IMPROVEMENT STRATEGY OF LEARNING ORGANIZATION

EFFECTIVENESS BASED ON GAP ANALYSIS BETWEEN

EMPLOYEE AND MANAGEMENT PERCEPTIONS

IN BANK X

T H E S I S   S U M M A R Y

By :

EMIL WAHYU KARNOTO
NIM : 2010610857

SEKOLAH TINGGI ILMU EKONOMI PERBANAS
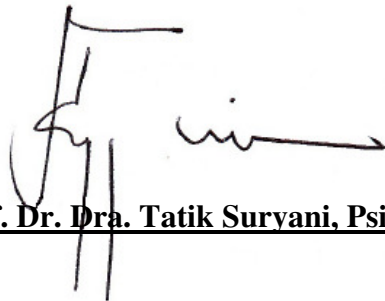S U R A B A Y A
2013

THESIS SUMMARY APPROVAL

Name : Emil Wahyu Karnoto

Place, Date of Birth : Malang, 21 April 1980

N.I.M. : 2010610857

Program of Study : Graduate Program (Master of Management)

Concentration : Banking and Financial Management

Title : Improvement Strategy of Learning Organization Effectiveness Based on Gap Analysis between Employee and Management Perceptions in Bank X

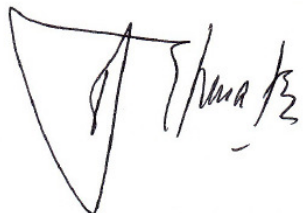**Approved and received by :**

Lecturer,   Director of Graduate Program,

Date :   Date :

Prof. Dr. Dra. Tatik Suryani, Psi, MM   **Dr. Dra. Ec. Rr. Iramani, M.Si**

TABLE OF CONTENTS

IMPROVEMENT STRATEGY OF LEARNING ORGANIZATION EFFECTIVENESS BASED ON GAP ANALYSIS BETWEEN EMPLOYEE AND MANAGEMENT PERCEPTIONS IN BANK X

Abstract

Every organization including banks need to adapt to their environment for growing and sustaining. To adapt, banks are required to constantly develop their organization and learn, or become a learning organization. This research is conducted as a case study in Bank X Indonesia, with a purpose to identify differences in employees and management perceptions on the concept of learning organization. This gap analysis is used to identify barriers to learning and to formulate the strategy to overcome them. Marsick and Watkins' Dimensions of the Learning Organization Questionnaire (DLOQ) is used in the research. This research incorporates both quantitative and qualitative studies which involves questionnaire, interview and observation. Result of the research reveals that DLOQ is valid and reliable to be used in Indonesian context, and there are significant differences of perception in the dimensions of Team Learning, Embedded System, Empowerment and Strategic Leadership. Meanwhile, limited number of staff is identified as the main barrier to learning in the organization. Improvement strategy include enhancing one-on-one sessions, incorporating learning into work, socialization of all learning facilities and the improvement of supporting system to track and evaluate learning programs.

CHAPTER I

INTRODUCTION

1.1   <u>Research Background</u>

Change is a constant thing and it cannot be avoided by anyone. This condition is also encountered by the banking industry which from time to time must face changes in rules and regulations as imposed by the regulators. Currently competition between banks is not limited in the context of local scale but already surpassed national boundaries to reach global extent. Numerous investment problems, industrial issues, banking fraud and crimes have affected the banking industry in many different parts of the world including in Indonesia.

In Indonesia, the crisis faced by banking sectors in 1997-1998 has become a valuable yet expensive lesson on the importance of strategic management in dealing with risks and threats. Today, level of competition in banking is getting more intense, encouraged by the rapid developments of technology and information system. This indication is made evident in the latest publication of PwC Indonesia's Indonesian Banking Survey Report (2012) which indicates that 72 percent of respondents predict net interest margin will tighten in 2012. The report also states that top three obstacles to growth in banking industry are regulatory environment, scarcity of human resources and competition.

These facts urged banks to adapt to their environment to sustain against all the changes and threats they have to endure. To adapt, banks are required to constantly develop their organization and learn, or to change their organizations

into learning organizations (Garvin, Edmondson and Gino, 2008). Learning organization is acknowledged to have an important role in developing the effectiveness of the organization (Serrat, 2009). Learning organization is considered to be a key success factors of any organizations because it is associated to motivation, job satisfaction and corporate performance (Yang, Watkins and Marsick, 2004; Song, Joo and Chermack, 2009; Ellinger, Ellinger, Yang and Howton, 2002; Zhang, Zhang and Yang, 2004; Coulter, 2005; Dirani, 2009; Kontoghiorghes, Awbrey and Feurig, 2005).

There are some examples of successful learning organizations including corporations such as General Electric, Pizza Hut, Microsoft, Johnson & Johnson, Apple and Toyota Motor Co. (Wilhelm, 2006) or Ford, Wal-Mart, Xerox and Motorola (Greenberg, 2008 : 646), or even military organization like US Army (Garvin, Edmondson and Gino, 2008). Medias also offer awards and recognitions annually to successful learning organization. Elearning! Media Group announced The 2012 Learning! 100 Corporate Enterprise Honorees which includes Starbucks, Cisco, Google, Yum! Brands and Deloitte Touche Tohmatsu Ltd. (PRWeb.com, July 25, 2012).

Since publicized by Peter Senge in *The Fifth Discipline*, there have been many advances in the development of learning organization concept. One of the concepts which is mostly assessed and used is the Dimensions of the Learning Organization Questionnaire (DLOQ) by Marsick and Watkins (2003). Marsick and Watkins (2003) describe seven dimensions of learning organization which include continuous learning, inquiry and dialogue, team learning, empowerment, embedded system, system connection and strategic leadership.

Transforming a company to become a learning organization is not an easy thing since the learning process and the seven dimensions take place in three different levels of working environment, which are the personal or individual level, group or team level and organizational level as a whole. Nevertheless, despite all the challenges which may be encountered, the necessity to become a learning organization is growing since it is often related to the sustainability of the organization (Dymock and McCarthy, 2006; Yang, Watkins and Marsick, 2004).

The same as other banks, Bank X is also required to adapt and transform itself in the midst of competition and ever-changing environment. There have been many important changes experienced by Bank X especially in Indonesia during the past few years. As quoted from their Annual Report 2011, Bank X would like to ensure a strong commitment to providing all its employees with the opportunity to grow through learning and development, which in turn helps to achieve business objectives and drive excellent customer service. How this practice is perceived is shown in Bank X's annual Employee Opinion Survey (EOS) as reported in their Annual Sustainability Report (2011). The EOS indicates that Job Satisfaction and Engagement category with 72 points falls 3 points behind the benchmark. Another phenomenon which is also revealed is that the three lowest categories in the survey are Managing Change, Developing People and Innovation and Empowerment with 50, 65 and 65 points respectively.

This result indicate potential gap between employee perception and the effort that management has provided to manage change. The main problem which often becomes barrier in learning organization is the perception gap between

different groups of members in the organization. In a company, gap between employee and management perception will create continual tension between the two groups (Dymock and McCarthy, 2006 : 535). Any variations in perception indicate lack of communication, involvement or participation which may hinder progress toward becoming a learning organization (Weldy and Gillis, 2010 : 467). On one side, management tries to empower employees since the future of the company depends on the willingness and capacity of employees to learn continuously. On the other side, some employees might not realize the importance of learning and will directly associate it to the interest of the company alone.

As Weldy and Gillis (2010 : 456) mention, a few studies have focused on determining how each level of the organization views whether learning is taking place. This research becomes important to evaluate whether employees have perceived the dimensions of learning organization the same way as management. With this research, barriers to learning organization in Bank X will be identified. And since each employee has their own role in learning organization system in the bank, it becomes important to formulate strategic effort to reduce the gap of perceptions which may be found. Eventually, hopefully the aspiration for sustainable organization learning can be achieved and Bank X can become a dynamic learning organization to prevail over the competition and changes.

1.2   Research Questions

Specifically, this research addresses the following research questions :

a. Are there any differences in employees and management perceptions in Bank X on concept of learning organization as described in dimensions of DOLQ ?

b. What are challenges faced by Bank X in becoming a learning organization ?

c. What is suitable strategy to reduce perception gap between employees and management on the learning organization concept in Bank X ?

1.3   Research Objectives

From the aforementioned research questions, this research is conducted with objectives of :

a. To identify the differences in employees and management perceptions in Bank X on concept of learning organization as described in dimensions of DOLQ.

b. To identify the challenges faced by Bank X in becoming a learning organization.

c. To formulate suitable strategy to reduce perception gap between employees and management on the learning organization concept in Bank X.

1.4   Research Benefits

This research contributes some benefits as follows :

a. For the researcher

By conducting the research, researcher can improve personal skill especially in conducting qualitative research. Researcher will also gain valuable exposure to strategic thinking in identifying problems and formulating steps to solve problems, especially in learning segment of a banking organization.

b. For Bank X

For Bank X, the result of the research will provide valuable insight which can be used to overcome barriers which are encountered in the learning and

development of the organization. Ultimately, all of the employees and the bank can continuously improve their performance.

c. For banking sector

For the banking sector, this research hopefully will be useful in evaluating the development of learning process of each bank. Eventually, each bank will be able to identify the challenges which might be encountered and find the way to overcome the problems.

d. For STIE Perbanas Surabaya

This research provides valuable reference especially in incorporating the combination of quantitative and qualitative studies in the form of case study with the focus on human resource management.

e. For the society

This research will provide essential insight for various organizations in any field of industry regarding the importance of learning process and organizational development in becoming a learning organization. Hopefully this research will become a reference in conducting further research in solving human resource related problems in the organizations.

CHAPTER II

RESEARCH METHODS

2.1 Research Design

According to Sekaran and Bougie (2010 : 103), based on the purpose of the study, this research is classified as a case study since it is performed in an organization which involves in-depth contextual analysis. This case study will contain qualitative study which is useful in providing solutions to the problems which are encountered by the organization (Sekaran and Bougie, 2010 : 109).

Based on the type of research, this research is regarded as correlational research since it is implemented to identify the gap between employee and management perceptions in dealing with the seven dimensions of the learning organization concept. As considered from the extent of researcher interference, the interference level in this research can be classified as minimal. Due to the nature of correlational research, the research will be done with minimal interference where there will only be insignificant disruption to the normal flow of work in the bank during questionnaire administrations and interview process.

Another aspect of research design to be considered is the study setting. This research is a research with noncontrived setting which is performed in an organization or commonly known as a field study. The unit of analysis used in this research is Bank X as an organization. This research is performed in an organization by collecting data from members of the organization which form two groups of which perceptions on learning organization will be compared. Lastly,

based on the time horizon, this research is classified as cross-sectional research because the data will only be gathered once to solve the research questions.

Even though the use of qualitative research has gained popularity due to the capability to achieve in-depth understanding of a situation, there has also been controversy regarding the methodology as compared to the quantitative one. Although there has not been any consensus in this matter, some researchers have combined both of the methods as part of triangulation to increase the quality of the research. Cooper and Schindler (2006 : 219) state that merging qualitative and quantitative methodologies can compensate the weakness of each method. This benefit is the reason behind the use of qualitative and quantitative approaches combination in this research. Furthermore, some of previous researches in the subject of learning organization have also used the combination of qualitative and quantitative methods, such as Dymock and McCarthy (2009) as well as Huang and Shih (2011) which incorporates quantitative questionnaires with qualitative interviews and observations.

Creswell (2012 : 22) states that it is possible to combine qualitative and quantitative methods into a mixed method. The mixed method includes three different strategies such as sequential, concurrent and transformative mixed methods. Based on these variations, current research can be classified into triangulation concurrent mixed method where qualitative and quantitative data are combined to obtain comprehensive analysis of a research problem (Creswell, 2012 : 23). In this case, quantitative and qualitative studies are conducted at the same time and the information gathered is used to interpret overall finding.

2.2   Research Constraints

This research is performed to identify perception gap between employee and management on the learning organization concept as developed by Watkins and Marsick (2003). Alternatives to improve learning organization effectiveness will be formulated from the result of the analysis. This research will use the seven dimensions in Watkins and Marsick's Dimensions of the Learning Organization Questionnaire (DLOQ). The object of the research is a bank in Indonesia.

Perception on performance as in the original DLOQ is not measured in this research since the purpose of this research is to identify the perceptions on the learning organization concept, and aspects on how they impact the performance of the organization will not be explored yet. Employee perception on organization performance which in this case refers to a bank is also expected to become a sensitive issue to be included in the research (Jamali, Sidani and Zouein, 2009).

2.3   Variables Identification

Variables of learning organization in this research are stated in seven dimensions of DLOQ. Employee and management perceptions will be compared based on the seven dimensions. The seven dimensions of learning organization are comprised of continuous learning, inquiry and dialogue, team learning, embedded system, empowerment, system connection and strategic leadership.

2.4   Operational Definition and Measurement of Variables

In this research, learning organization can be defined as an organization which is able to adapt sustainably to the changes of the environment with involvement of employees in learning and development to reach common vision

and mission. This concept is expressed by Watkins and Marsick's DLOQ (2003) by the dimensions of learning organization with operational definitions as follows:

1. Continuous learning is defined as the opportunity for employees to learn and develop themselves while working.

2. Inquiry and dialogue is defined as the culture to think creatively to express opinion and to obtain feedback.

3. Team learning is defined as the practice of group learning to collaborate on learning process improvement for all employees.

4. Embedded system is defined as the establishment of integrated information system access to support learning process.

5. Empowerment is defined as the support which is provided for employees to motivate them in reaching shared vision.

6. System connection is defined as the relationship between employees and organization to the surrounding environments.

7. Strategic leadership is defined as the support of leadership in learning process to improve each employee's performance as well as the organization's performance as a whole.

Each dimension will be represented with three items of statements which will be answered in interval scale values starting from 1 "Almost never" until 6 "Almost always". To provide better understanding on perception of this learning organization concept, interviews will be performed on several key informants from employee and management group while field observation are also performed to observe the learning process in the organization.

2.5   Research Instruments

2.5.1   Questionnaire

To compare perception of employees and management on the concept of learning organization, questionnaire is distributed. The questionnaire used in this research is The Dimensions of Learning Organization Questionnaire (DLOQ) with is developed by Marsick and Watkins (2003). This questionnaire is selected since DLOQ is "a diagnostic tool to measure changes in organizational learning practices and culture" (Marsick and Watkins, 2003 : 136).

DLOQ is used in many studies to measure learning organization in various contexts of cultures and languages (Dymock and McCarthy, 2006; Song, Joo and Chermack, 2009; Ellinger, Ellinger, Yang and Howton, 2002; Jamali, Sidani and Zoucin, 2009; Basim, Sesen and Korkmazyurek, 2007; Zhang, Zhang and Yang, 2004; Hernandez and Watkins, 2003; Al-Jawazneh and Al-Awawdeh, 2011). DLOQ is also considered to meet the three criteria of comprehensiveness, depth, and validity (Moilanen, 2001, 2005; Jamali, Sidani and Zoucin, 2009).

DLOQ used in this research is the bilingual abbreviated version of DLOQ with 21 items in total to measure learning organization. The shortened version is chosen for simplicity reason so it will not take too much time to complete the questionnaires to minimize disruption to activities in the bank and to increase rate of response. Some previous studies show that 21-item DLOQ is found to yield similar or even superior result as compared to the 42-item version (Song, Joo and Chermack, 2009; Ellinger, Ellinger, Yang and Howton, 2002; Yang, Marsick and Watkins, 2004; Zhang, Zhang and Yang, 2004).

Variable	Indicator	Item	Remarks
Demographic Data	Position	D1	
	Gender	D2	
	Age	D3	
	Working Tenure	D4	
	Educational Background	D5	
	Monthly Learning Duration	D6	
Learning Organization Dimensions	Continuous Learning	CL1 CL2 CL3	Replicated from Watkins and Marsick (2003)
	Inquiry and Dialogue	ID1 ID2 ID3	Replicated from Watkins and Marsick (2003)
	Team Learning	TL1 TL2 TL3	Replicated from Watkins and Marsick (2003)
	Embedded System	ES1 ES2 ES3	Replicated from Watkins and Marsick (2003)
	Empowerment	EE1 EE2 EE3	Replicated from Watkins and Marsick (2003)
	System Connection	SC1 SC2 SC3	Replicated from Watkins and Marsick (2003)
	Strategic Learning	SL1 SL2 SL3	Replicated from Watkins and Marsick (2003)

Repondents are required to complete the questionnaires by marking the values starting from 1 "Almost never" until 6 "Almost always". The use of this 6-point Likert scale is consistent with Watkins and Marsick's original version of DLOQ and also used in many of other researches (Dymock and McCarthy, 2006; Yang, Watkins and Marsick, 2004; Ellinger, Ellinger, Yang and Howton, 2002; Jamali, Sidani and Zoucin, 2009; Basim, Sesen and Korkmazyurek, 2007; Zhang, Zhang and Yang, 2004; Hernandez and Watkins, 2003). The use of even instead of odd number of choices in the scale is useful to force respondents to select a position at either direction of the scale by removing the neutral point.

2.5.2   Interview

To further distinguish perception gap between employees and management on the concept of learning organization, interview is implemented towards a sample of informants from each group. Interview is self-performed by the researcher to minimize the possibility of interviewer bias. The type of interview used in this research is semi-structured interview, where interview is initiated with a number of specific questions and then follows the researcher's tangents of thought to probe deeper interpretation (Cooper and Schindler, 2006 : 204).

Interview guidance is prepared to provide basic list of questions to be asked during interview. In developing this guidance, interview question hierarchy is used by starting interview with broader questions and followed by more specific questions to draw out details (Cooper and Schindler, 2006 : 207). Transcription is produced to be coded and analyzed. Prior to qualitative analysis, transcriptions are translated and reviewed by interviewees to approve the content. This acts as part of ethical nature of the qualitative part of the research.

2.5.3   Observation

Research data also comes from observation concerning learning process in the organization. In this case, the observation is participatory observation where the observant is involved as a part of the organization which is being observed (Sekaran and Bougie, 2010 : 214; Emzir, 2010 : 39). The observation is based on the principle of naturalism, since observation is performed on daily activities of a natural environment, without any interference or conditioning by the researcher (Neuman, 2011 : 425).

2.6   Population, Sample and Sampling Technique

Population used in this research is all employees of Bank X both in Jakarta and Surabaya branches, from management group as well as non-management group. This population will be used as sample to complete the questionnaires. For repondents in Surabaya branch, questionnaire is self-administered by researcher. While for respondents in Jakarta branch, the questionnaires are mailed to Human Resource (HR) Department who distributes them to all the staff. From total of 161 employees, 48 respondents submit their response. With 1 response is incomplete, a total of 47 questionnaires are valid to be analyzed.

Eight informants are selected for interviews. Sampling procedure for interview is performed by purposive sampling, where sampling is done to gather specific information from a group of staff in the bank who are selected under certain judgment and considerations (Sekaran and Bougie, 2010 : 276), including :

a. Being active employee who is currently not in a long leave period (i.e., maternity leave or compliance leave).

b. Having worked for more than a year in the bank.

c. Being communicative and having good ability to express opinion.

d. Having good knowledge on learning process in the organization.

Having received consents from each informant, interviews are performed in Surabaya and Jakarta branches. The informants will use pseudonyms for anonymousity reason, which include :

a. Informant A   - Country Executive Officer

b. Informant B   - Head of Cash and Payment Operations

c. Informant C   - Head of Financial Institution

d. Informant D   - Surabaya Branch Manager

e. Informant E   - Head of Risk and Control

f. Informant F   - Risk and Control Team Leader

g. Informant G   - Client Service Representative

h. Informant H   - Payment Operation Support

Each of these informants is considered to be suitable to be interviewed for in-depth understanding of the dimensions of learning organization in the bank.

2.7   Data and Data Collecting Methods

Data used in this research is primary data in the form of employee and management perceptions on learning organization concept. The data is in the form of quantitative data collected from the result of the questionnaire and also qualitative data which is gathered from the interviews and observations. Data is classified as nominal data as related to demographic data, and interval data as related to the answers of the questionnaire.

2.8   Validity and Reliability Tests of Research Instruments

2.8.1   Validity and Reliability Tests of Quantitative Research Instrument

Validity test is used to make sure that DLOQ which is used to measure learning organization does indeed measure the intended concept. DLOQ has been tested and used in various studies in many different context of languages and cultures (Dymock and McCarthy, 2006; Marsick and Watkins, 2003; Song, Joo and Chermack, 2009; Yang, Watkins and Marsick, 2004; Ellinger, Ellinger, Yang and Howton, 2002; Jamali, Sidani and Zoucin, 2009; Basim, Sesen and Korkmazyurek; 2007, Zhang, Zhang and Yang, 2004; Hernandez and Watkins,

2003; Al-Jawazneh and Al-Awawdeh, 2011). With acknowledgements for DLOQ as valid and reliable instrument to measure learning organization in the previous researches, consequently face validity matter of the instrument is fulfilled.

Previous studies also acknowledge that DLOQ is the deepest and most comprehensive instrument to measure learning organization (Moilanen, 2005; Jamali, Sidani and Zoucin, 2009). This recognition is profound evidence that DLOQ is also valid in terms of content validity. This particular validity is intended to make sure that all aspects of a definition (i.e., topic which is being investigated) are already represented in the measurement (Neuman, 2011 : 212).

Statistical measures of the validity involves Pearson correlation matrix. This matrix will indicate the direction, strength and significance of bivariate relationships among the variables which where measured at an interval level (Sekaran and Bougie, 2010 : 321). Significance of the correlation is needed to be identified as it is to indicate if the correlation occurs solely by chance or if there is a high probability of its actual existence (Sekaran and Bougie, 2010 : 322).

Reliability test is performed to assess consistency and stability of a measurement (Sekaran and Bougie, 2010 : 324). Reliability test is performed by using Cronbach's Alpha which is calculated by how well items measuring a concept hang together as a set. With Cronbach's Alpha closer to 1, level of internal consistency is also higher. Reliability value of less than 0.60 is considered poor, in the range of 0.70 is considered acceptable and above 0.80 is good (Sekaran and Bougie, 2010 : 324-325). Cronbach's Alpha is also used in testing DLOQ instrument reliability in the previous studies.

2.8.2 Validity and Reliability Tests of Qualitative Research Instrument

For the qualitative part of the research, validity and reliability tests is done with a technique of triangulation. Triangulation technique encourages a research to be implemented with many perspectives (Sekaran and Bougie, 2010 : 385). Therefore, when the use of several methods or sources yields similar result, then the result will be more convincing. Triangulation method employed in this research is method triangulation, where research data is obtained from three different methods, which are questionnaire, interview and observation.

Reliability test is performed to minimize error and bias which might happen (Yin, 2009 : 45). For that purpose, qualitative data collection process from interview and observation should be conducted based on the guidance which has been prepared. Data collecting process must be documented comprehensively in a detailed manner to support reliability of research. To further ensure the reliability, researcher will also prevent any kind of influence or manipulation.

2.9   Data Analysis Technique

2.9.1 Quantitative Data Analysis Technique

Analysis in quantitative part of research is related to hypothesis testing, where independent samples t-test is being used. This testing is used to determine whether the hypothesis which has been developed for this research is a reasonable statement (Lind, Marchal and Wathen, 2006 : 278). Hypothesis used in this research states that :

Ha :   There is significant difference between employee perception and management perception

2.9.2 Qualitative Data Analysis Technique

Since qualitative data collection produces considerable amount of data, the first step of the analysis is the reduction of data by coding and categorization (Sekaran and Bougie, 2010 : 372). The qualitative analysis process for this research uses QSR NVivo 8. With coding, qualitative data can be reduced, rearranged and integrated to form theory. The main purpose of this coding process is to draw important conclusion from the data which has been collected. Codes are labels which can be in form of words, sentences, paragraphs or themes which represent certain issue or expression of idea contained in the qualitative data.

The next step of the analysis is categorization process where coding units are organized, arranged and classified into respective categories and subcategories (Sekaran and Bougie, 2010 : 374). This stage of coding and categorization is based on concept of learning organization as developed by Watkins and Marsick. In this case, the seven dimensions of learning organization are used as the basis of categorization. With data categorization, pattern and relation of data can be detected. This practice can be supported by displaying result in the form of tables, diagrams, charts, graphs, figures or drawings (Sekaran and Bougie, 2010 : 382).

The final step of the analysis of qualitative data is drawing conclusion to answer the research questions (Sekaran and Bougie, 2010 : 382). This process is performed by reasoning the explanations behind each pattern and relationship, or making comparisons and contrasts. The result of this analysis will verify the truth of the proposition which has been set in the beginning of the research.

CHAPTER III

ANALYSIS AND DISCUSSION

3.1 Description of Research Subject

3.1.1 Description of Bank X

The subject of this case study is one of the foreign banks in Indonesia. To maintain confidentiality, pseudonym Bank X is used troughout this research. Bank X has two branches in Jakarta and Surabaya. Bank X has a long history in Indonesia through a predecessor of the bank which was later acquired by Bank X banking group. With the world economic crisis which struck the banking world in 2008, Bank X has to go through some changes which take place up to today.

3.1.2 Description of Respondents

DLOQ is distributed to all employees in Jakarta and Surabaya. From 161 distributed questionnaires, 48 are returned. Having omitted one incomplete questionnaire, there are 47 processable questionnaires with response rate of 29.19 percent. Respondents can be classified into several groups based on their characteristics indicated in the questionnaire. These characteristics denote demographic items including managerial role, gender, age, working tenure, educational background and learning time the respondents spend in a month.

3.2 Data Analysis

3.2.1 Descriptive Analysis

To compare the perception of employees and management on the concept of learning organization, a questionnaire is distributed to both of the groups in the

bank. For interpretation and discussion of this research, the result can be classified into some levels of learning organization. This approach is similar to Al-Jawazneh and Al–Awawdeh (2011) which use the range to classify the DLOQ score into three levels of learning organization. Current research uses five levels instead to put more distinctions upon the classification of levels as follows :

Range	Level
1.0000 – 2.0000	Very Low
2.0001 – 3.0000	Low
3.0001 – 4.0000	Moderate
4.0001 – 5.0000	High
5.0001 – 6.0000	Very High

3.2.2   Statistical Analysis

Before proceeding with hypothesis testing as quantitative part of this research, validity and reliability tests are performed. The DLOQ is found to be valid and reliable across a number of previous researches which were performed on various different cultural context and languages. Statistical validity assessment is performed by using Pearson Correlation while Cronbach's Alpha is used to assess the reliability of the DLOQ.

The result as seen in the following table confirms that DLOQ is valid and reliable to be used in Indonesian context, although this research uses bilingual version of DLOQ instead of solely Bahasa Indonesia version. All Pearson Correlation values are significant at 0.01 levels for each dimension. Meanwhile, the Cronbach's Alphas for every dimension except for Team Learning also show high reliability (above 0.8). Nevertheless, the Cronbach's Alpha value of 0.67 for Team Learning dimension is still acceptable (above 0.6 mark).

Dimension	Dimension Indicator	Validity			Reliability	
		Correlation Value	Significance	Remark	Cronbach's Alpha	Remark
Continuous Learning	CL1	0.906	0.000	Valid	0.89	Reliable
	CL2	0.892	0.000	Valid		
	CL3	0.924	0.000	Valid		
Inquiry and Dialogue	ID1	0.852	0.000	Valid	0.83	Reliable
	ID2	0.884	0.000	Valid		
	ID3	0.860	0.000	Valid		
Team Learning	TL1	0.749	0.000	Valid	0.67	Reliable
	TL2	0.705	0.000	Valid		
	TL3	0.870	0.000	Valid		
Embedded System	ES1	0.879	0.000	Valid	0.81	Reliable
	ES2	0.878	0.000	Valid		
	ES3	0.795	0.000	Valid		
Empower-ment	EE1	0.862	0.000	Valid	0.84	Reliable
	EE2	0.913	0.000	Valid		
	EE3	0.831	0.000	Valid		
System Connection	SC1	0.821	0.000	Valid	0.83	Reliable
	SC2	0.900	0.000	Valid		
	SC3	0.875	0.000	Valid		
Strategic Leadership	SL1	0.907	0.000	Valid	0.89	Reliable
	SL2	0.945	0.000	Valid		
	SL3	0.857	0.000	Valid		

Descriptively, mean score for each dimension of learning organization reveals that managers constantly have higher perception compared to employees. This is consistent with Weldy and Gillis (2010 : 466) which states that higher level organization members tend to have higher perception of learning organization. Dimension of Empowerment indicates the highest gap with 0.8683, followed by Strategic Leadership (0.7392) and Embedded System (0.6559). However, to be able to fully determine whether the gap is meaningful enough to support the alternative hypothesis and reject the null hypothesis, statistical testing needs to be performed as follows :

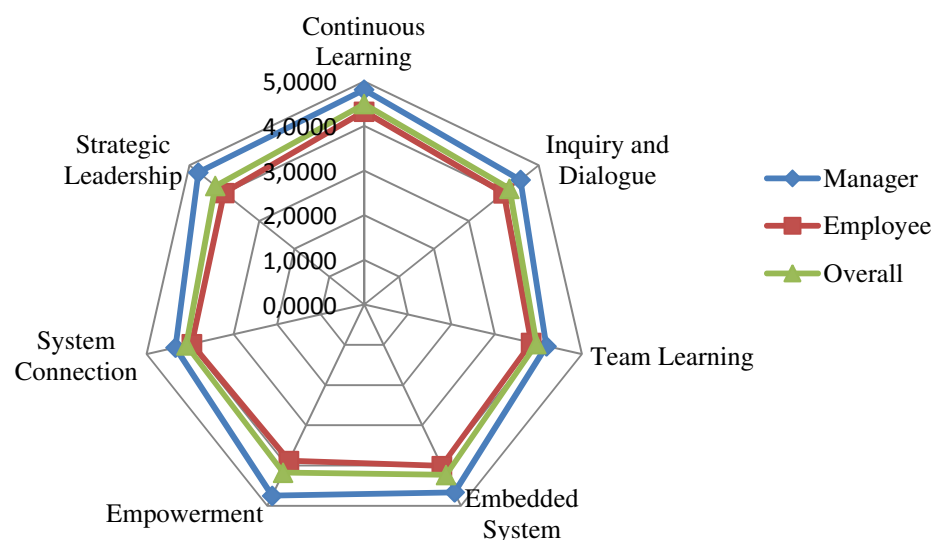| Dimension	Managerial Role	Mean	St. Dev	Gap	t	Sig.	Remarks
Continuous Learning	Manager	4.8125	0.77907	0.4899	2,055	0.046*	Ho rejected
	Employee	4.3226	0.77212				
Inquiry & Dialogue	Manager	4.4792	0.86039	0.4792	1,725	0.091	Ho accepted
	Employee	4.0000	0.92296				
Team Learning	Manager	4.1875	1.01812	0.3488	1,373	0.176	Ho accepted
	Employee	3.8387	0.70905				
Embedded System	Manager	4.6667	0.84327	0.6559	2,394	0.021*	Ho rejected
	Employee	4.0108	0.91281				
Empower-ment	Manager	4.7500	0.95452	0.8683	3,163	0.003**	Ho rejected
	Employee	3.8817	0.85872				
System Connection	Manager	4.3333	1.25904	0.3763	1,237	0.222	Ho accepted
	Employee	3.9570	0.81986				
Strategic Leadership	Manager	4.7500	1.04350	0.7392	2,569	0.014*	Ho rejected
	Employee	4.0108	0.87553				

Note   : * Significant at 0.05, ** Significant at 0.01

Statistical testing is performed using SPSS 20.0 with independent samples t-test. The tests are conducted with significance level of five percent. The result indicates that although manager perception is constantly higher than employees in all seven dimensions, only some bear statistical significance. The dimensions of Continuous Learning, Embedded System and Strategic Leadership indicate significant differences at significance level of five percent while Empowerment is significantly different at one percent level. The other dimensions (i.e., Inquiry and Dialogue, Team Learning and System Connection) fail to reject null hypotheses.

3.3   Discussion

From DLOQ responses, we can portray the profile of the bank when learning organization is concerned. This profile is presented based on mean score for the seven dimensions of learning organization. The overall perceptions of learning organization can be categorized as High (between 4.0851 and 4.4894) except from Team Learning which is categorized as Moderate, in spite of almost

reaching the High range, with average score of 3.9574. The following figure represent the profile of learning organization in Bank X :

It is logical that managers have higher perceptions compared to employees. One explanation is that members of higher organizational levels are more knowledgeable about strategic decisions (Weldy and Gillis, 2010 : 459). Identifying different level of perceptions from different level organization members will help to identify which aspect of learning organization needs more focus and effort. By assessing how well the individuals, team or company exhibit characteristics of learning organization, we can identify areas for improvement (Garvin, Edmonson and Gino, 2008 : 1).

In terms of classification, this research uses several codes or known as 'nodes' in QSR NVivo software. Each of the categories would afterwards be organized into several sub-categories to capture common references among informants response. The following table presents how each category and subcategory is represented by informant's references :

(Sub)category	Number of Sources	Number of References	Example
Learning Organization Concept			
Definition of Learning	8	9	'I believe that it's probably an organization that enables learning as a natural part of the organization.'
Importance of Learning	8	12	'I think for any financial institution, learning is a critical element.'
Dimension 1 - Continuous Learning			
Management Support	8	10	'From the management, I have to say that they have provided much support, I think so.'
Opportunity to Learn	8	21	'Yes, there are a lot of opportunities to learn. A lot.'
Willingness to Learn	6	7	'In term of staff willingness to learn, I think it's already good.'
Dimension 2 - Inquiry & Dialogue			
Expressing Opinion	4	8	'It is quite free in this bank, which means everyone is given channel for that.'
Receiving Feedback	7	17	'Feedback does not necessarily in the form of survey, but it is mostly personal.'
Dimension 3 - Team Learning			
Individual or Team Learning ?	7	14	'It depends. If you want to learn about theory, basic theory, that you have to read by yourself individually.'
Dimension 4 - Embedded System			
Importance of Information System	7	9	'I think information system is a tool, they offer infrastructure and it's nothing more than that.'
System Employed in the Bank	5	9	'In Bank X we have a very user-friendly website where we can choose what to read there.'
Dimension 5 - Empowerment			
Decision Making	6	7	'I think for decision relevant to work is not for everyone to decide.'
Goal Setting	5	6	'Actually if it is for objectives or goals of the company, then employees are not involved.'
Dimension 6 - System Connections			
Global Perspective	5	8	'Because this Bank X is a global bank. Not just a local bank, not just a regional but it is a global bank.'
Strategic Information	8	11	'Yes, actually we have a lot of those here routinely. Quite a lot and sometimes even too much.'
Dimension 7 - Strategic Leadership			
Characteristics of Leader	7	9	'He must lead by example, have vision and he must be strong and have the ability to execute plans.'
Role of Leader	6	7	'I think they play important role as sponsors in the sense that they need to create the condition you know where the learning can take place.'

(Sub)category	Number of Sources	Number of References	Example
Learning Progress			
Negative Perceptions	4	6	'Well, the measure of success is quite high, isn't it ? But for me, I still don't think that it is successful yet.'
Positive Perceptions	8	14	'I think this institution, Bank X, is one example of good learning organizations.'
Barriers to Learning			
Identified Barriers	8	22	'Well, changes of the organization structure are too fast in our organization.'
Improvement Strategies	8	16	'Given that example, we need better time management. A list can be arranged.'

3.3.1 Comprehension of Learning Organization Concept

Some of the informants have heard the phrase before and some have not. Most of the answers refer learning organization to the incorporation of continuous learning in an organization, how everyone in the organization helps each other to learn, and how members are empowered to learn. This response signifies the involvement of all organization members in continuous learning which is a common thread in the definitions of learning organization (Weldy, Gillis, 2010 : 457). Informants are also aware that learning process is not only performed formally such as in courses and trainings, but also by learning from experience.

Another discussion is regarding the importance of learning itself. In this case, all informants agreed that it is very important for an organization to learn to keep up with the changes and competition in the industry. Marsick and Watkins (2003 : 135) mention that learning occurs in three levels in an organization, which is individual level, group or team level and environmental or organizational level. From informants' responses, it is made evident that learning is indeed important, not only from personal or individual perspective of each employee, but also from team, group or division in the bank and ultimately for the bank as an organization.

3.3.2 Dimension of Continuous Learning

From statistical hypothesis testing for this dimension, null hypothesis is rejected. Apparently employees perceived this differently than managers, where managers tend to score higher than employees. Most informants agree that Bank X provide massive opportunity to learn. There are various kinds of learning being offered, including online learning, training through conference calls, on-the-job training, training by third party training providers and even scholarship for Master degree program. The opportunity to learn is vast in the sense that staff can choose the learning they want to take to support their career aspirations.

Most informants insist that management has been supportive. Each level of management starting from line managers, local, regional and global management also encourages learning for all staff. And this support is also provided by the Human Resource department. Therefore it is made evident that management support toward learning is already there, now it depends on each employee whether they would like to learn or not.

Some informants express that the employees are lacking motivation to learn. Some think that the employees are already willing to learn especially the younger generation. But on the other hand, more senior employees tend to be less eager to learn new things. This is a common occurrence as also mentioned by Steiner (1998 : 196) that elderly employees might think that their competence is already enough or are not motivated to enhance it. Furthermore, Dymock and McCarthy (2006 : 535) discover in their research that there are some employees who are settled at certain levels of the organization.

The responses indicate that structure of the bank which is quite lean can be one barrier to learning. There is a conception that back-up staff will be available for each employee to take their training away from the office, but in reality this is not always an easy practice to do. Subsequently, the organization, HR, employees and their managers need to discuss to find the formula to solve this matter.

3.3.3   Dimension of Inquiry and Dialogue

Hypothesis testing fails to reject null hypothesis in this dimension. This indicates that there are no significant differences of perceptions. In terms of expressing opinion, staff in the bank worldwide is asked to express their views on various aspects in the organization in an annual Employee Opinion Survey. From the regional management, an online tool is also developed where employees can submit their initiatives or ideas for improvement. As an incentive, admirable ideas will also be rewarded. Similar approach is also provided by the local management to encourage employees to express their opinions. In general, managers and employees are aware that they are encouraged to express their views and they also consider that the opportunity to express opinions already exists.

The bank also practices providing feedback for the opinions and initiatives which have been expressed both by managers and employees alike. However, although there are already formal feedbacks in terms of how the trainings are conducted, there is still the need for follow-up in terms of how the employees themselves improve their knowledge or skill as a result of the trainings. With this kind of follow-up, the result of the training can directly be assessed and it will substantially contribute to the effectiveness of learning organization.

3.3.4 Dimension of Team Learning

The hypothesis testing fails to reject null hypothesis which means there are no significant differences of perceptions in this dimension. In terms of collaboration, workflow of the bank enables different departments and divisions to work with each other to be able to deliver the service to clients. The awareness of the fact that each team cannot work without the other teams, and smaller size of the bank creates lean organization where employees know each other well. This leads to better understanding and collaboration between teams and individuals.

Some informants would prefer to learn infividually. There are also other informants who prefer to learn in a team. But in general informants are aware that each individual will learn more effectively depending on their personalities. Some informants also point out that different techniques of learning also depend on what kind of subject is being learned. Individual learning is suitable to learn theories, while team learning is for discussion to provide different perspective on a certain matter. With current condition of the bank, informants agree that it is advisable to perform both kind of learning.

3.3.5 Dimension of Embedded System

The null hypothesis in this dimension is rejected on five percent level of significance, which indicates there is significant difference of perceptions in this dimension. Bank X has developed self assessment performance review where goals have been set for many aspects of work at the start of the year. Review with line managers is conducted at mid year and at the end of the year. But apparently this is not enough as an informant suggests that review is conducted quarterly.

One-on-one sessions for employees and their line managers would be useful to solve this matter. The approach will not only become an opportunity to review performance, but also to get opinion and feedback, as well as to provide motivation and guidance for the employees.

Informants emphasize mportance of information system to support learning. This is reflected on the variety of online learning modules which is available in the bank. The existence of dependable information system becomes more important since Bank X is a global bank where of global and regional policies and learning are also done in the country level. Information system is tool to provide infrastructure for organization to support learning, but no more than that. More important matter is the information which is disseminated though the system and how organization members use the information to develop themselves. The existing system and all the content will be useful only if the employees in the bank can utilize its value. They mainly agree that the system provides information and learning facility which can be useful for employees to develop themselves.

Most of the staff have heard about these learning facilities provided by the system, but not everyone actually understand how to use it and actually utilize the system to its full potential. Therefore what critical for the managers is to socialize this facility and encourage their staff to learn online, since currently it seems to be the easiest and most convenient way to learn for the employees.

3.3.6 Dimension of Empowerment

The perception of this dimension indicates the largest gap, with null hypothesis for this dimension is also rejected, even at higher level of one percent.

The significant difference of perceptions indicates that managers are more likely to incorrectly assume that employees are being empowered with responsibility and decision making (Weldy and Gillis, 2010 : 466). In terms of decision making, the structure and culture of the bank make most decisions are made top-down, which mean they come from global management which are later passed on to regional management before reaching local country level.

Similar justification can be found for goal setting process. Indeed the employees are provided with the tool at the start of each year to set the objectives they would like to achieve, but this is merely related to personal goals instead of more substantial goals which will affect beyond individual level. Therefore we may conclude that in terms of goal-setting and decision-making processes, employees in lower level in the organization are less empowered.

3.3.7 Dimension of System Connection

The statistical test fails to reject the null hypothesis for this dimension, which means there are no significant differences between employees and managers in terms of this dimension. One of the elements of system connection is introduction of global perspective in the organization. Needless to say, being a global financial institution has provided substantial foundation for Bank X in this matter. Global perspective is highly rated in Bank X where many policies and procedures are derived from global frameworks. Most embedded systems in the bank are also administered regionally or globally. The local management is also regularly involved in discussion and coordination with their regional counterparts.

One way to incorporate global perpective into local organization members is by sharing strategic information. This approach is routinely used by senior leaders in global and regional management. This communication especially statements of organizational policy is identified to be important (Hodgkinson, 2000 : 163). Uninformed members of the organization might interpret a certain event differently from the factual condition. Therefore, proper communication is necessary to avoid this misinterpretation which could lead to conflicts.

Further more, the large amount of information sometimes overwhelm the employees in local country. Most informants view this as a positive manner, although several informants state that events like townhall meeting should have been adjusted to be conducted in front of more selected organization members are competent, who in turn will share the information to their counterparts or subordinates.

3.3.8 Dimension of Strategic Leadership

Statistical test rejects null hypothesis for this dimension on five percent level. An informant signifies the importance of leader in terms of becoming the sponsor and mentor of learning process. This is consistent with the new role of leader in a learning organization as a tutor and helper (Steiner, 1998 : 199). Another informant expresses important role of leader as role model.

Learning in an organization is strongly influenced by the behavior of leaders (Garvin, Edmonson and Gino, 2008 : 5). When leaders signal the importance of learning and knowledge transfer in the organization, employees are likely to follow. And when leaders show that they are willing to listen to new

ideas through their behavior, employees will be encouraged to offer these new ideas and alternatives. However, another informant also mentions that albeit the role of the leaders, the effectiveness of learning depends on each employee as well. In this case, the bank may have the best leaders, but still everyone is responsible for themselves in terms of learning and self-development.

It can be concluded that in general, management has given support for learning, but in terms of individual leaders, the examples are not noticeable yet. This is associated to expectation of employees that their leader would become role models and provide examples. In this case, leaders need to show that they also look for opportunities to learn. Therefore, the employees will see that their managers also learn and they will be encouraged to follow the examples.

3.3.9   Perception of Learning in the Organization

In general, all informants have positive perception of learning in Bank X. In particular, they reveal that progress of learning has been excellent compared to predecessor of Bank X or to Bank X in the past. There has been more focus on people and the facility provided for learning has also improved. Managers always encourage their staff to learn and employees are also given the freedom to select the training they want to take.

However, when being asked whether the learning can be considered a success, most informants find it a bit hard to tell. Indeed the measurement of a success can be relatively high and it would be hard to fulfill everyone's expectations. In terms of how learning has progressed, it can already be considered to be going to the right direction.

3.3.10 Barriers to Learning in the Organization

These barriers can be any kind of inhibitions toward the practice of learning organization. Some informants admit that there will always be barriers to learning as it would in any other organizations. Other informants consider that it is more as a management issue rather than barriers. Nevertheless, obstacles which may hinder learning need to be identified and overcome to make learning more effective in order to become a learning organization as in the following table.

Barriers	Number of Reference	Example of Response	Example of Recommendation
Limited number of staff	5	'It is very lightly staffed organization' '… you have a limited number of people as well, or the number of people is already optimal'	'…need to work out the timing which you do that and sometimes you need to have a little bit of flexibility from both sides' 'It's more related to time management, I think'
Motivation to learn	4	'Now this is what I think it's a bit of a lack'	'… supervisors must be sharp in directing which employees to take trainings which are important for them …' '… someone who can motivate team member and then influence them not to lose their motivation and keep focus on their job'
Workload	3	'The staff is quite busy and it's not always easy for staff to take a leave a few days out of the office' '... workload can be hectic with so much work to do'	'…the role of a supervisor is needed to manage work rhythm …' '…take a little bit of time outside of working hours'
Missing link of information	3	'There is a missing link from some division heads for this training matter' '…we don't really know what the training material is all about'	'… we need to know first before choosing to take the training, whether it will meet our expectation'
Unawareness of learning facilities	2	'Not everyone is aware of such information like those …'	'Perhaps from HR who should take more initiatives'
Bureaucracy	1	'…the problem of bureaucracy which always happen not only in banking institutions'	'…approval matter which should be limited to certain authority'
Rapid speed of changes	1	'Changes of the organization structure are too fast in our organization'	'… we always have to adapt. We cannot be very rigid either"

As far as time management and flexibility are said to be the key to remove this barrier, so far it has been easier said than done, especially in dealing with the opportunity for formal learning in the form of trainings. Time management depends highly on flexibility not only the staff expecting to take the training, but also the line manager and the back-up staff. At some point, this would raise the level of stress notably in the perspective of the back-up staff. When the staff is too busy or overstressed with their tasks, their ability to think analytically and creatively would be compromised and they become less able to learn from experience (Garvin, Edmonson and Gino, 2008 : 4).

In this case, a supportive learning environment would allow time to pause to encourage thoughtful review of the organizational processes. The stress and tension are mostly caused by structural changes in the organization. Structural changes in an organization is not an easy thing to adapat to since it demand cultural changes as well (Kontoghiorghes, Awbrey and Feurig, 2005 : 206). Therefore, instead of merely provide learning facilities and encourage continuous learning, the bank also need to facilitate attention toward cultural characteristics such as trust, experimentation, flexibility, employee participation and teamwork.

The following efforts would particularly useful in trying to become fully-functional learning organization :

1. One-on-one session is a valuable approach to encourage individual in the bank to express opinion and concerns as well as to receive feedbacks. This session can promote supportive learning environment and engagement which will lead to employee empowerment. This can become good opportunity to arrange staff's personal development plan as well as to track progress.

2. Blurring the distinction between working and learning, as this method is likely to develop ability to think critically, take initiative and be proactive, with the intention of enhancing staff ability to cope more readily with ongoing changes in the workplace (Dymock and McCarthy, 2006 : 530)..

3. Socialization and formalization of learning and development programs is also necessary. This would underline the creation of a supportive learning environment. Socialization as well as encouragement by line manager could prove useful as lead by example is one of the desired traits of leaders, although factors like motivation and the actual available time to learn also affect this.

4. Leaders should be actively involved in learning activities. This will enable leaders to reinforce learning in the organization. Besides become mentors for their staff, another effective way for leader to be directly involved in learning is by becoming teachers such as in training for their staff. This approach is useful for leaders to signify the importance for learning in the organization.

5. The supporting information system has already provided various learning facilities. However, the development of comprehensive learning experience planning and tracking could also prove essential. The bank needs to develop a system where all employees can plan their learning program to take and line managers can review and approve them paperlessly. Employees can also provide feedbacks on each learning program through the system and briefly mention learning result or added knowledge. This evaluation of learning result is also useful to assess the effectiveness of learning programs.

CHAPTER IV

CONCLUDING REMARKS

4.1   Conclusion

From the result and discussion of this research, it can be concluded that :

1. Employees and management of Bank X have different perceptions on learning organization which are significant in the dimensions of Continuous Learning, Embedded System, Empowerment and Strategic Leadership.

2. Informants have good perceptions toward learning and they agree that Bank X has made good progress by facilitating and encouraging vast range of learning and development programs. However, in terms of result, it needs further assessment.

3. Opportunity to learn is open wide with extensive variety of formal and informal learning, although lean structure of the bank would create conflicts. Support of management is evident, however some informants consider that motivation to learn is still lacking, especially for older members of the organization.

4. There are opportunities for staff to express opinions and to receive feedbacks. There is also opportunity for team learning, although informants express that each individuals have their own preference whether to learn individually or as a group.

5. Bank X has one of the leading systems in terms of learning support but not everyone is aware or having the time to utilize it. Moreover, this system is considered important as support to learning, but what equally important is the participation of organization members themselves.

6. Contrary to manager perception, employees feel not given much empowerment in terms of making decision and setting goals. In terms of management information, employees are provided with global, regional and local management information.

7. Leaders play important role in learning to provide encouragement and become role models. Desired characteristics of a leader include open to communicate and listen, visionary to lead by example, decisive, knowledgeable and trustworthy.

8. Limited number of staff is the most noteworthy barrier to learning in Bank X. Efforts like one-on-one session could be useful to enhance learning effectiveness. Leaders should also be more involved in learning processes, such as becoming a trainer for their staff. Socialization and implementing a comprehensive learning system can also improve effectiveness of learning in the organization.

4.2   Limitation

One limitation is low response rate, whereas only 47 responses are eligible to be used in the research from the total of 161 employees in the bank. A higher response rate is definitely be more favorable for the sake of generalization, to represent the perception of overall organization members. Another limitation is the use of only eight informants in the interview although they arguably have already represented different demographic characteristics of individuals in the bank.

The dynamic work rate of the bank constrains interviews to be scheduled as convenient to each informant so it inflicts minimum disruptions to daily activities. This has led to shorter period of interview for each of the informants. Although all

necessary topics have been discussed, longer intervals of interviews would produce deeper and more profound exploration of the issue. Nevertheless, saturated result of interview indicates that additional informants are likely to yield similar results.

Another limitation is triggered by discretion demand from the bank. This is understandable, given nature of the bank as a financial institution in highly regulated industry, confidentiality becomes important aspect to be adhered to. One method hindered is observation, where photographic or video observation records cannot be produced. The short of period of data collecting also contributes to minimum support of observation. However, questionnaires and interviews in this research are adequate to provide satisfactory understanding on learning organization perception in the bank.

4.3   Recommendation for Further Research Directions

The result reveals that organization members at different level (i.e., managers and employees) have different perceptions on dimensions of learning organization. Yet, there are many other aspects which form different groups of members which might also have different perspectives on learning organization. Characteristics like length of working tenure in the bank or seniority, age group or educational background might also provide notable perspectives on how learning is.

Watkins and Marsick's Dimensions of Learning Organization Questionnaire is found to be a valid and reliable instrument for learning organization measurement in the Indonesian context. Therefore, this instrument can be used for further research in measuring dimensions of learning organization. It is also intriguing to incorporate

the longer version of DLOQ with 43-items, to assess whether the longer version is also valid and reliable in Indonesian context. Further exploration of the instrument also includes the inclusion of two measurements of perception on performance (i.e., financial and knowledge performance), which are not included in current research.

Another potential research in the future refers to investigation into research subject. Current research investigates perceptions of organization members with regard of managerial role without distinction of department or division where they work in. This particular subject can suggest interesting development of the research.

4.4   Managerial Implication

The result provides meaningful implications for human resource management practices. The research reveals that seven-dimension concept of learning organization is applicable in the Indonesian context. Therefore, it is useful to measure learning organization capacity. Moving further ahead, this instrument can be used to evaluate whether gap of perceptions would exist between different groups of organization member based on characteristics like age group, length of work or division.

This gap analysis proves to be useful to indicate certain aspects of learning organization which need improvements. This can lead to the formulation of strategic development to enhance learning experience in the bank. In this case, several barriers to learning are identified during the research.

LIST OF REFERENCES

Al-Jawazneh, Bahjad Eid, and Waleed M. Al-Awawdeh. 2011. "Measuring the Degree of the Presence of Learning Organization Dimensions at the Branches of Commercial Banks in the Governorate of Almafraq – Jordan". *International Journal of Business and Management*. Vol. 6 No. 11. Pp. 27-38.

Awasthy, Richa, and Rajen K. Gupta. 2012. "Dimensions of The Learning Organization in An India Context". *International Journal of Emerging Markets*. Vol. 7 Iss. 3. Pp. 222-244.

Bak, Ozlem. 2012. "Universities : Can They Be Considered as Learning Organizations ? A Preliminary Micro-Level Perspective". *The Learning Organization*. Vol. 19 No. 2. Pp. 163-172.

Bank X. 2011. *Annual Report and Accounts*. City of E: Bank X.

----. 2011. *Sustainability Report*. City of E: Bank X.

Basim, H. Nejat, Harun Sesen, and Haluk Korkmazyurek. 2007. "A Turkish Translation, Validity and Reliability Study of the Dimensions of the Learning Organization Questionnaire". *World Applied Sciences Journal*. Vol. 2 No. 4. Pp 368-374.

Chapman, Sarah. 2012. "Learning! 100 Winners Announced at Enterprise Learning! Summit March 20-21, 2012". *PRWeb* (online). 21 March 2012 (http://www.prweb.com, accessed on 25 July 2012)

Cooper, Donald R. and Pamela S. Schindler. 2006. *Business Research Methods*. Ninth edition. New York : McGraw-Hill/Irwin.

Coulter, Mary. 2005. *Strategic Management in Action.* Third edition. New Jersey : Pearson Education, Inc.

Creswell, John W. 2012. *Research Design : Pendekatan Kualitatif, Pendekatan Kuantitatif, dan Mixed*. Third edition. Second print. Translated by Achmad Fawaid. Yogyakarta : Pustaka Pelajar.

Dess, Gregory G., G.T. Lumpkin, and Larilyn L.Taylor. 2005. *Strategic Management: Creating Competitive Advantages*. Second edition. New York : McGraw-Hill/Irwin.

Dirani, Khalil M. 2009. "Measuring the Learning Organization Culture, Organizational Commitment and Job Satisfaction in the Lebanese Banking Sector ". *Human Resource Development International*. Vol. 12 No. 2 (April). Pp 189-208.

Dymock, Darryl, and Carmel McCarthy. 2006. "Towards a Learning Organization ? Employee Perceptions". *The Learning Organization* Vol. 13 No. 5. Pp 525-536.

Ellinger, Andrea D., Alexander E. Ellinger, Baiyin Yang, and Shelly W. Howton. 2002. "The Relationship Between the Learning Organization Concept and Firms' Financial Performance : An Empirical Assesment". *Human Resource Development Quarterly*. Vol. 13 No. 1 (Spring). Pp 5-21.

Emzir. 2010. *Metode Penelitian Kualitatif : Analisis Data*. Edisi pertama. Jakarta : PT RajaGrafindo Persada.

Garvin, David A., Amy C. Edmondson, and Francesca Gino. 2008. "Is Yours a Learning Organization". *Harvard Business Review*. (March). Pp 1-11.

Greenberg, Jerald, and Robert A. Baron. 2008. *Behaviour in Organizations*. Ninth edition. New Jersey : Pearson Education, Inc.

Hernandez, Miguel, and Karen E. Watkins. 2003. "Translation, Validation and Adaptation of the Spanish Version of the Learning Organization Questionnaire". *Human Resource Development International*. Vol. 6 No. 2. Pp 187-196.

Hodgkinson, Myra. 2000. "Managerial Perceptions of Bariers to Becoming a Learning Organization". *The Learning Organization*. Vol. 7 No. 3. Pp 156-167.

Huang, Yueh Chuen, and Hui-Chuan Shih. 2011. "A New Mode of Learning Organization". International Journal of Manpower. Vol. 32 No. 5/6. Pp. 623-644.

Jamali, Dima, Yusuf Sidani, and Charbel Zoucin. 2009. "The Learning Organization: Tracking Progress in a Developing Country: A Comparative Analysis Using the DLOQ". *The Learning Organization*. Vol. 16 No. 2. Pp 103-121.

Kontoghiorghes, Constantine, Susan M. Awbrey, and Pamela L. Feurig. 2005. "Examining the Relationship Between Learning Organization Characteristics and Change Adaptation, Innovation, and Organizational Performance". *Human Resource Development Quarterly*. Vol. 16 No. 2 (Summer). Pp 185-211.

Kreitner, Robert, and Angelo Kinicki. 2010. *Organizational Behaviour*. Ninth edition. New York : McGraw-Hill/Irwin.

Lien, Bella Ya-Hui, Richard Yu-Yuan Hung, Baiyin Yang, and Mingfei Li. 2006. "Is The Learning Organization a Valid Concept in The Taiwanese Context ?". *International Journal of Manpower*. Vol. 27 No. 2. Pp. 189-203.

Lind, Douglas A., William G. Marchal, and Samuel A. Wathen. 2006. *Basic Statistics for Business and Economics*. Fifth edition. International edition. Singapore : McGraw-Hill Education (Asia)

Marsick, Victoria J., and Karen E. Watkins. 2003. "Demonstrating the Value of an Organization's Learning Culture: The Dimensions of the Learning Organization Questionnaire". *Advances in Developing Human Resources*. Vol. 5 No. 2 (Mei). Pp 132-151.

Moilanen, Raili. 2001. "Diagnostic Tools for Learning Organizations". *The Learning Organization*. Vol. 8 No. 1. Pp 71-89.

----. 2005. "Diagnosing and Measuring Learning Organization". *The Learning Organization*. Vol. 12 No. 1. Pp 6-20.

Neuman, William Lawrence. 2011. *Social Research Methods: Qualitative and Quantitative Approaches*. Seventh edition. Boston:Pearson Education, Inc.

Noe, Raymond A., John R. Hollenbeck, Barry Gerhart, and Patrick M. Wright. 2006. *Human Resource Management: Gaining A Competitive Advantage*. Fifth edition. New York : McGraw-Hill/Irwin.

Ortenblad, Anders. 2004. "The Learning Organization: Towards an Integrated Model". *The Learning Organization*. Vol. 11 No. 2. Pp 129-144.

PwC Indonesia. 2012. *Indonesian Banking Survey Report 2012*. (http://pwc.com/id, accessed on 4 November 2012)

Retna, Kala S. 2007. "The Learning Organization: A School's Journey Towards Critical and Creative Thinking". *The Asia Pacific Education Researcher*. Vol 16. No. 2 (June). Pp. 127-142.

Sekaran, Uma, and Roger Bougie. 2010. *Research Methods for Business: A Skill-Building Approach*. Fifth edition. West Sussex: John Wiley and Sons, Ltd.

Senge, Peter M. 1999. *The Dance of Change: The Challenges of Sustaining Momentum in Learning Organization*. First edition. New York : Doubleday.

Serrat, Olivier. 2009. "Building a Learning Organization". *Knowledge Solutions*. No. 46 (May 2009). Pp 1-8. Asian Development Bank : Manila.

Song, Ji Hoon, Baek-Kyoo (Brian) Joo, and Thomas J. Chermack. 2009. "Dimensions of Learning Organization Questionnaire (DLOQ): A Validation Study in a Korean Context". *Human Resource Development Quarterly*. Vol. 20 No. 1 (Spring). Pp 43-64.

Song, Ji Hoon , Chang-Wook Jeung, and Sei Hyoung Cho. 2011. "The Impact of The Learning Organization Environment on The Organizational Learning Process in The Korean Business Context". *The Learning Organization*. Vol. 18 No. 6. Pp. 468-485.

Steiner, Lars. 1998. "Organizational Dilemmas as Barriers to Learning". *The Learning Organization*. Vol. 5 No. 4. Pp. 193-201.

Weldy, Teresa G. 2009. "Learning Organization and Transfer: Strategies for Improving Performance". *The Learning Organization*. Vol. 16 No. 1. Pp 58-68.

Weldy, Teresa G., and William E. Gillis. 2010. "The Learning Organization: Variations at Different Organizational Levels". *The Learning Organization*. Vol. 17 No. 5. Pp. 455-470.

Wheelen, Thomas L., and J. David Hunger. 2012. *Strategic Management and Business Policy: Toward Global Sustainability*. Thirteenth edition. New Jersey : Pearson Education, Inc.

Wilhelm, Warren. "What Are Learning Organizations, and What Do They Really Do?". *Chief Learning Officer* (online), 26 September 2006. MediaTec Publishing Inc. (http://clomedia.com, accessed on 25 Juli 2012).

Yang, Baiyin, Karen E. Watkins, and Victoria J. Marsick. 2004. "The Construct of the Learning Organization: Dimensions, Measurement and Validation". *Human Resource Development Quarterly*. Vol. 15 No. 1. Pp 31-54.

Yin, Robert K. 2009. *Studi Kasus: Desain dan Metode*. First edition. Translated by M. Djauzi Mudzakir. Jakarta: PT RajaGrafindo Persada.

Zhang, De, Zhen Zhang, and Baiyin Yang. 2004. "Learning Organization in Mainland China: Empirical Research on Its Application to Chinese State-Owned Enterprises". *International Journal of Training and Development*. Vol. 8 No. 4. Pp 258-273.