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Assessment of Organizational Learning Status Based on INVEST Pattern (Case Study; Branches Management in Bank Keshavarzi of Mazandaran Province)

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ABSTRACT

The current research is about “Assessment of Organizational Learning Status based on INVEST Pattern (Case Study; Branches Management in Bank Keshavarzi of Mazandaran Province)”. The main question of the research is that; how is the organizational learning status of branches management in bank Keshavarzi of Mazandaran province? And based on INVEST pattern constituents the research questions are formed. The study of statistical universe is consists of seventy seven (77) individuals from entire management, experts and personnel of branches management in bank Keshavarzi of Mazandaran province. Using table of *Kerjesy & Morgan*, 63 samples of this research is obtained. The approach of study is of type descriptive -measurement in which the questionnaire’s tool is used for collecting information which contains judgmental admissibility and since the coefficient of *Alpha – Cronbakh* obtained as 0.955 also showed that it had the required reliability and has distributed based on simple random sampling among individuals sample. After data collection, the two terms distribution test was used for answering the questions and results indicate that the status of six(6) constituents of learners with *motivation, culture of educator, outlook for learning, increased learning, management support and changeable structure* of branches management in bank Keshavarzi of Mazandaran province are all at medium to upper level. To respond to the main question of research also resulted that organizational learning status is at medium to upper level. Based on freedman test the priority of constitutes; *outlook for future, supportive management, culture of educator and personnel with motivation, supportive & learning structure* have been increased respectively.

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Introduction

The authorities and experts believe that the faster learning ability relative to rivals is only permanent competitive advantage. Nowadays the needs of organization to learn and change have increased. If an organization has desire to learn in slower pace than its environment, the organization is doomed to fail. Thus, all existing organizations should be learner.

Both the learning organization and knowledge management have common believes and both related with process of acquiring & storing information, data interpolation and knowledge development along with strengthening of learning.

As how the organization manages its own knowledge is very important issue in organizational development. Nowadays, we need organizations which continually renew, re-discover reinforce themselves. These are learner organizations meaning that they have habit to learn. Without learning habit, they will not dream the conceptual depiction of future, not even having the hope for operation of this idealistic depiction (*Khadyavi 2008*).

As stated by *Watkins & Marsik (1966)*, looking at an organization as learning system is not a new debate; Almost one hundred years ago (1911) *Taylor* has pointed out to role of personnel’ transferable learning to become better efficient organization. After that, in early 1990, the approach of “ the

organization as learner system” brought forth for discussion. *Fredrick D. Taylor* (the initiator of effective theory ‘ Scientific management’) believes: when the realities of management is stated and assessed, then management can transfer his knowledge to others and as a result increases efficiency of organization (*Sobhanie-Nejad, 2010*).

The published book by *Peter Sengeh (1990)* with the title “ The Fifth Discipline: The Art & Practice of the Leaning organizations” has been the most significant intellectual trend of this paradigm. *Sengeh* was the scientific thinking founder of learner organization in the past years. From perspective of *Garvin*, the learner organization is the one that have the capability of creation, acquisition and transfer of knowledge and adjust his own behavior in such a way which to be reflector of new knowledge and outlooks. The foundation of *Garvin*’s definition is this simple fact that if the organization desires to learn, then new ideas play an essential role in this matter. Sometimes these ideas develop inside organization with sparks of vision and creativity and sometimes is source of their formation outside of the organization and individuals obtain form external lead sources (Same source).

With respect of becoming more complex environment and effect of various factors: economic, political, social, technical,

scientific and technological on organizations, all institutions and entities must have required information and knowledge for accountability to the environment. To the opinion of *Richard. L. Deft*. The management domain is in the state of passing stage of organizational paradigm from modern to post modern. Many companies are in passing state from hierarchical traditional management to partnership management. Transformation and interchange in management have occurred in two accelerating trend. The first trend, is the increaser rate of a change which is gift of global competition. The organization must adapt themselves faster with changes and become active in wider arena. The second trend is principle change in organizational technology. Traditional organizations had been designed somehow to use machine-ware. But newer organizations are of type knowledge-ware, meaning they have designed to employ thought and information and each employee has skill in one or multi- field from specialized subjective activities. Each employee, instead of making effort for efficiency must continually learn and be able to define & resolve issues related to domain of his activities. In this new global system, management responsibility is capability creation of organizational learning (*Sobhani-Nejad, 2010*).

In addition to performance, another indicators for promotion of bank's place is organizational learning. Therefore it is worthy an appropriate assessment to be performed in this regard. Although all banks do learn but the area of their activities are not entirely learning. Basically activities' area of some of them is performance or focus of current & daily affairs. One must note that today's performance is the results of past learning. Therefore future performance will be the results of today's learning.

With respect to the significant of organizational learning and progress of *Bank Keshavarzi* toward learner bank with outlook to becoming in same direction of all organizations and institutions toward learning for achieving to a learner society, it is necessary that a study toward realization of this goal to be performed in the context of assessing status of current bank. Toward this, this question appeared to the mind of researcher that: with respect to this necessity and the issues which exist for the banks; is the current bank superior in discussion of organizational learning or not and/or at what instances has weakness?

Therefore, considering the significance of this issue, the researcher makes effort to act with a proper theoretical framework to determination status of organizational learning system of branches management in bank Keshavarzi of Mazanaran province. The current study will be performed through INVEST pattern and related questionnaire as well as making it local.

A Review on Research Literature

Organizational Learning Definitions:

When *Fredrick Tailor* set forth for discussion the subject of learning transfer to other employees for the purpose of increasing efficiency and enhancement of organization in 1900, it was the time the learning concept took shape. But *Richard C.Bert & James March* were among first to set the two terms "learning" and "organization" side by side in 1963 and set forth for discussion, the subject of learning as organizational phenomenon(*Aghdasi &Khakzar-Befroie 2008*).

Argress and shoun (1987) define the organizational learning as discovery and mistake correction. Therefore the learner organization is the one that with creation of structures and strategies contributes to organizational learning promotion

(*Dagson 1993*). Learning is a dynamic concept which gradually changes from individual learning to organizational learning (*Asghari 2006*).

Table No.1 Various Definition of Learning (*Aghdasi & Khakzar-Befroie 2008*)

Various Definition of Learning
Organizational Learning is a process of efforts enhancement via knowledge and better understanding.
Organizational Learning is a development of organizational capacity for performing effective efforts.
An entity learns if his potential behaviors develops via processing information.
Organizational Learning is a process of identification and mistake correction.
Organizational Learning is a process which during that, knowledge would develops about efforts-results and communication between organization & environment.
Organizations are known as learner's organization through coding of presumptions from past experiences and transfer of their combination with criterions which forms organization's behavior.
Organizational learning develops via vision, knowledge and joint mental models.. and are built based on past knowledge and experiences which are recorded in memories.

Goal of Organizational Learning:

Dougson (1993) believes that organizations learn so that to correct and enhance their compatibility & efficiency power against changes in environment. *Grantham (1993)* states that learning makes organization capable to react faster and more effective against dynamic & complex environment. Therefore, it could be said that learning is an effort from behalf of organization so that to correct and preserve its power of competition, operation and innovation in uncertain environments.

Also, learning could enhance the quality of organizations' decisions. *Estata (1989)* states that learning takes time. but when the learning process started, it causes to appear better in performing work through feeding self and organization's members. *Landray (1992)* also states that organizational learning are considered as fundamental factor for innovation and creativity. *Browen & Daughuead (1991)* consider leaning as bridge between work and creativity. *Patakous (1996)* knows learning and creativity as dependent processes which form two sides of a coin and consider creativity as "learning skills" which could dehiscent in various level of organization. Change in behavior have recognized as first principle for organizational effectiveness. One method of behavior change, is the direct change of behavior. The important point is that usually there is a difference between what people actually have in mind and act. In other words, there is no association seen in what human actually believe on that this very fact causes that change in behavior to become difficult. In terms of organizational enhancement, the attention is to the point that could add to knowledge via presenting and strengthening learning thought in the organizations and when problem appears, to reduce gradually the perspective of defensive reasoning in individuals as much as possible. (*Asghari 2006*).

Organizational Learning Process:

The learning process has recognizable stages. *Haber (1999)*, describes Organizational Learning Processes as following:

1-*Acquisition of Knowledge*: Learning occurs when an organization acquires required knowledge. The acquisition of knowledge or facts and information is performed via control of environment, make use of information systems for storing information, information recovery, performing implementation research, training and etc. *Daugson 1993*) states that, learning

not only occurs via knowledge acquisition from outside organization, but also would be realized through re-adjustment of existing knowledge, revision in structures of previous knowledge and make of theories or their revisions.

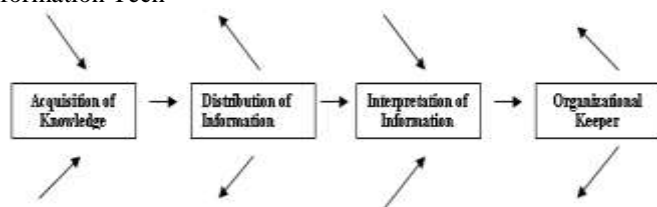
2-Distribution of knowledge: Distribution of knowledge points to a process which via that organization jointly shares the acquired knowledge with its units and members and this way learning is promoted and knowledge or new awareness is developed. Knowledge is distributed and recorded in the form of skills, memorandum, notes, informal articles and reports.

3-Interpretation of Information: For information to be used and shared, it must be analyzed and interpreted. The interpretation of information is a process that the distributed information gets common understandable meanings. *Haber (1991)* states that, the individuals have special belief structures which form them from interpreting and make meanings of information. These belief structures are stored as principles which are employed specific to imputed information so that a meaningful knowledge gets formed. learning more occurs at the time which the bases of interpretation be varied in the organization.

4-Organizational Memory: As *Walsh & Angelson (1991)* states, organizational memory points to a source that knowledge for future use is stored in it. the organizational memory has an critical role in organizational learning, there exists many factors which creates organizational memory. Part of organizational memory is in the mind of individuals who attain knowledge based on their experiences. Such knowledge could manifest in the form of meaningful structures (*Dickson 1994*), belief structures, assumptions, values and mental models. Part of organizational memory is hidden in the organizational culture; because organizational culture is consists of past experience which influences people. In the definition performed by *Shawn (1985)*, the organizational culture is a approach which people would learn so to understand, think and sense the organizational issues.

The informational technologies which are employed to store information, develop other part from organizational memory, the nature of usage from organizational memory to some extent depend on individuals; because not only individuals determine what type of information to be stored, but also do specify what sort of information to be used (same source).

Between units Internal bases of interpretation Internal Information Tech



Between External Individual Interpretation Approach Mind of individual

Diagram No.1: Process of Organizational Learning (Asghari 2006)

The Advantages of Employing Organizational Learning:

There are many advantages of employing organizational learning which are as follows:

1-Force of Knowledge: New birth of giant businesses like Microsoft Computers, Net-Escape and recently Apple computer proved that knowledge is a giant force which the holder of that force are capable of creating giant entities.

2-Liberation of Employees' Potential: Individuals are the most important sources in any organization and human do have high

potential for developing capabilities, obtaining new skills and producing new valuable ideas.

3-Quality Enhancement & Exploitation: There is always a better, faster and economic ways to perform things. Any individual working in an organization for the purpose of standard performance increase, continually inspect his work approaches and an learner organization could contribute to its employees toward achieving goals.

4-Survival: Individuals and companies who not being concordant with changes rapidly become obsolete. Therefore, organization for their survival and success like commercial leaders and planners should set aside their classic subjectivity and learn and re-train knowledge, skills, habits and strategies which is valid in current time.

5-Increase of Commitment: An organization which pay attention to learning of its personnel, continually is sending a strong message to personnel "We give attention to you" this matter increases the employees' commitment toward organization, its goals and wide convenient. Also, via proper training and education, the individuals to be aware of organization' expectation and to make effort to meet those expectations (*Nazem 2008*).

Difficulties resulting from Lack of Manager's Attention relative to Organizational Learning:

If managers don't give attention relative to organizational learning, then some consequences will follow like: **1)** Individuals become less self-think thou. **2)** Lack of learning causes most of employees to become inactive and indifferent. **3)** Along with active state the current situations in organization become more institutionalized and in imperfect form causes the backwardness of organization. **4)** Will lead to formation and continual of this viewpoint which some individuals who are brain of the organization, expect others to perform their commands and opinion. **5)** When individual work passively in the organization and do not apply their thinking, have tendency to act as negatively against changes and are afraid to show reaction. In contrast, to encourage individuals in organization causes to perform actively, to have confidence and to be learner, interested and enthusiastic (*Same Source*).

Levels of Organizational Learning:

Some organizations might act better in achieving effective learning in some levels relative to other levels. In our opinion learning shows itself in six levels. In these levels, it will be described somehow the difference between them become more distinct. Nevertheless, there are considerable alliance between various learning's levels (*Lamaie 2002*).

Individual Learning:

This matter has always been under consideration and attention which the employees require individual learning. Undoubtedly, the technical –professional training and related occupational training have responded to these requirements; but individual learning and self-learning which might have insignificant role in traditional instruction, increasingly have become common might be necessary for an individual to obtain new skills or understand new processes. Many (*same resource*).

Group & Team Learning:

While it is possible that personnel as individuals might have individual learning needs, but as member of working group of production & service unit have a need to team learning which is beyond individual learning. Also, as we observe later on, group learning have other advantages. For example some would learn much better this way (*same source*).

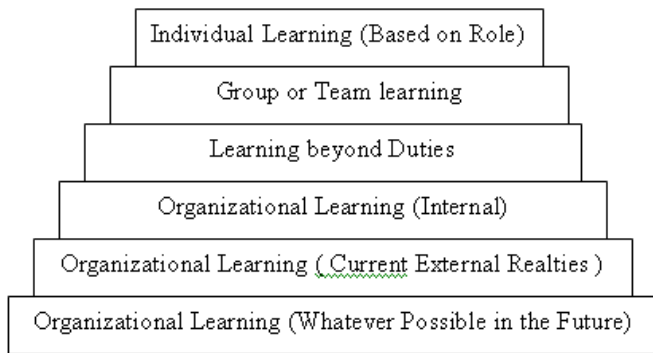


Figure 2. Learning Levels in Learner Organization (Lamaie 2002)

Units bound Learning:

The third level of learning, is the complex aggregate needs of learning in the level of sections or units. For example need to develop a strong customer-orientated in a production unit or need to understand and learn effective cooperation with units which in the past have had less or lack of cooperation. Advancement of information technology due to intense increase in storage, processing and possible assessment of group's information, have brought closer the previous scattered units. Learning for working together, understand one another and working in a joint vision framework in various units or operating companies is an important group level from learning for numerous organizations(*same source*).

Organizational learning (Internal)

The fourth level holds the learning of entire organization but is focused on inter-organizational. Here the emphasis is on giving high value to learning, compatibility and strengthening them as well as the use of all opportunity for continual learning and compatibility toward productivity, innovation, quality and competitive advantage(*same source*).

Organizational learning (Current External Realities)

The fifth level of learning is extravert meaning that the entire organization which currently works and also the future environment which will work; always do learn; it is important for an organization to assure capability of assessment and understanding current market trend and reaction to new technologies and social-political factors which change the environment (*same source*).

Organizational Learning (Whatever Possible in the Future)

In the sixth level, it is required that organization to take a long term perspective relative to itself and the environment in which it located; must depict wider picture from global market, social-political subjects and/or trend of technological & demographic pattern. A predictable horizon is shortened for many organization and it is possible not be able to predict its external reality for few years in advance. Learning for compatibility with unpredictable future is an important learning (*same source*).

Theoretical Framework & Research Conceptual Model

In this research effort have made that the INVEST pattern which is theoretical basis of this study to be used for measuring the rate of organizational learning of branches management in bank Keshavarzi of Mazandaran province. The following diagram have prepared based on regular retrospection of published scientific works about learner organization and vast experience of authors in working with organizations.

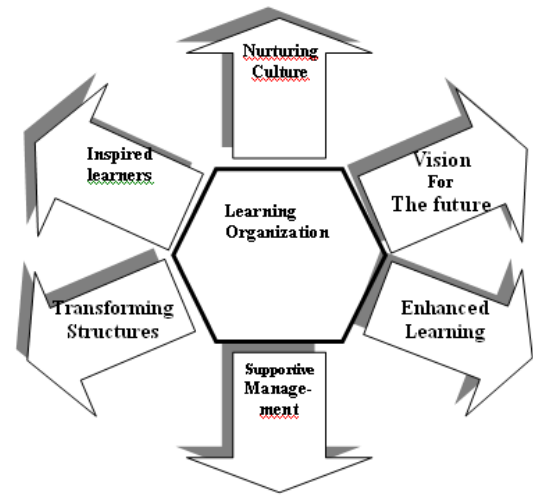


Diagram No. 3- INVEST Pattern from Learner organization (Lamaie 2002)

• Inspired Learners

To the extent in which the work force as a whole has a motivation for continuous learning, has a motivation for new learning and taking opportunities from experience of self-confidence and self-dehiscence shows complete commitment.

• Nurturing Culture

To the extent in which values and behaviors support continuous learning, encourage doubt about current situation and question about current assumption and approaches of performing work; to the extent which test and experience of learning from mistakes and logical discussions are considered for valuable activities.

• Vision for the future

To the extent in which exists common outlook and this outlook includes the capacity of organization for recognition, reaction and use of whatever possible to realize for future. Part of this outlook emphasizes on importance of learning in the levels of individual, group and organization in a way that make the organization able to continually change itself and through this in a world which is in the state of rapid change and unpredictable continues to survive and grow.

• Enhanced learning

The extent in which the organization have held a processes and techniques for enhanced learning and its engorgement & continual among all personnel.

• Supportive Management

To the extent in which managers honestly believe that encouragement & continual learning is led to the performance enhancement of organization through those who have most contact with customers' works, the manger see their role as facilitators and instructor than control and giving reward.

• Transforming Structures

To the extent in which organization is planned for developing facilitation in learning between levels, units and various sub-levels and is led to compatibility and rapid change (*Lamaie 2002*).

Based on **INVEST** pattern, the conceptual model of this study shown diagram No.4

Goals of Research

1-Constituents status Assessment of organizational learning of branches management in bank Keshavarzi of Mazandaran province.

2-Prioritization and value determination of each learning constituents of branches management in bank Keshavarzi of Mazandaran province.

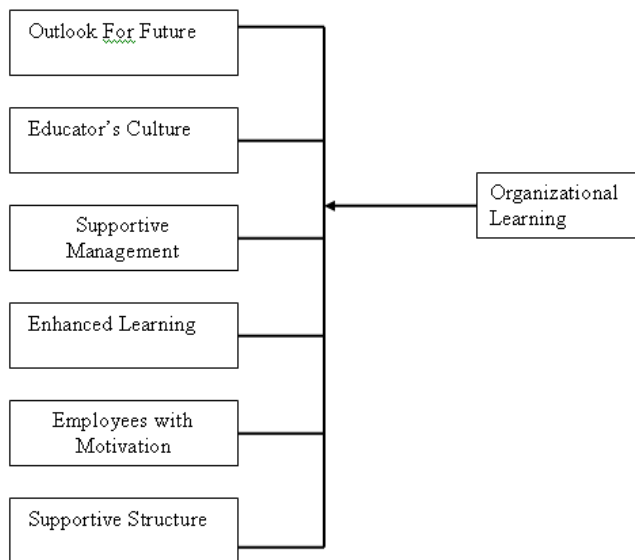


Diagram No. 4- Conceptual Model of Study

Research Questions

Main Question:

How is the status of organizational learning of branches management in bank Keshavarzi of Mazandaran province?

Secondary Questions:

- 1-How is the motivational status for employees' continual learning of branches management in bank Keshavarzi of Mazandaran province?
- 2-How is status of values, manners, governed culture toward continual learning support of branches management in bank Keshavarzi of Mazandaran province?
- 3-How is outlook and status usage of capacities and future facilities for learning purpose of branches management in bank Keshavarzi of Mazandaran province?
- 4-How is the status of applied processes and techniques for increase learning of branches management in bank Keshavarzi of Mazandaran Province?
- 5-How is status of encouragement and support of management from employees' learning process of branches management in bank Keshavarzi of Mazandaran province?
- 6-How is status of compatible organizational structure with organizational learning of branches management in bank Keshavarzi of Mazandaran Province?

Methodology of Research

Research Approach:

In terms of applied research goal and in respect to research goal and nature of subject matter the approach of research is of type descriptive –measurement.

Statistical Universe:

Form the entire managers, specialists and employees of branches management in the bank Keshavarzi of Mazandaran province who work in various units with minimum one year work history and having diploma, B.S, or M.S & PhD degree. The quantity of these individuals was equal to 77.

Statistical Sampling & Sampling Approach:

For determination of sample volume "Kerjesi & Morgan" have presented a table of sample volume with good decision making model (Secaran, 2001). For populations with volume of 77 persons, the sample volume of 63 individuals will be accepted. The same number of questioner randomly is distributed and analyzed. The simple random sampling have used for selection of statistical sample.

Information Collection Approach

The questionnaire is used as a tool in this research.

Table No.2 Correspondence of questions of questionnaire with research questions

Questions	Questions
1-6	First Questions
7-11	Second Questions
12-16	Third Questions
17-21	Fourth Questions
22-26	Fifth Questions
27-32	Sixth Questions
1-32	Main Questions

Since the questions of questioner in his study have prepared and compiled based on theory. For the purpose of admissibility assessment of designed questionnaire, the judgmental credibility assessment approach was used. For this purpose consultation performed from experts associated with research subject for collection and preparation of questionnaire. Also, in addition to consider the standard type of questionnaire, and for the purpose of determining reliability, the prepared questionnaire distributed randomly between 15 persons from statistical universe and after collection of questionnaires, the coefficient of *Alpha Cronbach* have estimated using SPSS software to be $\alpha = 0.955$. The quantity of this number indicates the desired reliability and credibility of the questionnaire.

Approach Analysis of Research Information:

In this study, in inferential analysis, the two terms distribution test for responding to research questions and Freidman test for classification of organizational learning constituents have been used.

Conclusion

Conclusion from Descriptive Statistics

In current study, for the determination purpose of demographical characteristics, seven questions have set forth for discussion which are consists of age; gender, marital status, service duty, education level, occupation nature & employment status. Based on extracted respond information, the 63 individual from sample members, 52 are male and 11 are female, 3 single, 60 married. Thirty individuals are between 20-30 years old, forty individuals are between 30-40 years old, fourteen individuals are between 40-50 years old and six individuals are above 50 years old. Nine individuals have administrative work experience 1-5 years, sixteen individuals have administrative work experience 5-10 years, nine individuals have administrative work experience 10-15 years, Fourteen individuals have administrative work experience 15-20 years, eight individuals have administrative work experience 20-25 years, seven individuals have administrative work experience 25-30 years work experience. Seven Individuals have high school diploma, 12 Individuals have associate diploma, 33 Individuals have with B.S. degree, 11 Individuals have with M.S degree and above, four individuals are in manager post, 24 individuals are specialist, and 35 individuals are as regular employee. 49 individuals are formal employee, 12 individuals are as contract employee and two individuals are corporate.

Conclusion from Inferential Statistic

First Question: How is the motivation status in bank Keshavarzi branches management of Mazandaran province for continual learning of employees ?

H_0 = The motivation status of branches management in bank keshavarzi of Mazandaran province for continual learning of employee is at medium levele to lower medium level.

H_1 = The motivation statues of branches management in bank keshavarzi of Mazandaran province for continual learning of employee is at medium to upper level.

Table No. 3 : Study of Motivational Constituents Status

Result	Meaningful Level	Test Ratio	Percent (Observed ratio)	Quantity	Classification	Standard
Approval of alternative Assumption	0.000	0.60	0.35 0.65 1.0	22 41 63	≤ 3 ≥ 3	Motivational Status

Based on results and observations which have shown in the table. Observed ratio was larger to test ratio and also P-value is less than 0.05. therefore could assert that assumption H_1 is approved.

P-Value = .000 < 0.05

Second Question: How is status of values, manners, governed culture of branches management in bank Keshavarzi of Mazandaran province toward continual support of learning?

H_0 = The status of values, manners, governed culture of branches management in bank Keshavarzi of Mazandaran province toward continual support of learning is at medium to Lower level.

H_1 = The status of values, manners, governed culture of branches management in bank Keshavarzi of Mazandaran province toward continual support of learning is at medium to upper medium level.

Table No. 4 : Study of Cultural Constituents Status

Result	Meaningful Level	Test Ratio	Percent (Observed ratio)	Quantity	Classification	Standard
Approval of alternative Assumption	0.000	0.60	0.32 0.68 1.0	20 43 63	≤ 3 ≥ 3	cultural Status

Based on results and observations have shown in the table. Observed ratio was larger than Test ratio and also P-value is less than 0.05. therefore could assert that assumption H_1 is approve.

P-Value = .000 < 0.05

Third Question: How is outlook and status usage of capacities and future facilities for the learning purpose of branches management in bank Keshavarzi of Mazandaran Province?

H_0 = The outlook and status usage of capacities and future facilities for the learning purpose of branches management in bank Keshavarzi of Mazandaran Province is at medium to lower medium level.

H_1 = The outlook and status usage of capacities and future facilities for the learning purpose of branches management in bank Keshavarzi of Mazandaran Province is at medium to upper medium level.

Table No. 5 : Study of Outlook Constituents Status

Result	Meaningful Level	Test Ratio	Percent (Observed ratio)	Quantity	Classification	Standard
Approval of alternative Assumption	0.000	0.60	0.28 0.72 1.0	18 45 63	≤ 3 ≥ 3	Outlook Status

Based on results and observations have shown in the table. Observed ratio was larger than Test ratio and also P-value is less than 0.05. Therefore could argue that hypothesis H_1 is approve

P-Value = .000 < 0.05

Fourth Question : How is the status of employed processes and techniques of branches management in bank Keshavarzi of Mazandaran province for increase learning?

H_0 = The status of employed processes and techniques of branches management in bank Keshavarzi of Mazandaran province for increase learning is at medium to lower medium level.

H_1 = The status of employed processes and techniques of branches management in bank Keshavarzi of Mazandaran province for increase learning is at medium to upper medium level.

Table No. 6 : Study of Increased process learning Constituents Status

Result	Meaningful Level	Test Ratio	Percent (Observed ratio)	Quantity	Classification	Standard
Approval of alternative Assumption	0.017	0.60	0.46 0.54 1.0	29 34 63	≤ 3 ≥ 3	process Status

Based on results and observations have shown in the table, since P-value is less than 0.05, thus could assert that assumption H_1 is approve.

P-Value = .017 < 0.05

Fifth Question: How is status of encouragement and support of management from employees' learning process of branches management in bank Keshavarzi of Mazandaran province?

H_0 = The status of encouragement and support of management from employees' learning process of branches management in bank Keshavarzi of Mazandaran province is at medium to lower medium level

H_1 = The status of encouragement and support of management from employees' learning process of branches management in bank Keshavarzi of Mazandaran Province is at medium to upper level.

Table No. 7 : Study of Support of Management Constituents Status

Result	Meaningful Level	Test Ratio	Percent (Observed ratio)	Quantity	Classification	Standard
Approval of alternative Assumption	0.000	0.60	0.32 0.68 1.0	20 43 63	≤ 3 ≥ 3	Support of Management Status

Based on results and observations have shown in the table. Observed ratio was larger than

Tested and also P-value is less than 0.05. therefore could assert that assumption H_1 is approve

P-Value = .000 < 0.05

Sixth Question : How is status of compatible organizational structure with organizational learning of branches management in bank Keshavarzi of Mazandaran province?

H_0 = The status of compatible organizational structure with organizational learning of branches management in bank Keshavarzi of Mazandaran province is at medium to lower medium level.

H_1 = The status of comparable organizational structure with organizational learning of branches management in bank Keshavarzi of Mazandaran Province is at medium to upper level

Table No. 8 : Study of Structural Constituents Status

Result	Meaningful Level	Test Ratio	Percent (Observed ratio)	Quantity	Classification	Standard
Approval of alternative Assumption	0.000	0.60	0.38 0.62 1.0	24 39 63	≤ 3 ≥ 3	Structural Status

Based on results and observations have shown in the table. Observed ratio was larger than Test ratio and also P-value is less than 0.05. therefore could assert that assumption H_1 is approve. P-Value = .000 < 0.05

Main Question: How is the status of organizational learning of branches management in bank keshavarzi of Mazandaran province?

H_0 = The status of organizational learning of branches management in bank keshavarzi of Mazandaran province is at medium to lower medium level.

H_1 = The status of organizational learning of branches management in bank keshavarzi of Mazandaran province is at medium to upper level

Table No. 9 : Study of Organizational Learning Status

Result	Meaningful Level	Test Ratio	Percent (Observed ratio)	Quantity	Classification	Standard
Approval of alternative Assumption	0.000	0.60	0.27 0.73 1.0	17 46 63	≤ 3 ≥ 3	Learning Status

Based on results and observations have shown in the table. Observed ratio was larger than Test ratio and also P-value is less than 0.05. therefore could assert that assumption H_1 is approve. P-Value = .000 < 0.05

To prioritize the constituents of organizational learning which is one of the research goal in bank keshavarzi branches management of Mazandaran province, the freedman test was used. the result are listed as follow:

H_0 = There are no meaningful difference between research variables

H_1 = There are meaningful difference between research variables

Since the meaningful level is less than 0.05 therefore the question H_1 is approved. Asymp. Sig= .000 < 0.05

The output results of SPSS software is observed in table below:

Table No. 10 : Ranking of Constituents Organizational Learning

Constituents	Mean of Rank
Motivational Status	3.28
cultural Status	3.90
Outlook Status	4.05
processes Status	2.52
Support of Management Status	3.94
Structural Status	3.13

With respect to the results of table the degree of priority is as follow:

- 1-The outlook constituent is on first degree priority.
- 2-The manager support constituent is on second degree priority.
- 3-The culture constituent is on third degree priority.
- 4-The motivation constituent is on fourth degree priority.

5-The structure constituent is on fifth degree priority.

6-The process (learning increase) constituent is on sixth degree priority.

The Comparison of Research' results with Similar Prior Research.

Ehsan Shahsoud Harati, in his thesis under title “*The Organizational Learning Assessment : Case study of Part Sazan Company*” which performed at University of Mazandaran College of Economy & Administrative Science, in 2006, concluded that in general the Part Sazan in current status does not have desirable organizational learning (Shahsoud Harati 2006). The obtained results in current study indicates that the organizational learning in bank keshavarzi of Mazandarn province is medium to upper level.

Farzaneh Yousefie Zenouz, in his thesis under title “*The Measurement rate of Organizational Learning in Various Units of Consumer & Producer Support Organization*” performed in 2006 at Higher Education Institution for Management and Planning. After data analysis of questionnaire, the results indicate that the consumer & producer support organization, the organizational learning is lower the medium level) Yousefie Zenouz 2006). In this study based on desirability of organizational learning status of bank keshavarzi branches management in Mazandaran province, doesn't have conformity with six dimensions of INVEST model.

Saied Eslami in his thesis under title “*Study of Possible Employing Learner Organization Model in the Gas Company of Mazandaran Province*” which performed in 2006 at the Islamic Azad University unit of Ghem-Shahr; on the first question have reached to conclusion that the Mazandaran province has appropriate and desirable conditions in terms of required individual capability for formation of learner organization (Eslami 2006). Thus, the first question of this study, also the status of employees with motivation is desirable in bank keshavarzi branches management of Mazandaran province. Thus in the second question of this study; the status of joint outlook in the Gas company of Mazandarn province is appropriate for formation of learner organization model. Thus the third question of study, the outlook status of future in bank keshavarzi branches management of Mazandarn province is on the first priority & importance.

Abu-Ali Mehdi-zadeh in his thesis under title “*Comparative Study in Organizational Structure relation with Organizational Learning rate in Regional Electric Company Telecommunication of MazandaranP province*” performed at the Islamic Azad University unit of Ghem-Shahr in 2002., has approved the meaningfulness relation between organizational structure and organizational learning in telecommunication company in Mazandaran province (Mehdi-Zadeh 2002).

With respect to the result of sixth question of this study, the status of organizational structure compatible with organizational learning in bank keshavarzi in Mazndaran province is at medium to upper level which could known to be associated with desirability status of organizational learning in bank keshavarzi of Mazandarn province.

Research Limitation

In this study only questionnaire have been used as a tool while more accurate results could have obtained if other approaches (interview...) were implemented.

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