Jamali and Sidani, 2008). Some studies report the linkage between learning organization and outcomes including financial performance, innovation, employee job satisfaction, motivation to transfer learning, organizational commitment, and minimal turnover (Egan et al., 2004; Ellinger et al., 2002; Sta. Maria and Watkins, 2003).

Jamali et al, (2009) observed there is a lack of consensus among researchers and practitioners with regard to a common definition of learning organization and there is ambiguity relating to

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what a learning organization is or should be. Hence, research on learning organization is still characterized by vagueness and abstraction (Ortenblad, 2004). In addition to this, Jamali and Sidani, (2008), stated that “However, such conceptual abstraction, if not addressed, risks undermining the utility that can potentially accrue from a promising change paradigm”. This finding has support from a study by (Awasty and Gupta, 2011; and Sharifirad,2011). Hence, there is a need for measuring the implementation of dimensions of learning organizations in different organizations(Weldy and Gillis, 2010).Of late, there are a large number of empirical studies in developed countries but the same is not true in developing countries (Jamali and Sidani, 2008). This was further reiterated by Walczak (2007) and more specifically in Asian countries (Lien et al, 2006). The present study is designed to address some of the above mentioned issues.

Theoretical framework

This study adopts the Watkins and Marsick’s(1996) learning organization model as its theoretical base. In order to define the construct of learning organization(LO) i.e., DLOQ, Watkins and Marsick proposed an integrated model. The model and the instrument, DLOQ are discussed in the next section.

There are a number of factors that prompted the use of DLOQ like its comprehensiveness, depth, and validity. The instrument covers learning at the level of individual, team, organizational, and global. Besides the depth, the instrument has a wide coverage as it integrates important attributes of learning organizations like continuous learning opportunities, learning and dialogue, team learning, empowerment, systems, and leading learning. Apart from these

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dimensions, two more dimensions have been added to evaluate performance improvement in both financial and knowledge areas. Further, the DLOQ has also been scientifically validated and revised in different cultural contexts (Jamali et al, 2009).

The DLOQ

Watkins and Marsick (1996, p. 4) proposed an integrated model for a learning organization and defined a learning organization as “one that learns continuously and transforms itself . . . Learning is a continuous, strategically used process – integrated with and running parallel to work”. They proposed seven action imperatives or dimensions and two dimensions relating to performance outcomes that characterize organizations in their journey towards learning organizations. These are presented in Table 1.

Table No.1 about here

Further they propose that learning activities should occur at four organizational levels, i.e., individual, team and/or group, organizational, and global. The seven dimensions in this model address learning activities at the above mentioned four levels in an organization. The level specific dimensions are discussed in the next section.

Individual Learning (IL)

Learning at the individual level is “the ways in which people make meaning of situations they encounter, and the way in which they acquire and apply the knowledge, attitudes, and skills they need to act in new ways” (Watkins and Marsick, 1999, p. 81). Individual learning is fostered by creating continuous learning opportunities and promoting inquiry and dialogue (Watkins and

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Marsick, 2003)

Group Learning(GRL)

Through teams, people learn how to work collaboratively, which is valued by the culture and rewarded (Watkins and Marsick, 2003).

Organizational Learning(OL)

According to Watkins and Marsick (2003), there are two action imperatives that pertain to this level of organizational learning, namely: (1) create systems to capture and share learning; (2) empower people toward a collective vision.

Global Learning(GL)

When the organization is connected to its environment, interdependencies between the organization and its internal and external environment are acknowledged and worked through, which promotes learning. Finally, learning in an organization is difficult to create without supportive and appropriate leadership in the organization. Leaders provide strategic direction for using learning to leverage change and to move the organization in new directions (Watkins & Marsick,2003).

Figure 1 about here

The learning at different levels is shown in the model illustrated in Figure 1. This model stresses the importance of the systems level continuous learning and the management of knowledge outcomes which might lead to performance improvement in terms of financial and nonfinancial

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intellectual capital (Marsick and Watkins, 1999).

Review of literature

The review of literature is centered around studies or concepts relating to application of learning organization concept using DLOQ and its relationship to organizational performance. Most of the studies have tested the psychometric properties of DLOQ in different cultural contexts to test the applicability of learning organization concept. This includes studies by (Yang; 2003, Lien et al; 2006, Hernandez and Watkins; 2003, Song and Chermack; 2008, Sharifirad; 2011, Jamali et al; 2009, Zhang *et al.*; 2004, Somerville and McConnell-Imbriotis; 2004, Yang et al; 2004, Dahanayake and Gamlath; 2013, Dirani; 2013). These studies have examined the applicability of the DLOQ in different cultures, providing internal consistency of each item reliability and reliable factor structure of the dimensions of the learning organization (Song and Chermack, 2008).

Different studies (Hernandez; 2000, Ellinger *et al*; 2002, Dymock; 2003, Yang; 2003, Egan et al.; 2004, Kumar & Idris; 2006, Davis and Daley; 2008, Noubar et al; 2011, Awasthy and Gupta; 2011, Kim & Marsick; 2013, Sahaya; 2012) have attempted to link learning organization dimensions and organizational performance outcomes using DLOQ. These are presented in Table No. 2

Table No.2 about here

A closer look at these studies reveals the following points:

- 1) Number of items in DLOQ and the inclusion of performance variables: Only three

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studies have adopted the 43 items or the 55 items scale (Dymock, Yang, and Davis & Daley)

2) Most of the research is into validation of DLOQ in different cultural contexts.

3) The literature Pertaining to the impact of level specific (IL, TL, OL, and GL) learning on both financial and knowledge performance is somewhat non-existent.

So it may be inferred that there are hardly any studies which adopted DLOQ to find the relationship between learning vis-à-vis performance outcomes at different organizational levels (Individual, Group, Organizational and Global). Though Jamali et al have looked at level specific learning, but the financial measures were not a part of the study. Thus, the current research is a humble attempt to fill this gap in the literature. The following section deals with formation of research questions and hypothesis development.

Hypotheses Development

This study tries to minimize the existing literature gap by focusing on the applicability of the concept of the learning organization based on the theoretical framework proposed by Watkins and Marwick (1996, 1998) in an Indian Public Sector organization. The current research specifically addresses the following research questions:

1. To what extent do the employees of an Indian organization perceive the impact of dimensions of learning organization on organizational performance?
2. To what extent can the perceived measures of organizational performance be

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explained by learning dimensions at different levels i.e. global, organizational, team, and individual)?

In order to address the research questions the following hypotheses were developed:

H1: Higher the presence of learning organization dimensions better will be the organizations' Performance (Financial and knowledge).

H2: Individual learning, team learning, organizational learning and global learning dimensions will emerge as significant predictors of organizational financial performance.

H3: Individual learning, team learning, organizational learning, global learning dimensions will emerge as significant predictors of knowledge performance of the organization.

Research Methodology

As mentioned earlier, this research has taken the learning organization model proposed by Watkins and Marsick(1996) as its theoretical base. This study uses the DLOQ to measure the progress of an Indian Public Sector Organization in becoming a learning organization. This PSU was incorporated in 1981 by Government of India. It is Asia's largest integrated aluminum complex.

We have adopted the DLOQ developed by Watkins and Marsick (1996), while omitting the last section pertaining to information relating to 'you and your organization'. As shown in Table 3, the questionnaire consisted of 55 items, which are clubbed under 9 dimensions i.e. seven dimensions of learning organization plus two dimensions relating to performance. The seven dimensions are continuous learning, inquiry and dialogue, collaboration and team learning,

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systems that capture and share learning, people empowerment, connecting the organization to its environment, and strategic leadership for learning, and two dimensions relating to results/outcomes (financial performance and knowledge performance). The seven dimensions of learning organization are categorized into four levels:

- (1) Individual (continuous learning, inquiry and dialogue);
- (2) team (team learning);
- (3) organization (empowerment, systems that capture and share learning); and
- (4) global (strategic leadership and connection to environment).

Table No.3 about here

Sample and data collection

Responses were obtained on a six-point likert scale that ranged from “almost never true” to “almost always true”. Convenient sampling technique was used for select the sample organization. After approaching many organisations, permission was obtained from this organization. The questionnaire was initially administered to 300 employees. After a couple of visits to the sample organization and follow-up telephone calls, 68 usable responses were obtained. All the respondents were in managerial positions. The average age of respondent was 45.16 years (SD of 6.76years) and average experience was 20.49 years (SD of 6.66 years). Out of 68 responses obtained, 63 were males and 5 females. The respondents were asked not to

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mention their names and were assured confidentiality of the data.

Data Analysis

First, the collected data were subjected to descriptive analyses. Subsequently, reliability and validity of the instruments was established. For the main analysis, the relationships among the constructs were tested based on the hypotheses generated.

Reliability and validity of the instrument

The proposed nine dimensions of the learning organization have been considered valid measures to assess the learning organization through numerous studies in both Western (Ellinger *et al.*, 2002; Watkins and Marsick, 2003; Yanget *al.*, 2004) and Non-Western cultures (Lien *et al.*, 2006; Song and Chermack, 2008; Zhang *et al.*, 2004, Weldy and Gillis, 2010; Song et al., 2009,Sharifirad, 2011;Awasthy and Gupta, 2011). The reliability of the instrument was assessed by computing Cronbach's coefficient alpha. For the main analysis, Pearson's product moment correlation and multiple regression analysis techniques were used. Table 4 below shows coefficient of alpha of all the dimensions of DLOQ.

Table No.4 about here

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Results and discussion

In order to examine the hypotheses, the following analyses were performed. The results are as follows:

Hypothesis 1

We stated in *H1* that the higher the presence of learning organization dimensions in the organization, the better will be its performance. Table 5 shows the result.

Table No.5 about here

Table 5 shows that the study variables are significantly related. This implies the presence of relationship between learning organization dimensions and performance. These findings help us to infer that the employees in this organization perceived that the existence of effective and suitable learning organization characteristics in the organization will result in better organizational performance. This result is also supported by the existing literature (Davis and Daley, 2008; Marsick and Watkins, 2003; Goh et al, 2012; Awasthy and Gupta, 2011; Ellinger et al, 2002; Yang, 2003).

Hypothesis 2 & 3

Multiple regression analysis was conducted to test hypothesis 2 and 3.

Hypothesis 2: The level specific learning dimensions were entered in the model as independent variables, while financial performance was the dependent variable. The results are presented in Table 6.

Table No.6 about here

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Table 6 presents the result of regression analysis. Independent variables explained 49.9% of the variance in financial performance. The result indicates only global level learning is positively associated with financial performance. It can therefore be inferred that out of the four, only Global Level learning is directly linked to financial performance in this organization. Thus hypothesis 2 is partially supported.

The above findings are little surprising and initiate an interesting debate on the interdependency among various dimensions of DLOQ. To some extent, similar results were reported by Jamali et al, (2009) and Awasthy and Gupta(2011).In the current study, Global level learning consisting of (providing strategic leadership and connecting the organization to its environment) impact financial performance.

This can be explained from the nature of organization and contextual realities. The sample organization where the Government of India (GOI) holds majority stake and is subjected to lot of bureaucracy from the ministry.CFO connect, 2012 has reported India's 220-odd central public sector enterprises (CPSEs), suffer from major problems like; fall in share prices, low profitability, etc. 'Over-governance' is one of the factors that gives rise to this pathetic scenario. Most of these organizations are governed by rigid hierarchy, strict rules, and standard procedures which curtail employee participation in decision making. Decision making and policy formulation are restricted to top management, whereas implementation is carried out by lower level employees. This may hinder the other level specific learning.

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In another article, Lalnunmawia (2010) has written that though Indian public sector has contributed enormously to Indian economy, these public enterprises suffer from several problems. The management is ineffective and inefficient with uninspiring leadership, with too much of centralization, frequent transfers of officials and lack of personal stake. Civil servants who are often deputed to manage these enterprises who lack proper training in enterprise management. Political interference in day-to-day affairs, rigid bureaucratic control and ineffective delegation of authority hampers initiative, flexibility and quick decision making. The net result is lack of shared learning. Instead of organization wide learning, fragmented learning takes place (Stata, 1989).

Hypothesis 3: In order to predict the impact of level specific learning on knowledge performance, stepwise regression analysis was carried out. The results are reported in Table 7. Table 7 shows the independent variables explained 35.1% of the variance in knowledge performance. The result indicates that out of four dimensions, only one i.e. global learning emerged as significant predictor of knowledge performance. Thus Hypothesis 3 gets partial support from the result.

Table No.7 about here

As we have already mentioned in Indian cultural context, subordinates tend to feel comfortable in being guided and directed by their superiors. Sinha's (1973) research has shown Indian personality is dependence proneness. Such people were found to be very receptive to the

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expectation of others, particularly those who served as their role models. Another reason may be, in high power distance society (India's score is 77) subordinates bestow high dependence on their leaders for directions and guidance thereby impacting performance. According to CFO connect, 2012, positive changes are happening in the Indian PSU space. These central PSUs have started thinking strategically compared to earlier times, giving more importance to talent management, and are strengthening their governance structures. The current sample organization is no different from to this.

A comparison of the above two findings shows a similar trend. It is only global level learning which holds key to knowledge and financial performance of the sample organization. This organization is in the journey toward becoming a 'learning organization'. Whatever macro level learning taking place is on account of strategic planning and environmental scanning. These changes which are happening at the macro level may be having an impact on the macro level learning (global level learning) and not on the micro level (individual, organizational and team level learning). The time period which was chosen for this current piece of research falls in this phase, which may explain the findings.

Conclusion

This paper tries to build upon the idea of Senge's (1990) 'systems thinking' by taking Watkins and Marsick's (1996) learning organization framework. Watkins and Marsick have identified seven distinct but interrelated dimensions of the learning organization at individual, team,

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organizational, and global level and two outcome variables. These dimensions were analysed as a whole for the purpose of this study across one Indian public sector organization. The impact of various levels of DLOQ on performance was explored thereby reflecting the applicability of systems theory. According to Jamali et al.(2006), ‘systems theory explains learning organizations as comprising of inter-dependent building blocks at the individual, group, organizational and global levels. The idea is that the dimensions and propensities detected at various levels necessarily combine, interact and co-evolve to shape the disciplines of an advanced learning organization’ (p.117)

The findings of the study suggest that significant relationship exists between the seven action imperatives and performance variables. Further the study extended the work of Jamali et al(2009), by incorporating financial outcomes, tried to explore the predictive efficiency of learning characteristics (at different levels i.e. global, organizational, team, and individual) on performance variables (financial and knowledge). In terms of strength of learning levels our research indicates only global level learning has bearing on financial and knowledge performance.

As described by Goh et al. (2012), organizational or cultural context plays an important role in organizational learning research. They studied the relationship between organizational learning capability and performance and questioned “can the strengths of this relationship be partially explained by context?” They further added “is it possible that organizations that are smaller or are in the service industry can benefit more from developing a learning capability than, for

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example, public sector organizations where performance is often more difficult to measure and define and is not as crucial to survival?"The present study has strengthened this notion to some extent.

This study has examined the existing theoretical base in Indian organizational context, thereby extending the existing learning organization literature in developing countries. Conducting research in a country like India, with such diverse socio-cultural characteristics' create an interesting arena for testing western management theories. The current study is a humble attempt in this regard.

Management can use some of the findings of this research to diagnose current strengths and weaknesses of organizations and develop strategic action plans in making an organization a learning organization. Further, results from this study can help firms establish a business case for learning orientation initiatives at different levels as well as help assess the impact these initiatives have on business performance.

Limitations and Suggestions for Future research

Although the research findings were quite interesting, it is noteworthy that any sweeping generalization of the results needs to be done with caution because of the limitations of our research arising from one organization surveyed. So, there is a need to replicate the study with

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larger sample of organizations and in different industrial settings and in other developing countries. Another shortcoming in this research is the nature of financial data obtained. 'Knowledge performance' and 'financial performance' are self-reported measures subject to the biases of the individual responding to the survey. So, future research can take in its purview and collect data from on learning organizations dimensions and financial and knowledge performance data from different respondents to eliminate common source bias.

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Table 1: Definitions of Constructs for the Dimensions of the Learning Organization

| Dimension | Definition |
|--|---|
| Create continuous learning Opportunities | Learning is designed into work so that people can learn on the job; opportunities are provided for ongoing education and growth. |
| Promote inquiry and Dialogue | People gain productive reasoning skills to express their views and the capacity to listen and inquire into the views of others; the culture is changed to support questioning, feedback, and experimentation. |

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| | |
|--|--|
| Encourage collaboration and team learning | Work is designed to use groups to access different modes of thinking; groups are expected to learn together and work together; collaboration is valued by the culture and rewarded. |
| Create systems to capture and share learning | Both high- and low-technology systems to share learning are created and integrated with work; access is provided; systems are maintained. |
| Empower people toward a collective vision | People are involved in setting, owning, and implementing a joint vision; responsibility is distributed close to decision making so that people are motivated to learn toward what they are held accountable to do. |
| Connect the organization to its environment | People are helped to see the effect of their work on the entire enterprise; people scan the environment and use information to adjust work practices; the organization is linked to its communities. |
| Provide strategic leadership for learning | Leaders model, champion, and support |

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| Provide strategic leadership for learning | Leaders model, champion, and support |
| | learning; leadership uses learning strategically |

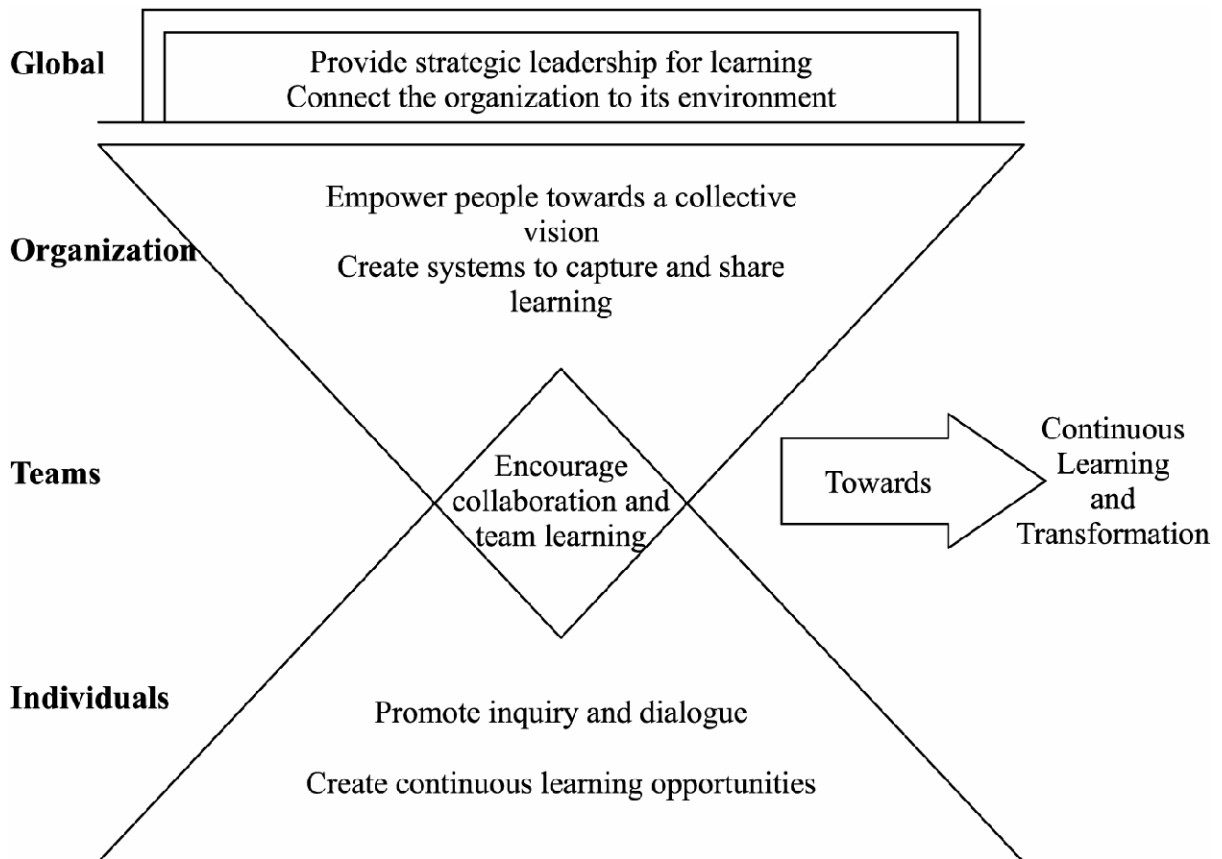
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| | |
|--|---|
| Key results/Performance outcome | State of financial health and resources available for growth |
| Financial performance | |
| Knowledge performance | Enhancement of products and services because of learning and knowledge capacity (lead indicators of intellectual capital) |

Source: Adopted from Marsick and Watkins (2003)

Figure 1: Learning organization action imperatives



Source: Marsick and Watkins (1999, p. 11)

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Table 2: Research Studies on Learning organization dimensions and organizational performance using DLOQ. Numbers in Parenthesis shows DLOQ item numbers

| Year | Author | Concept studied using DLOQ (number of items of DLOQ in parenthesis) |
|------|---------------------|--|
| 2001 | Selden and Watkins, | Evaluated the relationships between the seven learning organisation dimensions, company characteristics and knowledge and financial performance in family run |
| 2003 | Dymock | Case study based on qualitative data in an Australian organization using DLOQ. This research focuses on how this organization has developed a learning culture in a changing industrial climate (43 items) |
| 2003 | Ellinger et al | Relationship between the learning organization concept and firms' financial performance using DLOQ and objective measures of performance (21 items). The target sample is logistics managers |

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| | | |
|------|----------|--|
| 2003 | McHargue | His study was conducted to understand the LO dimensions and nonprofit performance and how this |
|------|----------|--|

| | | |
|------|-----------------------|---|
| | | relationship impacts nonprofit organizations' ability to become nonprofit learning organizations. (55 items) |
| 2003 | Hernandez and Watkins | Studied the ways in which learning organisation dimensions impact the process of tacit knowledge transfer, knowledge performance and financial performance within private manufacturing organisations in Colombia. A positive structural relationship between the seven learning organisation dimensions and the transfer of tacit knowledge process is found. The transfer of tacit knowledge process consecutively showed a positive influence on knowledge performance. (49 items) |

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| | | |
|------|-------------------|---|
| 2003 | Yang | Concept of a learning culture can be adequately measured and validated by relating it to organizational performance. Relation to financial |
| | | performance is analysed by canonical correlation. (43 items). |
| 2004 | Power and Waddell | Examined the relationships between self-managed work teams and the learning organisation dimensions using four measures of performance: knowledge performance, financial performance, customer satisfaction and turnover as a medium. |
| 2006 | Kumar & Idris | Explore the relationships between learning organisation dimensions, institutional characteristics and knowledge performance in Malaysian context(49 item) |
| 2008 | Davis & Daley | Managerial responses to the Dimensions of the Learning Organization Questionnaire together with both perceptual and objective measures of firms' financial performance were analyzed (55 items) |

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| | | |
|------|----------------|--|
| 2011 | Awasthy& Gupta | Assess employees' perceptions of their organizations' orientation |
| | | towards learning in manufacturing and service firms. This study tries to find out the impact of level specific (structural and people) dimensions on outcome variables, i.e. Knowledge and performance (21 items). |
| 2011 | Noubar et al | Relationships between learning organization dimensions, and change in financial and knowledge performance among Malaysian companies (21 items). |
| 2012 | Sahaya | Studied the role of Learning organization as a mediator between leadership style and financial measure (ROA) using DLOQ and came to the conclusion that promote inquiry, provide strategic leadership, and empower people dimensions of learning organization mediate the relationship between leaderships style and performance. (43 items) |
| 2013 | Kim & Marsick | Used DLOQ to design and implement a learning organization initiative |

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Table 3 DLOQ dimensions and their items in our study

| Section | Dimension | Items |
|-----------------------|--|--------------|
| Individual level | Continuous learning | 7 |
| | Inquiry and dialogue | 6 |
| Team or group level | Collaboration and team learning | 6 |
| Organizational level | Systems that capture and share learning | 6 |
| | People empowerment | 6 |
| Global level | Connecting the organization to its environment | 6 |
| | Strategic leadership for learning | 6 |
| Financial Performance | | 6 |
| Knowledge Performance | | 6 |

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Table 4Cronbach's coefficient alpha for DLOQ measures

| Dimensions | Alpha Value (α) |
|---------------------------------|--|
| Continuous learning | .85 |
| Inquiry and dialogue | .82 |
| Collaborative and team learning | .87 |
| Empower people | .88 |
| Create systems | .82 |
| Connect the organization | .84 |
| Strategic leadership | .89 |
| Knowledge performance | .93 |
| Financial performance | .83 |

N=68

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Table 5: Correlation between dimensions of DLOQ and outcome variables (financial performance and knowledge performance)

| Dimensions | Financial Performance | Knowledge Performance |
|-------------------------------------|------------------------------|------------------------------|
| Continuous learning | 0.47** | 0.53** |
| Promote inquiry & dialogue | 0.45** | 0.53** |
| Collaboration & team | 0.51** | 0.56** |
| Learning Systems to capture & share | 0.49** | 0.53** |
| Empower people towards a vision | 0.58** | 0.62** |
| Connect organization to | 0.61** | 0.57** |
| Strategic leadership for | 0.72** | 0.53** |

**Correlation is significant at 0.01 level N=68

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Table 6: Regression results: Level specific learning dimensions as a predictor of financial performance

| Criterion | Predictors | Standardized | Significance |
|-----------------------|-------------------|---------------------|---------------------|
| Financial Performance | Global level(GL) | .706 | .000 |

Note $R^2 = .499$; $p < .001$

Table 7: Regression results: Level specific learning as a predictor of Knowledge performance

| Criterion | Predictors | Standardized | Significance |
|-----------------------|---------------------------|---------------------|---------------------|
| Knowledge Performance | Global level(GL) learning | .425 | .001 |

Note $R^2 = .382$; $p < .001$