

(r) (284) (ANOVA)

(2005 ) (Senge,1990) Learning Organization  
Argyris and ) ( Schon,1978  
Organizational Learning  
( Revans,1983)

.2011/4/21

2009/11/6

(Staniforth,1996)

:

(Pellettiere,2006)

:

.1 (Mariotti ,1998)

.2 .(Mabin et al.,2001)

(Peach, Jimmieson and White, 2005)

.3

(Bernerth,2004)

Cunningham )

.4

(et al.,2002  
(Joshapara,1993)

.(Calvert,1994)

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(0.05 ≥ α)

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(2005)

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(2006)

(Knutson and Miranda, 2000; Knutson et al.,  
Brooks (1995) Mallet (2005)  
(1992)

(Marsick and Watkins, 1994)

(2000)

(Karash,2002)

(2002)

(Rastogi, 1998)

(2000) Lynch

(2003)

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(Alexiou, 2005)

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(Hyatt and Haque 2007)

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(

.(Hoogendoorn et al.,2007)

(2009)

(Holt et al., 2007)

Savolainen and )

(Haikonen,2007

. (Self ,2007)

(2009)

(2010)

(Marsick and Watkins)

(321)

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(2008)

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Contu

(2004) Sudharatna and Li

(2002)

(2001) Rowden

(2010)

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(

(2007)

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(3.91)

(Fahey, 2008)

:

(2006 )

(Khadra and Rawabdeh,2006 )

(780)

:

41

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(Bryan,2009)

:

(Kumar and Idris, 2006)

( Song, 2008)

:

(195)

(Yang, Watkins and

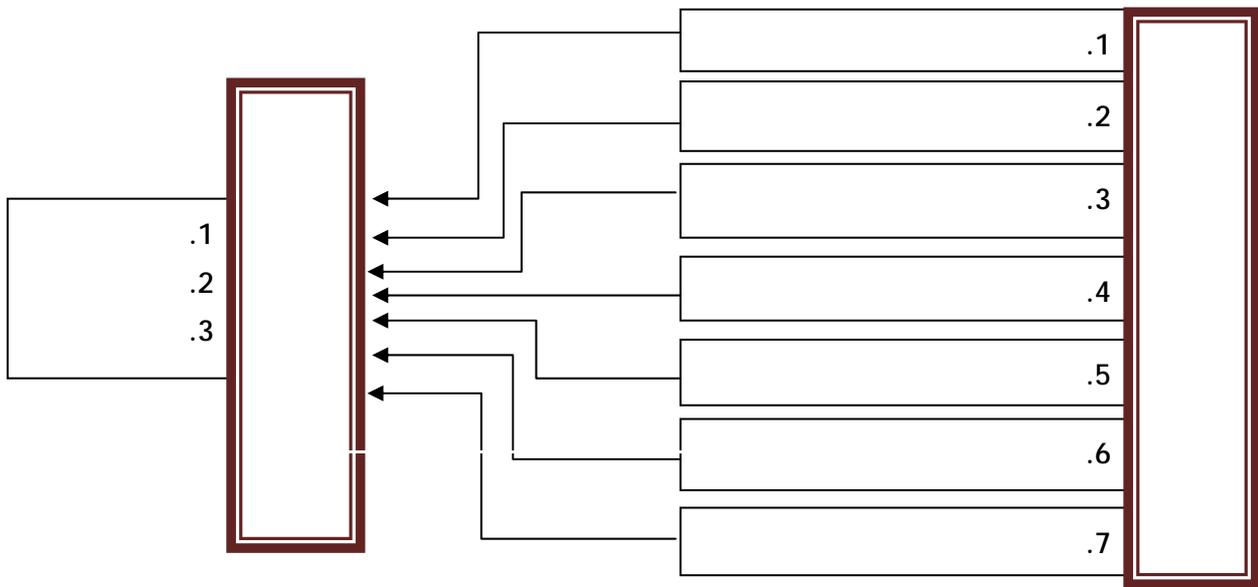
(Marsick, 2004

(Watkins and Marsick,1999)

(1)

(Watkins and Marsick ,1993,1996,1999).

(Hudspeth,2004)



:(1)

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:

(Dibbon,1999).

( ) :

:

(Bryan,2009).

(184) (37) (284) (18) (45) (244) (11) (233) (%82)

(Watkins and Marsick,1993,1996,1999)

(Watkins and Marsick,1993,1996,1999)

(Armenakis et al., 1993)

(Armenakis and Harris, 2002)

(Bernerth,2004)

(Armenakis and Bedeian, 1999)

(21-1)

(0.98 -0.77) ( Watkins and Marsick, 1993,1996,1999 )  
 (Lau and Woodman,1995) )  
 (Dunham et al.,1989) )  
 (Rashid et al.,2004) (Huang,1993) ( )  
 (Yousef,2000) (39-22)  
 (Cunningham et al.,2002)  
 .(Holt,2002) (Dunham et al., 1989)

:(1)

%81	1•2•3	
%77	4•5•6	
%87	7•8•9	
%83	10•11•12	
%86	13•14•15	
%82	16•17•18	
%94	19•20•21	
%91	21-1	
%88	39-22	-
<b>%93</b>		

:Face Validity .1

: Contrast Validity .2

(30)

(0.01)

(0.47)

(0.74)

(Cronbach Alpha)

(Likert)

(5) : (5) (1)

(2) (3) (4)

.(1)

(0.91)

(0.88)

(1) .(0.93)

.(Sekaran,2006)(0.60)

(144) (50-41) .  
 .(%61.8)  
 (184) (5-0) :  
 .(%78.96)  
 (154) (4.20)  
 .(%66.1) (4.2) (3.4)  
 (3.4) (2.6)  
 (2.6) (1.8)  
 (1.8) (1)

:(2)

%			
85.41	199		
14.59	34		
17.60	41	40-31	
61.80	144	50-41	
15.45	36	60- 51	
5.15	12	60	
78.96	184	5-0	
11.58	27	10-6	
9.46	22	11	
6.4	15		
11.6	27		
66.1	154		
15.9	37		

(SPSS.17)

Statistical Measures)  
 .1  
 (Descriptive  
 (Skewness) .2  
 .( Normal Distribution)  
 .3  
 (ANOVA) .4  
 ( Fisher's LSD ) .5  
 (%82)  
 (284) (233)  
 (2)

(3)

(Watkins and Marsick, 1993,1996, 1999)

(199)

.(%85.41)

(3.87-3.42)

(3.65)

(4)

(4.07)

"

(3.42)"

.(0.97)

(3.87)

"

(0.85)

"

"

"

(3.49)

"

.(0.93)

(3.76)

(3)

.(0.91)

:(3)

:(4)

0.97	4.07	
0.93	3.49	
0.91	3.76	
<b>0.94</b>	<b>3.77</b>	

0.50	3.77	
0.58	3.51	
0.68	3.68	
0.63	3.72	
0.71	3.60	
0.76	3.42	
0.85	3.87	
<b>0.67</b>	<b>3.65</b>	

:

(r)	
:	:
0.49*	
0.52*	
0.60*	
0.48*	
0.61*	
0.58*	
0.64*	
0.67*	

\*P< 0.01. N.S.: Not Significant. N=233.

(5)  
 Pearson  
 Correlation (r)  
 )  
 ( (0.67)  
 : (0.01)  
 (5)  
 (6) (ANOVA) (0.01)  
 (0.05)  
 (F=0.99) (F) (0.48-0.64) (r)  
 (α=0.2621)  
 .(0.64)

(ANOVA) : (6)

Power (Alpha=0.05)	Prob. Level	F- Ratio	Mean squares	Sum of squares	DF	
0.2621	0.40008*	0.99	2.035	6.103	3	
			2.049	182.404	229	
				188.508	232	
					233	

\*P< 0.05. N.S.: Not Significant. N=233.

(F) :  
 $(\alpha = 0.05)$  (F=0.00)  
 (7)

(ANOVA) : (7)

Power(Alpha=0.05)	Prob. Level	F- Ratio	Mean squares	Sum of squares	DF	
0.0502	0.9659*	0.00	3.803E – 03	3.803E – 03	1	
			2.071	188.503	231	
				188.508	232	
					233	

\*P< 0.05. N.S.: Not Significant. N=233.

تعزى إلى متغير الرتبة الأكاديمية ، بدليل انخفاض قيمة (F) المحسوبة حيث بلغت (F=0.77) ، ومستوى الدلالة  $(\alpha = 0.238)$  مما يقتضي قبول الجانب المتعلق بالرتبة الأكاديمية في هذه الفرضية العدمية.

بينت النتائج الاحصائية في الجدول (8) أنه ليس ثمة فروق ذات دلالة احصائية لإدراك المبحوثين لأبعاد المنظمة المتعلمة

(ANOVA) : (8)

Power (Alpha=0.05)	Prob. Level	F- Ratio	Mean squares	Sum of squares	DF	
0.238	0.546*	0.77	1.598	6.392	4	
					228	
			2.070	182.116	232	
				188.508	233	

\*P< 0.05. N.S.: Not Significant. N=233.

:

(ANOVA) : (9)

Power (Alpha=0.05)	Prob. Level	F- Ratio	Mean squares	Sum of squares	DF	
0.31309	*0.313	1.20	2.451	7.352	3	
					229	
			2.035	181.155	232	
				188.508	233	

\*P< 0.05. N.S.: Not Significant. N=233.

(9)

( ) (F) : (α =0.31309) (F=1.20)

:

(ANOVA) : (10)

Power (Alpha=0.05)	Prob. Level	F- Ratio	Mean squares	Sum of squares	DF	
0.9253	*0.0018	5.38	4.0414	12.124	3	
					229	
			0.7510	66.795	232	
				78.921	233	

\*P< 0.05. N.S.: Not Significant. N=233.

(40-31) (11)

(60-51) (50-41) (α =0.05) (α =0.05)  
( ) (60) (10) (11)

.(Fisher's LSD)

(Fisher's LSD)

:(11)

2,4,3	3.573	41	<b>40-31</b>
1	4.161	144	<b>50-41</b>
1	4.357	36	<b>60-51</b>
1	4.383	12	<b>61</b>

(ANOVA)

:(12)

Power(Alpha=0.05)	Prob. Level	F-Ratio	Mean squares	Sum of squares	DF	
0.1247	*0.4245	0.64	0.5542	0.55421	1	
					231	
			0.8612	78.3656	232	
				78.9198	233	

\*P< 0.05. N.S.: Not Significant. N=233.

( $\alpha =0.05$ )

(12)

(ANOVA)

:(13)

Power(Alpha=0.05)	Prob. Level	F-Ratio	Mean squares	Sum of squares	DF	
0.7445	*0.030813	2.80	2.2252	8.9008	4	
					228	
			0.7957	70.0199	232	
				78.9198	233	

\*P< 0.05. N.S.: Not Significant. N=233.

(13)

(Fisher's LSD)

( $\alpha = 0.05$ )

(Fisher's LSD)

:(14)

1	4.21	15	
1	4.67	27	
1	4.68	154	
1,2,3	3.82	37	

:

(14)

(ANOVA)

:(15)

Power (Alpha=0.05)	Prob. Level	F- Ratio	Mean squares	Sum of squares	DF	
0.40161	*0.20123	1.57	1.3255	3.9766	3	
			0.8421	74.9432	229	
				78.9198	232	
					233	

\*P< 0.05. N.S.: Not Significant. N=233.

(3)

(15)

(4)

(4.73) (Zhang et al. 2004 )

(6) (Mchargue,2000)

(3)

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.2

.4

( ) (3.64) ) (

(2006)

(3.64)

.5

(3.68)

(0.05)

(40-31)

(1993) Watkins and Marsik

(2006) Kumar and Idris

( 60) ( 60-51) (50-41)

.3

( ) .6 (5) (0.01)

)

( (0.48-0.64) (r)

.1

(0.64)

.4  
 .2  
 ( )  
 : .5  
 . (Watkins and Marsick,1993,1996,1999) .3

2006  
 4-1 1430 - 16-13  
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 2000 2008  
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 2006 -57 1 10  
 : .78  
 2009 2007  
 :  
 .1 5  
 2010 .4 3  
 : 2010  
 .1 6 .2 6  
 : 2005 : 2003  
 : 1  
 : 2002 2009  
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## Learning Organization and Perceived Organizational Readiness for Strategic Change

*Kamel Mohammad Al-Hawajreh*

### ABSTRACT

The purpose of this study is to examine the relationship between the learning organization and perceived organizational readiness for strategic change. Learning organization constructs were identified based on seven dimensions: creating continuous learning opportunities, promoting inquiry and dialogue, encouraging collaboration and team learning, creating systems to capture and share learning, empowering people towards a collective vision, connecting the organization to its environment and providing strategic leadership for learning organizational readiness for change on the basis of employees' perceptions of their organization's readiness for change by utilizing the attitudes towards change concept.

The research site chosen for the study is service-oriented. A total of (284) participants agreed to participate in the study. Descriptive statistics were used to describe the participants' perceptions of their organization as a learning organization. Pearson product-moment correlation coefficient was used to indicate the bivariate intercorrelation between the participants' responses on the dimensions of the learning organization questionnaire and the perceptions of organizational readiness for strategic change. One-way ANOVA was used to determine if there were significant differences in the participants' perceptions of their organization and their readiness for strategic change based on their demographic characteristics.

The results of the study suggested that the participants' highest perceived level of the action imperative for the learning organization was providing leadership for learning, whereas system connection was the lowest perceived one. Participants' perceived levels of the seven action imperatives of the learning organization were positively and significantly related to their perceptions of organizational readiness for change. Providing leadership and the overall dimensions of the learning organization had the highest correlation with organizational readiness for change. No statistically significant differences were found between participants' perceived effects of the learning organization and their demographic characteristics. Statistically significant differences were found among participants' perceptions of the organizational readiness for change and their age and academic rank.

The study concluded with a set of recommendations such as: paying attention to the university in all the dimensions of the learning organization, growth and development of organizational capabilities, including: ability building of teams and learning system, participation and strategic visions shared between employees, adopting the concepts which are correct for the interaction of cognitive and behavioral tendency and effective interaction.

**KEYWORDS:** Learning organization, Perceived organizational readiness for strategic change, Strategic change, Change resistance, University of Petra, Jordan.

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