

THE IMPACT OF LEARNING ORGANIZATION ON ORGANIZATIONAL READINESS FOR CHANGE OF WIDYATAMA UNIVERSITY

Sunardi S. Brahmana*
sunardi.brahmana@widyatama.ac.id
nardibrahmana@yahoo.com

Veronica Christina
Universitas Widyatama
Jln. Cikutra 204A – Bandung, West Java, Indonesia 40124

Abstract

The success of an organization essentially reflects the organization's ability to adapt to environmental changes. In the uncertain environment, what is certain is the change itself. Organization's ability to change with the changing environment will be largely determined by the readiness of the organization itself to change. Readiness for change will determine the organization's ability to still exist in the future. One of the factors that determine organizational readiness for change is the knowledge possessed by the organization. The necessary organizational knowledge should be gained from learning and the learning process performed by the organization. Scholars argued organization that learns will have more readiness to follow and make changes than organizations that do not learn. Therefore, one of the biggest challenges is to create a learning culture within the organization. Survey was conducted at Widyatama University (UTama). Population and sample of this study are the lecturers of UTama. Of the 150 questionnaires distributed, a total of 106 questionnaires returned and processed. The results showed that the instruments are valid and reliable. This study found out that learning organization is positively and significantly influenced organizational readiness for change. Weaknesses of this study and some suggestions for future research are also disclosed.

Keywords: Learning Organization, Organizational Readiness for Change, UTama

INTRODUCTION

The dynamic of the competitive environment in an industry requires organization to be open and adapt to change (Ma, 1999; Staniforth, 1996), as well as UTama organization in the midst of a competition between universities which is very tight (Sutoko, 2005). These changes are intended to enable an organization to improve effectiveness, efficiency, and

creativity that leads to innovation as the key driver to deal with competitive pressures (Bogler and Somech, 2005). The efforts that aim to improve the effectiveness, efficiency, and creativity is certainly very dependent on how an organization manages all aspects of a change that should be done (Appelbaum & Wohl, 2000). This research is based on the works of Haque (2008) who tested the relationship between organizational learning and organizational readiness for change.

Brahmana & Sofyandi (2006) found that learning orientation is the main organization is relatively weak. Weak learning orientation can result in poor organizational's response to environmental changes. Weak learning orientation indicates weak culture to accumulate the necessary knowledge to create new knowledge needed to cope with the changing environment in a creative way (Baker & Sinkula, 1999; Day, 1994, Narver & Slater, 1991).

Change is a big issue for an organization that can affect all individuals, groups, and the organization itself (Staniforth, 1996). Organizations investing in reengineering, total quality management, downsizing, mergers and acquisitions, restructuring, and other interventions in order to be successfully make changes (Pelletiere, 2006). Peak (1996) refers to a study conducted by American Management Association that found out that 84 percent of American companies are doing at least one fruitful changes, and about 46 percent made three or more changes. Interestingly, some statistics indicate that the successful rate of management of change ranged from 20 to 50 percent (Haque, 2008). In fact, the term of change has become a term that describes the turmoil in the business environment. However, it is understood that the ability to make a change, adaptation, evolution, and the ability to do this better than the competitor is believed to be one of the most important source of sustainable competitive advantage (Mariotti, 1998). In line

with Mariotti (1998), Szamosi & Duxbury (2002) argues that an understanding of how to manage these changes will be increasingly important for organizational success in the future.

Basically the sources to make a change are varied, however most organization still have difficulty and barriers in managing these changes. Burnes (1996) indicate that the low success rate in managing change indicates the persistence of the weakness or deficiency for a good framework necessary for implementing and managing change. It can be inferred from the many contradictions between academics and practitioners on the theories and approaches that exist (Burnes, 1996).

The ability of an organization in making changes essentially depends on its readiness for change. Readiness for change illustrates the extent to which an organization is ready to make a change (Balogun & Hailey, 2004; Beer & Nohria, 2000; Elving, 2005). The problem is that many organizations are realizing the importance of making changes, but in fact they do not have sufficient readiness to make changes, and this is believed to be the main cause of failure in making a change (Haque, 2008; Val & Fuentes, 2003).

Some studies revealed that the main cause of the unpreparedness of the organizations to make changes is their resistance to change (Cummings & Worley, 2001; Mabin, Forgeson, & Green, 2001; Val & Fuentes, 2003; Waddell & Sohal, 1998). Scholars stressed the importance of the influence of this resistency in an organization's efforts to make change (Mabin et al., 2001; Maurer, 1996). Interestingly, according to Maurer (1996) resistance is very significant for the success of an organization's changes, but it turns out that many do not understand it. Block (2000) defines resistance as an expression of rejection of doing a change. Resistance is often associated with negative attitudes or counterproductive behaviors of the organization's members (Waddell & Sohal, 1998). Resistance for change is essentially due to the feeling of threat for the status quo, fear or anxiety over the possible adverse consequences resulting from a change (Haque, 2008).

Readiness for change is believed to be a precursor for the formation of cognitive behavior that is resistant to both good behavior and behavior that supports the conversion (Armenakis & Harris, 2002). Regarding to changes, it is likely to occur disparity of behavior in the organization, there may be a positive behavior, and perhaps also a negative behavior (Beer, 1980). The fundamental of the concept of readiness for change is to find the antecedents or factors that are positively associated with readiness for change.

One of the important factors that can enhance an organization's readiness for change is the level of an organization's learning. The relationship between learning

and change can be traced to the stream of studies on the changes, which generally follow the steps of Lewin (1947, 1951, 1997), which states that the changes initiated by altering the behavior into the openness for changes. Lewin (1997) indicates that this process is intended to encourage learning which will result in a new learning activity within the organization. In this process the individual will attempt to restructure their way of thinking, feeling, and behavior related to the change (Schein, 1999; Senge, 1993). Thus, at this stage of learning, it is expected the individuals have passions to leave their status quo, and adapt to a new mindset of a new learning process (Haque, 2008). Some scholars argue that learning is something that is conducive to the success of changes in the organization (Argyris, 1982; Chonko, Dubinsky, Jones, & Roberts, 2003; Macdonald, 1995; Schein, 1992; Senge, 1990a, 1993). Furthermore, scholars also expressed the view that learning is a factor in the planning and implementation of proactive efforts to make changes effectively (Zajac & Bruhn, 1999). In line with this argument, Antonacopoulou & Gabriel (2001) stated that learning has the ability to relieve anxiety, discomfort, confusion, and to foster the emerging of brilliant ideas and thoughts. Schein (1993) believes that organizations that learn faster will have the ability to adapt to changes more quickly.

LEARNING ORGANIZATION

Given its complexity and disparity, a complete and clear definition of learning, or a solid theory of learning has not been established (Garvin, 1993). As a result, learning was interpreted in different ways. According to Merriam-Webster's Collegiate Dictionary, learning is defined as the act or experience of a person who learn where knowledge or skills acquired through instruction or study, or tendencies of behavior modification through experience. Kim (1993) develops formal characteristics of learning on the basis of the same opinion, arguing that the concept of learning tends to consist of two sides: the acquisition of skills or physical ability to do a job, and the acquisition of concepts or the ability to articulate a conceptual understanding of a particular experience. According to White (1994), learning can be defined as a greater ability to process and synthesize new information that leads to an understanding and conducive wisdom in dealing and adapting to the increasing complexity and pace of change. Organizational learning is also known as a critical process in an effort to improve organizational actions through knowledge and better understanding (Dodgson, 1993; Fiol & Lytes, 1985) that influence the effectiveness of persuasion to the changes (Templeton, Lewis, & Snyder, 2002). Organizational learning processes will lead to changes, or enable potential for change (Tsang, 1997). Organizational learning is a way in developing knowledge or new perspective that will potentially influence organizational behavior (Slater & Narver, 1995).

Michael (1973) initiated the idea of organizational learning. Argyris and Schon (1978) coined the term organizational learning, emphasizing learning by the organization in the context of change. They argued that: organizational learning occurs when members of the organization act as an agent for organizational learning, in response to changes both inside and outside the organization through the detection and repair errors in organizational theory that is being used, and put the learning outcomes in the map of the organization.

The concept of organizational learning is developed by a deep-rooted philosophy to anticipate, react, and respond to changes, complexity, and uncertainty (Khadra&Rawabdeh, 2006). According to Watkins and Marsick (1993), organizational learning objective is to enhance totally the ability of the organization to dealing with change. Bierly, Kessler, & Christensen (2000) stated that learning is a process of linking, expanding, improving data, information, knowledge, and wisdom. Cyert& March (1963) defines organizational learning as a process in which the organization as a collectivity of individual learning through interaction with its environment. Daft & Weick (1984) observed that organizational learning is a process in which knowledge about the relationship between organizational actions and outcomes and the environment are developed. Duncan & Weiss (1979) stated that organizational learning is a process in which knowledge about the relationship of action and outcomes, and environmental effects that influence this relationship is developed.

Confessore and Kops (1998) defines organizational learning as an environment where organizational learning is structured in such a way that teamwork, collaboration, creativity, and knowledge processes have meaning and value. Dixon (1994) defines organizational learning as the organization's ability to use the amazing mental abilities of its members to create processes that will lead to performance improvements. Senge (1993) described organizational learning as a condition in which people continuously develop its capacity to create the results they want, where the new and expansive patterns of thinking is developed.

Senge (1990a) suggested a learning framework based on five key areas or disciplines: firstly, Systems thinking - understanding the whole, not just the parts of thinking and organizational behavior; secondly, Personal Mastery - readiness for continuous updating of individual learning, and relate it to jobs in the organization; thirdly, Shared vision - linking belief or conviction, commitment, and clarity of purpose that brings out the need to learn; fourthly, Mental model - helps managers to challenge assumptions and their views on reality; fifthly, Team learning - encourage teamwork to engage in dialogue.

Those five disciplines are the key element in most efforts of learning in the organization. Furthermore, Watkins & Marsick

(1999) suggested that organizational learning process is based on seven essential basic action that mutually complementary and dependently bind organizational learning both at individual, team, organization, or community level. These seven actions are: create continuous learning opportunities, promotes inquiry and dialogue, encourage collaboration and team learning, create systems to capture and share learning, empower people toward a collective vision, connect the organization its environment, and provide strategic leadership for learning.

ORGANIZATIONAL READINESS FOR CHANGE

Literature tends to distinguish the two types of individual responses in situations of change: readiness for change, and reluctance to change (Armenakis&Bedeian, 1999; Armenakis& Harris, 2002). When confronted for change, people tend to observe the shapes and effects of the changes. In general, the observation will determine whether they accept or reject the change (Bovey & Hede, 2001; Self, 2007).

Most studies of this area found out that individual and organizational factors significantly influence individual response for change (Armenakis& Harris, 2002). Although resistance to change is seen as something that can not be avoided and is a natural behavioral response of a fear or threat, basically the reason why organization fail to changes is mainly derived from the reluctance for change itself (Bovey & Hede, 2001; Spiker& Lesser, 1995; Washington & Hacker, 2005). The literature often assume that this reluctance as being problematic (Washington & Hacker, 2005). As a result, management and efforts to reduce the rejection is become the main challenges in the success of a process of change. (Armstrong & Stassen, 1994; Washington & Hacker, 2005). Jansen (2000) stated that while the concept of resistance to change is debatable, opinions on the readiness for change have emerged. Judson (1991) stated that the reluctance or resistance to change can be approached in two ways: first, increasing the pressure to suppress behaviors that reject (reactive approach), and second, minimize or reduce the forces that affect the reluctance or refusal (proactive approach). Some experts claim that the second approach is better than the first approach (Judson, 1991; Lewin, 1951). They argue that a persuasive approach not only can reduce or eliminate factors that may lead to rejection, but also can create more positive outlook and approach to change. In other words, this approach can create conditions or foundation of readiness for change.

The experts seem to agree that in the absence of readiness factors, passivity or resistance to change will emerge (Bridges, 1986; Chreim, 2006). Pasmore and Fagans (1992) noted that the intervention may not yield the expected changes if the people involved are not ready for it. Holt (2002) emphasizes that the concept of readiness for change

reflected in the context of efforts by managers to avoid workers' reluctance to change. In a seminal study, Coch & French (1948) who first suggested the term to avoid rejection, and thus creating a readiness for change. Much of further studies in this field adopt the conception of the Coch and French (e.g. Berry, 1983; Kotter, 1995; Lawrence, 1954; Morrow, 1999; O'Connor, 1993; Palmer, 2004; Powell & Posner, 1978; Recardo, 1995; Taylor, 1998). However, in general, these studies emphasize on the aspects of managing or efforts to avoid rejection. Jacobson (1957) for the first time indicate that the conception of Coch and French is not really just talking about the management's reluctance or rejection, but also implies the emergence of the construct of readiness for change. Research conducted by Lewin (1947, 1951, and 1997) throughout the past 60 years found out that a multi-step processes should be implemented if the organization's leaders want to make changes. Lewin suggests that change can occur in the following three stages: unfreezing, change, and refreezing. Lewin found out that the process of change is influenced by two opposite forces, namely: the forces that resist change and the forces that lead to the desired situation (accept change).

Unfreezing starts with eliminating the forces that inhibit readiness for change (Duberley, Johnson, Cassell, & Close, 2000). Lewin describes unfreezing as the key stages and a critical first step towards the achievement of change. According to Dawson (2005), unfreezing process indicates the need for change, and requires the imposition to question the context, content, and the politics of change efforts to understand the issues involved. The main purpose of the unfreezing stage is to prepare people for change; as a result, many experts equate unfreezing as the creation of readiness for change (Beer & Walton, 1987; Cummings & Worley, 2001; Klein, 1996, Kotter, 1995; Smith, 2005).

While the importance of the concept of readiness has been recognized, but not much research operationalized readiness as a unique construct, and adopt it in the perspective of preparing for and facilitating the management to make changes as appropriate. Armenakis & Harris (2002) was the first to emphasize the perspective of the parties affected by the change. They argue that the leader of changes should be able to inspire and guide the members of the organization to make changes, and not reject it. Furthermore, they emphasize the importance of readiness as the trigger of behavior that reject or accept the changes. The focus is on trying to create readiness, and not on an attempt to avoid resistance to change.

Readiness for change is a cognitive condition that emerges when organizations' members have positive attitudes, beliefs, and intentions towards change (Armenakis & Bedeian (1999). When the development of attitudes, beliefs, and relevant intention successfully lead to the creation of cognitive condition, the individuals involved in the process will gradually adopt changes and tends to behave as expected.

When the process towards change is completed and the change is fully integrated in the organization's structure, it could be stated that the change has been institutionalized. In line with this argument, Dunham, Grube, Gardner, Cummings, & Pierce (1989) argued that the change process should consecutively develop cognitive reaction, affective reaction, and behavioral tendency.

THE RELATIONSHIP BETWEEN LEARNING ORGANIZATION AND ORGANIZATIONAL READINESS FOR CHANGE

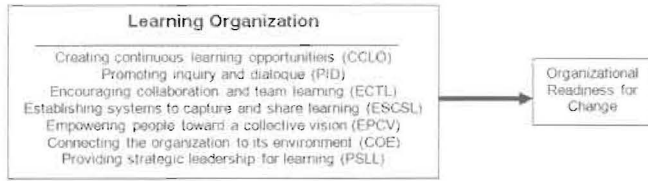
Lewin (1947,1951) developed a model which explains that change is a process that involves three stages, namely: unfreezing, changing, and refreezing. Lewin (1951) argued that unfreezing is a process replace the old knowledge derived from the old learning process with the new knowledge as a result of the new learning process. Lewin's argument justified the views that stated that the organization's ability to learn and the organization's readiness for change are related.

The learning organization is an organization that is consciously placing learning as a vital basis, where it should be implicitly seen in the values, vision, goals, and daily activities of an organization (Haque, 2008). Therefore, the dimensions and characteristics of the learning organization will highly determined the development of the readiness for change within an organization. Armstrong & Foley (2003) convinced that a learning organization will facilitate mechanisms that will enhance the organization's learning process (Armstrong & Foley, 2003). Learning mechanism is involving organization's aspects, such as culture and structure. A cultural aspect consists of a set of shared values, norms, beliefs, attitudes, roles, assumptions, and behaviors that make learning happen. A structural aspect consists of formal structures and procedures, operational routine behaviors, and actions that allow the learning activities are supported and implemented in the work environment. Schneider & Rentsch (1988) equate the concept of structural aspects with organizational climate concept. McNabb & Sepic (1995) convinced that the combination and the integration of both cultural and structural aspects will foster the creation of organizational readiness for change.

Furthermore, Hyatt & Haque (2007) argued that learning is a key success factor for a change, and in reducing the resistance for a change as well. An organization must learn to change, which means that an organization should develops readiness to learn organizationally (Redding & Catalanello, 1994). An organization that learns will have the ability to develop strategic readiness needed in responding to the continuously changing environment. Thus, the discussions above lead to the following research framework (Fig.1.). From this research framework, it could be stated that learning organization with all of its seven dimensions will determined

the degree of an organizational readiness for change.

Figure 1 - Research Framework



Based on the discussion above, the hypotheses of this research are:

- H Learning organization is positively influences organizational readiness for change
- H1 CGLD is positively influence organizational readiness for change
- H2 PID is positively influence organizational readiness for change
- H3 ECTL is positively influence organizational readiness for change
- H4 ESCSL is positively influence organizational readiness for change
- H5 EPCV is positively influence organizational readiness for change
- H6 COE is positively influence organizational readiness for change
- H7 PSLL is positively influence organizational readiness for change

METHODOLOGY

Research Object

The object of this research is the perception of UTama lecturers on learning organization and organizational readiness for change of UTama.

Unit Analysis, Population, and Sample

The unit of analysis of this research is individuals, which are UTama's lecturers. This study population included all the one hundred and sixty lecturers of UTama. Since the number of the population's members is considered reachable and manageable, the questionnaires are sent to all of the population's members. The number of respondents who responded to this study, and completely fill out the questionnaire is considered as this study sample.

Measurement

The questionnaire designed with 7-point Likert Type Scale is used to capture the respondent's perceptions on learning organization and organizational readiness for change. Learning organization consists of seven dimensions is measured by adapting the 21 items scale (three items for each dimension) used by Haque (2008). Organizational Readiness for Change which consists of three dimensions is measured by adapting the instrument developed by Dunham et al., (1989), which consists of 18 items.

Findings

A total of 150 questionnaires were sent to one hundred sixty lecturers of UTama. A total of 124 questionnaires were returned, and of that number there are 18 questionnaires that are not completely filled out. Therefore, the number of questionnaires that are feasible for use in the subsequent analysis is 106. Thus the response rate is 71%.

The result of reliability test shows that the measurement of learning organization and organizational readiness for change are valid since the magnitude of Cronbach Alpha is above 0,70, that is .973 for learning organization and .883 for organizational readiness for change.

Descriptive statistics shows that the mean value of learning organization ranged from 3.4528 to 3.8585, and organizational readiness for change ranged from 3.9717 to 4.5943. On a scale of seven it could be concluded that most of UTama's lecturers perceived that learning organization and organizational readiness for change of UTama are not yet well develops.

Hypothesis Testing

Since the aim of this study is to examine the impact or the influence of organizational learning on organizational readiness for change, the research hypotheses are tested using multiple regressions. There are several assumptions that must be met in order to obtain the results of the regression using the BLUE (Best Linear Unbiased Estimator). This assumption is known as the classical assumption that consists of: multicollinearity, heteroscedasticity, normality, linearity, and auto correlation. In this study the auto correlation test is not conducted since the data of this study is cross-sectional. The classical assumptions test found out that all of the assumptions met the criterion.

Table 3, Table 4, and Table 5 shows the results of hypotheses testing using multiple regressions. From Tables 3 and Table 4, it can be seen that the regression model was significant (at 1 percent), and the adjusted R square value of 0.343 indicates that this regression model can explain 34.3 percent of the variation in the dependent variable (organizational readiness for change).

Table 5 shows that all of the regression coefficients are significant at 5 percent, which means that the whole hypotheses of this study are accepted. Therefore, it can be concluded that the learning organization and all of its dimensions is positively influence organizational readiness for change

Table 3 - Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics					Durbin-Watson
					R Square Change	F Change	df1	df2	Sig. F Change	
1	.622 ^a	.397	.343	.79006	.397	8.841	7	98	.000	1.841

a. Predictors: (Constant), LO.7, LO.4, LO.3, LO.5, LO.2, LO.1, LO.6

b. Dependent Variable: GRCTotal

Table 4 - Anova

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	38.629	7	5.518	8.841	.000 ^a
	Residual	61.171	98	.624		
	Total	99.801	105			

a. Predictors: (Constant), LO.7, LO.4, LO.3, LO.5, LO.2, LO.1, LO.6

b. Dependent Variable: ORCTotal

Table 5 - Coefficient

Model	Unstandardized Coefficients	Standardized Coefficients	t	Sig.	Correlations			Collinearity Statistics		
					B	Std. Error	Beta	Tolerance	VIF	
1	(Constant)									
	LO.1	.170	.070	.247	2.423	.017	.221	.238	.192	1.687
	LO.2	.122	.058	.190	2.078	.040	.190	.206	.164	1.341
	LO.3	.113	.053	.201	2.208	.027	.213	.220	.177	1.286
	LO.4	.177	.059	.262	2.994	.003	.094	.269	.237	1.227
	LO.5	.106	.045	.265	2.348	.021	.134	.221	.166	1.200
	LO.6	.118	.058	.212	2.049	.043	.479	.203	.162	1.228
	LO.7	.112	.050	.252	2.236	.027	.377	.221	.177	1.304

a. Dependent Variable: ORCTotal

DISCUSSION

Descriptive findings indicate that the perception of Utama's lecturers on learning organization and organizational readiness for change of UTama as an organization is still low (not yet well developed). Considering the high level of competition among private universities today, and are expected to increasingly stringent in the future, then these findings are certainly alarming enough. These findings reveal the perceptions of lecturers who think that UTama's organizational readiness for change in line with changes in the environment will not sufficient enough to deal with its environment turbulence. One of the factors that determine an organization's readiness for change is the ability of the organization itself in accumulating the knowledge possessed and dispersed within the organization. Descriptive findings also reveal that Utama's lecturers also perceived that Utama's knowledge accumulation derived from the process of learning organization is not good enough, especially in driving organizational readiness for change. Perceptions of the respondents on each of the seven dimensions of learning organization can be explained as follows:

1. Lack of management effort in empowering people towards an understanding and acceptance of a collective vision, which related to values and beliefs;
2. The absence of a system that can capture, accumulate, store, and disseminate the knowledge gained from the learning organization;
3. The absence of strategic leadership that can stimulate and enhance learning process within the organization;
4. Haven't created an atmosphere that can stimulate the growth of learning through a process of dialogue;
5. No effort directed to build collaboration and groups of learning within the organization;
6. Haven't created a complete and clear structure that can bridge the organization with its environment;
7. No clear and systematic efforts that directed to create a continuous learning opportunities.

This study aimed to examine the impact or the influence of learning organization on organizational readiness to change. The results of multiple regression analysis revealed that all of the seven dimensions of learning organization are positively and significantly impacted or influenced organizational readiness for change.

These findings confirm previous findings which found that learning is one of the important factors that will determine the organization's readiness for change. In the context of the UTama, these findings clearly indicate the need for top management to build a learning culture in the organization so that UTama can be continuously learn, and in its learning process can create knowledge that is needed to deal with environmental uncertainty which tend to be more turbulent than ever.

Knowledge possessed by the organization will determine whether the organization is ready or not yet ready to make changes. Often the failure of the organization to do the change is not caused by the inability of the organization, but because of unpreparedness of the organization itself to make changes.

In the context of intense competition among established private universities in Indonesia, and in the great effort to make their universities internationally recognized, it is clear that private universities in Indonesia should develop their readiness for change. Their readiness for change will in turn determine their ability to expand their environment into global boundaries.

These research findings with inevitably highlights the importance of building a learning organization so that the organization has the organizational readiness for change, which in turn will enable the organization to adapt to environmental changes. Learning organization as a culture can be built by, among others:

1. Built the same perception among members of the organization to the vision of the organization so that the vision becomes a collective vision;
2. Develop a system that can capture, documented, and disseminate a knowledge resulted from learning;
3. Develop strategic leadership that focus on learning;
4. Develop a sense of curiosity and a need to do dialogue;
5. Empower and fostering collaboration and learning groups;
6. Connect the organization to its environment;
7. Create continuous learning opportunities.

LIMITATION

The study is certainly not free from limitations. Several limitations of this study can be expressed as follows:

1. This research is a cross-sectional study which only capture a certain moment, thus this research could not revealed the changes of variables under study;
2. This research only captured the perception of UTama's lecturers, which means that the results could not be generalized to other industries or other objects;
3. The scale used in this research is adapted from the scale which developed and mostly used in developed countries. There is a possibility that the use of the scale resulted in some biases due to the some differences in the social conditions, culture, and economics conditions;
4. The ability of the respondents to understand statements in the questionnaire may not be the same because of the differences in educational level.

CONCLUSIONS AND RECOMMENDATIONS

This study aimed to examine the relationships between learning organization and organizational readiness for

change. The object of this study is the perceptions of Utama lecturers. Descriptive findings showed that based on the perception of UTama's lecturers, learning organization of UTama as an organization is not yet well develops, and as well as its organizational readiness for change is also still weak. Hypothesis testingshowedthat allhypothesesaccepted, thus the study foundthat the learning organization and all of its dimensions positively and significantly affects the organization's readiness for change.

The findings of this study indicate that in facing the changes, where the changes itself is a surely thing in the uncertain environment, Utama as an organization need to create a readiness for change. One important factor that will determine the readiness of this is learning organization, thus, UTama need to develop strategies and policies to become a learning organization.

Based on the findings and the above discussions, some suggestions can be stated as follows:

1. The findings suggest that learning organization of UTama is not yet well develops. Learning organization is a learning process, wherein as an environment, organizational learning is structurized so as the teamwork, collaboration, creativity, and knowledge have value and meaning (Confessore& Kops, 1998). Learning organization described the ability of an organization to use the knowledge and skill of its members in a creatively way to find new ways and methods to improve performance. Knowledge accumulated from a good learning process will triggered organizational creativity that can exceed confined mind that could hamper organization's readiness for change. This knowledge accumulation will determine organization's readiness to deal with changes through its ability to understand better its environment, and its ability to better predict the future accurately. Considering the importance of learning organization for organizational readiness for change, Utama's management must build Utama into a learning organization, where all its members actively do continuous learning process within boundaries of its organizational collective vision.
2. The sample of this study is limited to only Utama'slectuters; therefore the results could not be generalized. To overcome this issue, future research is strongly suggested to replicate this study with broader population/ and or samples.
3. To better understood the concept of organizational readiness for change; future research is suggested to explore the antecedents that might have influence on creating organization's readiness for change, such as (but not limited): organizational culture, leadership style, and risk-management.

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