

Lebanese American University

Effect of Learning Organization on Organizational Climates

By

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A thesis

Submitted in partial fulfilment of the requirements for the degree of Master of
Business Administration

School of Business
Lebanese American University
September 2010

School of Business - Beirut Campus

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Program : Master of Business Administration

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ACKNOWLEDGEMENTS

First I would like to thank my family who provided me with encouragement and support through all my years of study.

I would also like to deeply thank Dr. Abdul-Nasser Kassar, Dr. Leila Messara, and Dr. Ahmad Kabban for their support and guidance in this Thesis.

I would also like to thank all employees who spared some of their valuable time in filling my questionnaire that is essential for my research.

ABSTRACT

Organizational Climates are the set of expectations that represents a property of organizational environments that is perceived directly or indirectly by individuals in that organization. The main organizational climates that have been identified are: Structure, Responsibility, Risk, Reward, Warmth and Support, Conflict, Expect Approval. Considerable research indicates the Organizational Climates are related and affected by certain organizational environment.

The learning organization is the set of dimensions that continuously change and adopt the learning concept in an organizational environment maintaining a competitive edge. The learning organization dimensions include: Continuous Learning, Dialogue and Inquiry, Team Learning, Embedded Systems, Empowerment, System Connections, and Provide Leadership.

In this study, our purpose is to examine the effects of the learning organization dimensions on organizational climate. Data gathered through questionnaires distributed to employees from various industries in Lebanon are analysed. Using various statistical techniques, the dimensions that affect each organizational climate are identified and the strengths of the relationships are determined. Several hypotheses regarding the learning organization dimensions

effects on climates are tested. The results are interpreted and recommendations are given.

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CHAPTER 1

PURPOSE AND INTRODUCTION

In this chapter, we give a brief introduction and state the objectives of this thesis. The introduction will familiarize the reader about what will be further discussed and analysed.

1.1. Introduction:

Many articles and researches on Organizational Climates effects on the people in Business environment are encountered in the literature. Several researchers found that climates and cultures might have an indirect impact on the employee's performance and thus affecting dimension that will affect effectiveness and productivity. Other researchers found that Learning Organization has an effect on employees' performance thus affecting productivity and profit.

Lebanon is considered one of the important countries in the Middle East region when it comes to economy and worldwide organizations. Especially after the global economic crisis 2007-2010 when he stood well economically although he had political issues.

This thesis reviews and studies the relationship between organizational climates and Learning Organization in Lebanese organizations. Seven main Organizational climates have been identified (*Structure, Responsibility, Risk, Reward, Warmth and Support, Conflict, Expect Approval*) within several organizations in Lebanon.

1.2.Objectives Of The Study:

Organizational Climates are the set of expectations that represents a property of organizational environments that is perceived directly or indirectly by individuals in that organization. The main organizational climates that have been identified are: Structure, Responsibility, Risk, Reward, Warmth and Support, Conflict, Expect Approval. Considerable research indicates the Organizational Climates are related and affected by certain organizational environment.

The learning organization is defined by all dimensions with continuous change and adopts the learning concept in an organizational environment maintaining a competitive edge. The learning organization dimensions include: Continuous Learning, Dialogue and Inquiry, Team Learning, Embedded Systems, Empowerment, System Connections, and Provide Leadership.

Our purpose in this study is to examine the effects of the learning organization dimensions on organizational climate. Data gathered through questionnaires distributed to employees from various industries in Lebanon are analysed. Using various statistical techniques, the dimensions that affect each organizational climate are identified and the strengths of the relationships are determined. Several hypotheses regarding the effects of the learning organization dimensions on climates are tested. The results are interpreted and recommendations are given.

The remaining chapters of thesis are organized as follows. In chapter two, we conduct a review on the historical articles and books related to Organizational Climates and Learning Organizations. In particular, we review the articles that study the relationships of Learning Organizations and Organizational Climates. The existing theories are used to construct our hypotheses. In chapter three, we present the methodology used to conduct our analysis. The questionnaire used to analyse the data is discussed and the variables construct for the analysis are described. In chapter four, we conduct several statistical analyses. Using SPSS and MegaStat we conducted the following tests: demographic analysis, descriptive analysis for the learning organization dimension scores and the organizational

climate scores, frequency distribution, correlation analysis, regression analysis, and hypothesis analysis. Chapter five is a conclusion where the results are summarized and discussed. In addition, the limitations of the study and the recommendations are given.

CHAPTER 2

LITERATURE REVIEW

In this chapter, we review the historical articles and books concerning Organizational Climates and Learning Organizations. In particular, we review the articles that study the relationships of Learning Organizations and Organizational Climates. The existing theories are used to construct our hypotheses.

2.1. Organizational Climates:

Historically, it is believed that Organizational climates exert a power on the employees' behaviour (Pritchard & Karasick, 1973). The study attempts to explore the link between various Organizational climate and Learning Organization. A literature review interrelated to the variables will be discussed.

A strong interest in the study of organizational climate exists among researchers. The Hypothesized relationship of climates to other organizational aspects (job satisfaction, job performance, leadership behaviours, and the quality of work group interaction) made organizational climates studies very important (Schnake, 1983).

Several definitions were made to describe the climate phenomena. For example, Forehand and Gilmer (1964) considered the climate as a set of relatively permanent characteristics that describe an organization, separate it from other organizations, and affect the behaviour of organizational members.

Stringer and Litwin (1968) whom I based my work on their studies using their questionnaire to study climate dimensions (see appendix A), considered climate as a combination of quantifiable characteristics of the organization's environment seen by employees, and these characteristics are believed to impact motivation and activities. By combining the hypothesis of different researchers, Pritchard and Karasick (1973), defined organizational climate as lasting quality of the internal environment of the organization which results from the activities and policies of its employees, is perceived by its members, and acts as a source of pressure for directing activity. Finally, Steers (1977) defined climate as the perceived characteristic taken environment result largely from actions taken by the organization and that presumably affect subsequent behaviour. To conclude, Organizational climate can be defined as employees' perceptions of the work environment that is explained and characterized and these perceptions can affect or determine the employee's behaviour in such environment .

From the point that Organizational Climate are the perceptions of employee of the work environment, different organizations with differing practices and procedures may have different climates (Muchinsky, 1976). So it is a problem to specify an appropriate climate dimensions. Many studies have been made regarding this issue and came up with specific factors in the work environment which seem to influence climate. Campbell, Dunnette, Lawler, and Weick (1970) in a review of four studies identified four dimensions that seemed to be common to these studies: individual autonomy, structure, reward, and consideration, warmth, and support. In another reviewed study of Litwin and Stringer (1968) seven climate dimensions were defined (Structure, Responsibility, Risk, Reward, Warmth and Support, Conflict, Expect Approval).

Structure: Clarity of the perception that jobs, policies and organizational structure are clearly defined.

Responsibility: The extent to which individual judgment and discretion are encouraged on the job.

Risk: The perception that the organization is willing to take calculated risks, take chances on employees' ideas accept differing opinions, and allow productivity to take care of itself.

Reward: The perception that rewards are based on performance and that positive rewards outweigh punishments in the organization.

Warmth and support: The feeling of warmth in the relationships among organizational members, supported by a relaxed, friendly, and people-oriented work atmosphere.

Conflict: The feeling that one has to maintain good interpersonal relations and avoids open arguments and disagreements to get ahead in the organization.

Expect Approval: The feeling of pride and loyalty toward the organization and work group.

The seven climates mentioned are considered as standard Organizational Climate in this study.

Muchinsky (1976) factor analysed the Litwin and Stringer climate questionnaire and found six derived dimensions which he referred to as interpersonal milieu, standards, general affective tone toward management, organization structure and procedures, responsibility, and organizational identification. Those studies indicate that there is still considerable diversity in the number and type of dimensions used to explain organizational climate dimensions shape. Identifying climate dimensions relevant to heterogeneous organizations is difficult because climate involves employees' perceptions of their work environments and different types of organizations with their differing practices and procedures will have relatively unique climates (Muchinsky, 1976).

Several studies showed that there is a significant relationship between Organizational Climate and job performance. In a study of 478 hard-core unemployed, Friedlander and Greenberg (1971) demonstrated that workers who perceived their climate as supportive had higher performance than those who perceived otherwise. Pritchard and Karasick (1973) studied the effects of organizational climate on job performance and satisfaction. In a study of 76 managers from two organizations Pritchard and Karasick concluded that climate was related to both performance and satisfaction

2.2. Learning Organization:

Continuously transforming organizations with emphasis on learning are known as Learning Organizations. Those organizations keep on calibrating to the business environment and adapt to any change in order to maintain a competitive advantage in their environment.

In these days organizations are under severe pressure to learn faster and effectively in order to promote a learning environment. With the rapid technology advancement, Organizations need to constantly learn and change in order to adapt to the new circumstances. This enhances their continuous improvement of programs in order to grow and outperform their competitors (Garvin, 1993).

A Learning Organization is an organization which possesses a strong capacity to acquire, utilize and share knowledge, and continuously aim for corporate success. This type of organization empowers people within and outside the workspace. This will increase both productivity and learning. (Marquart, 1999)

In addition Hitt (1996), defined Learning Organization (LO) as organization that continually gains, share and use the new knowledge to calibrate to

environmental changes. However, according to Ortenblad(2001) in order to avoid the confusion with Organization Learning that is the “existing processes” of LO used the term Learning Organization. In other words Organization Learning is a part of LO that is the “ideal form of an organization” as defined by Ortenblad.

In fact, Senge says that to be competitive in the age of globalization one needs the ability to learn and react more quickly than competitors (Senge et al., 1994 in Stewart, 2001). He also believes that the system thinking is the basic element of learning organization and the essence of the discipline of this system constituted of seeing interrelationships rather than linear cause-effect chains, and considering change as processes rather than images.

Senge also talked about continuous learning and how it can help employees in an organization to learn more about their work throughout their work. Organizations learn best only when individuals are willing to learn.

On the other hand, a decrease in the progress is observed whenever there is a lack of change in other departments and the lack of information sharing within the company (Gardiner and Whiting, 1997).

A study conducted by Steven W. Pool, Associate Professor of Management in Ashland University, USA on the integration of TQM in a supportive organizational

culture founds a positive and significant relationship with organizational Learning. Another crucial finding is represented by “the positive and significant relation of Learning Organization and the motivational level” which lead to the positive impact of supportive environment on the organization (Pool, 2000).

Another study on the Learning Organization as an integrated model by Ortenblad (2004) concluded that true Learning organization consists of four aspects: learning at work, organizational learning, developing a learning climate, and creating learning structures.

Ortenblad (2004) introduced the Learning climate as a strong and a must characteristic of a true learning Organization. Using performance indicator as a medium, Power (2004) uses a study of 200 Australian organizations to empirically examine the relationships between self-managed work teams and the Learning Organization. The study shows that knowledge performance, financial performance and customer satisfaction have moderate to strong relation to team work.

In two recent studies that focus on training in the Learning Organization and assessing the performance of a sample of Lebanese organization vis-à-vis some of

the core LO dimensions, we found that the main strength of the studied organizations is due to systematic employee training (Jamali and Sidani, 2008). Similarly in a more recent study by Teresa G. Weldy (2009) to explore a relationship between LO and transfer of training as strategies for learning and managing knowledge to make performance improvement and gain or maintain a competitive advantage, states that any relation between LO and transfer training would increase performance and provide the organization a competitive advantage in unstable economic conditions. The author also emphasized that it is very crucial to investigate further on LO and transfer of training.

There is a significant positive relation between a supportive, learning and transferable training or support environment with Learning Organization thus the increase in employees' performance. It is thus important that a specific study of the climate characteristics in which employees seek to rely on other's support and knowledge in order to change and progress in the organization should be done.

To investigate nine organizational dimensions that enable individual learning in hotel establishments Aksu and Ozdemir (2005) found that the importance of superiors in establishing hotels is crucial. Staff engagement in teamwork with colleagues increased.

Learning Organization emphasizes six important factors: learning about the jobs and tasks in the company, anticipating future capabilities, creating possible scenarios or challenges and developing organizational alliance (Peters, 1996)

Leadership and organizational culture can have a positive effect on Learning Organization which will have a positive effect on employees' job satisfaction. These findings from the study by Chang and Lee (2007) investigate the relationship among leadership, organizational culture, the operation of Learning organization and employees' job satisfaction.

The dimensions of Learning Organization questionnaire were first developed by Watkins, K. and V. Marsick, (1997), and were defined by the Following: Continuous Learning (providing opportunities for continuous learning), Inquiry and Dialogue (promoting feedback, communication, trust and respect), Team Learning (encouraging team working), Embedded Systems (integrating systems to capture and share learning), Empowerment (empowering employees to a collaborative vision), System Connections (linking the organization to its environment an community), and Strategic Leadership (providing leadership by supporting and strategically utilizing learning).

Watkins and Marsick added two more dimensions to see the key results in the organization: state of financial health and resources for growth (financial performance) and enhancement of products and services because of learning and knowledge capacity (knowledge performance). For the purpose of this study we selected the first seven dimensions to assess the learning activities of Lebanese employees.

2.3. Goals of the Study:

The goal of this study is to examine the effects of the learning organization seven dimensions on a given organizational climate. Using various statistical techniques, the dimensions that affect each organizational climate are identified and the strengths of the relationships are determined. Several hypotheses were built regarding the mentioned concept:

H1: Which Learning Organization dimension affects a given Organization Climate?

H2: Which Organization Climate is mostly affected by a given Learning Organization dimension?

H3: Determine the effects of the aspects or components of Learning Organization on a given Organization Climate.

H4: Determine the effects of a given Learning Organization dimension on the different aspects or components of a given Organizational Climate.

CHAPTER 3

METHODOLOGY

Here, we discuss the methodology used to conduct our analysis. The questionnaire used to analyse the data is discussed and the variables construct for the analysis are described.

3.1. Sample:

This research is a conclusive research which aims at describing the dimensions of Learning Organization affecting the various Organization Climates. This will help in enriching the literature on Learning Organization as well as Organization Climate. The collection of information on employees was made through a survey having a reliable and valid questionnaire distributed to Lebanese employees working in small and medium size companies by hand and through emails.

A sample of 200 Lebanese employees from different Lebanese companies in different industries was chosen as the target sample of our study. An overall of 101 questionnaires were filled and returned by the employees. Companies and Banks were chosen based on its employee's accessibility to their top management and their willingness to participate in the survey that was

held from March 2010 to May 2010. The questionnaire is available Appendix A.

3.2. Measures:

The study is based on the questionnaire. The questionnaire is composed of two questionnaires: Learning Organization questionnaire and Organization Climate questionnaire.

The Learning Organization questionnaire was developed by Watkins, K. and V.Marsick, (1997). Latter it was translated into Turkish by Basim,H., Sesen, h. and korkmazyuerk, H., (2007) and showed high reliability and validity. The seven dimensions of Learning Organization which we have studied are Continuous Learning, Dialogue and Inquiry, Team Learning, Embedded Systems, Empowerment, System Connections, and Provide Leadership.

The Organizational Climate questionnaire was developed by Litwin, G. H. and Stringer, R. A. (1968). The questionnaire showed high reliability and validity.The seven Organizational Climates which we have studied areStructure, Responsibility, Risk, Reward, Warmth and Support, Conflict, Expect Approval.

Each Learning Organization dimension and Organizational Climate is composed of several components expressed in a question or a statement rated on a seven-point scale interpreted as follows: 1=completely disagree, 2=strongly disagree, 3= disagree, 4= neutral, 5= agree, 6= strongly agree, 7= completely agree.

Further we calculated the average / mean of each question or statement formulating the average scores of each Learning Organization dimension and Organizational Climate. Then a grouping each dimension or climate by a Low or High Group and we gave them 0 and 1 value respectively. This will help us in our analysis.

3.3. Instrumentation:

Statistical Analysis studying our hypotheses was conducted using SPSS which is a statistical and mathematical program solution used by researches in their studies. Another tool used in this study is MegaStat (Douglas A. Lind, William G. Marchal, Samuel Adam Wathen 2007) which is an add-in to Microsoft Excel that performs statistical analysis within an Excel workbook. Mega Stat is found in the CD provided with the book.

CHAPTER 4

STATISTICAL ANALYSIS

In this chapter, we use SPSS and MegaStat to conduct the following statistical analyses: demographic analysis, descriptive analysis for the learning organization dimension scores and the organizational climate scores, frequency distribution, correlation analysis, regression analysis, and hypothesis analysis.

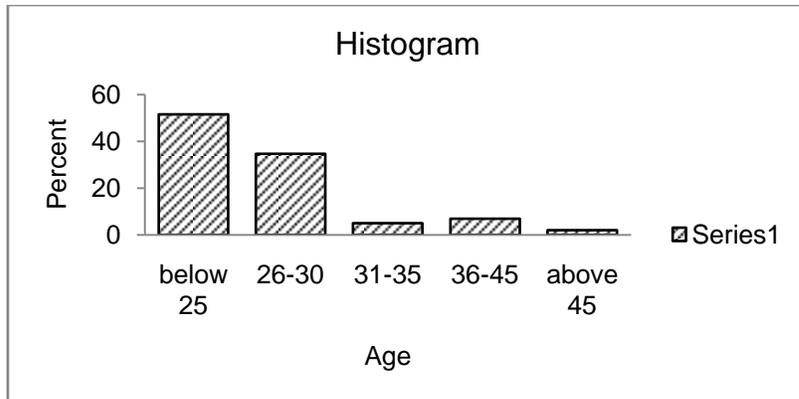
4.1. Demographic Analysis:

In this section we conduct some demographic analysis on the variables: age, gender, marital status, position, experience.

The following is a graph output of the analysis of age demographic:

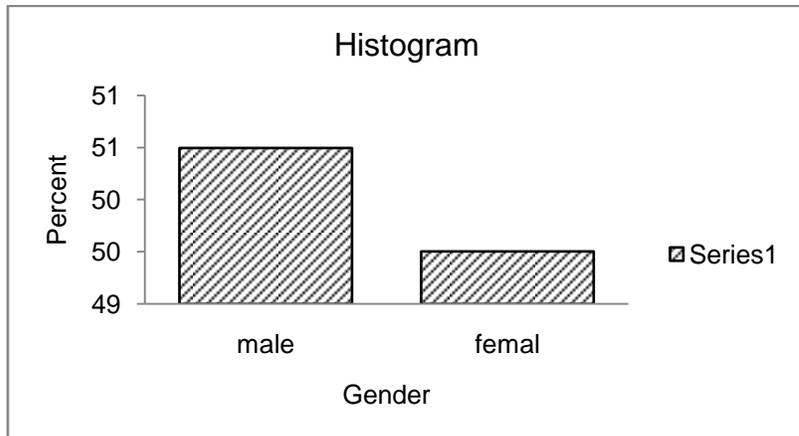
Frequency Distribution - Qualitative

Age	<i>frequency</i>	<i>percent</i>
below 25	52	51.5
26-30	35	34.7
31-35	5	5.0
36-45	7	6.9
above 45	2	2.0
	101	100.0



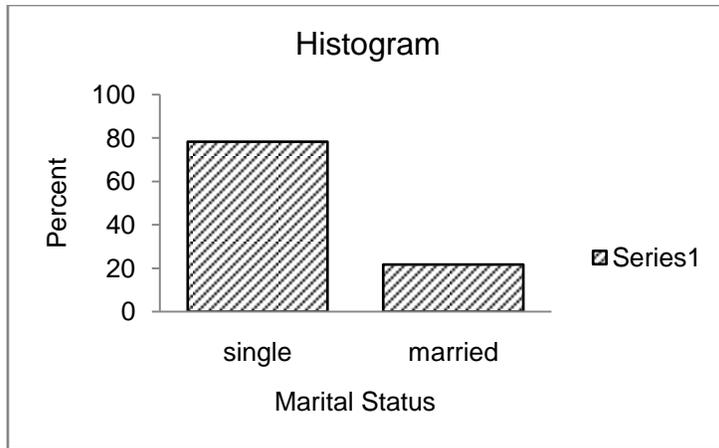
From the above output we notice that most of the sample members studied is below 25 with 51.5 % or in the 26-30 with 34.7 % range obviously old people don't have much time to fill the questionnaire 13.9% of the sample filler are aged above 31 years.

The distribution of gender is represented in the following histogram:



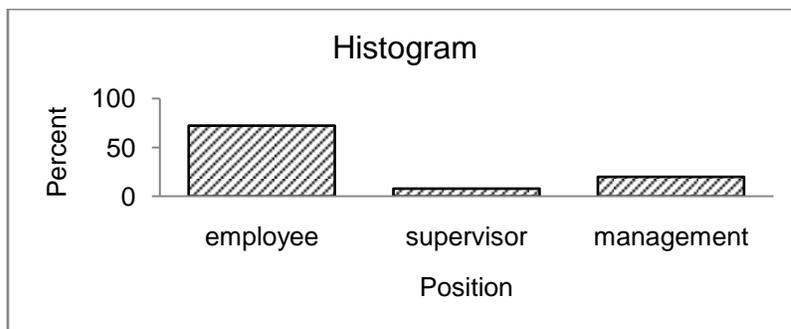
The gender of the sample is equally distributed 50.5 % for male and 49.5% for female.

For the marital status, the distribution is as the following:



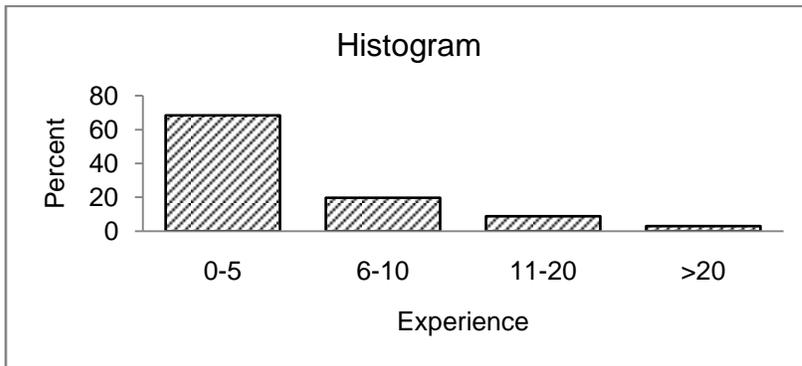
Most of the sample is singles 78.2 % which is explained by the fact that most of the sample is young (below 26 years)

The distribution of employee's position is showed in the following output:



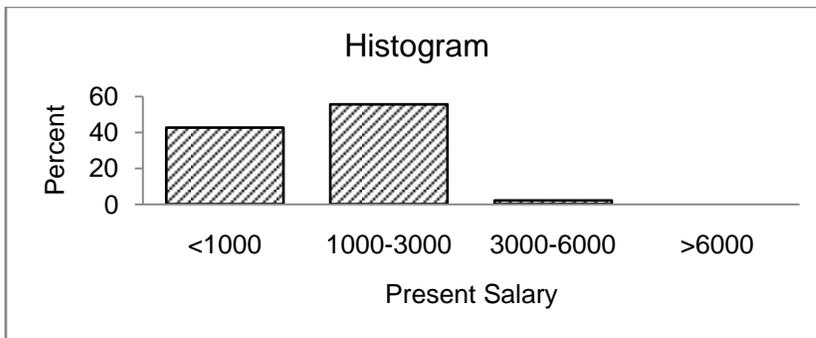
Most of the sample are employees 72.3 %, 7.9% are supervisor and 19.8% are managers which is explained by the fact that high level positioned people are busy and don't have the complete time to fill in the questionnaire.

The Experience's distribution is showed in the following Histogram:



Analysing the employee's years of experience of the sample we founded that 68.3 % are in the range of 0-5 years, 19.8% are in the range of 6-10 years, 8.9% in the 11 to 20 range and the rest have more than 20 years of experience. Again this is explained by the low aged employees.

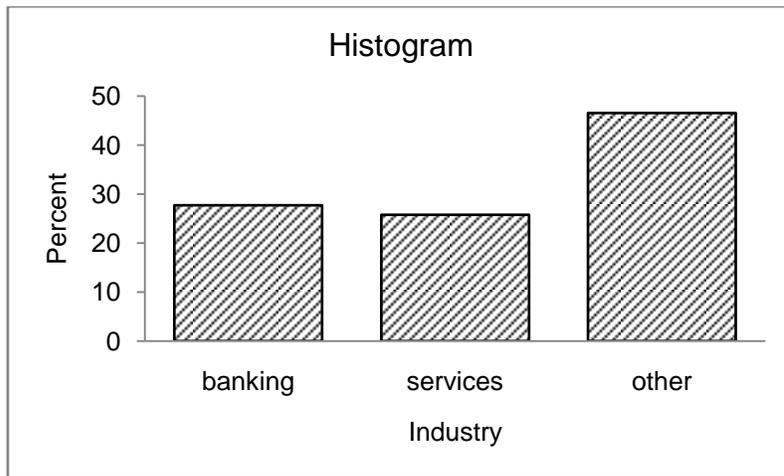
The following computer output shows the distribution of the employees present salary in USD:



Analysing the salaries of the sample we found that 42.6 % had salary below than 1000 \$ and 55.4 % had a salary between 1000 and 3000 \$ the rest

are in the range of 3000-6000 \$ again this is explained by the fact that most of the sample had low experienced employees.

The following histogram shows the distribution of employees among industries:



Analysing the frequency of industries of the sample we had 28 for banking 26 for services and 47 for other industries (Education, Construction, Medical...)

4.2. Descriptive Analysis for the Learning Organization Dimension Scores:

In the following we perform descriptive analysis for the scores of Learning Organization dimensions. Later we will be able to conduct analysis and to construct new variables according to the statistics of each score.

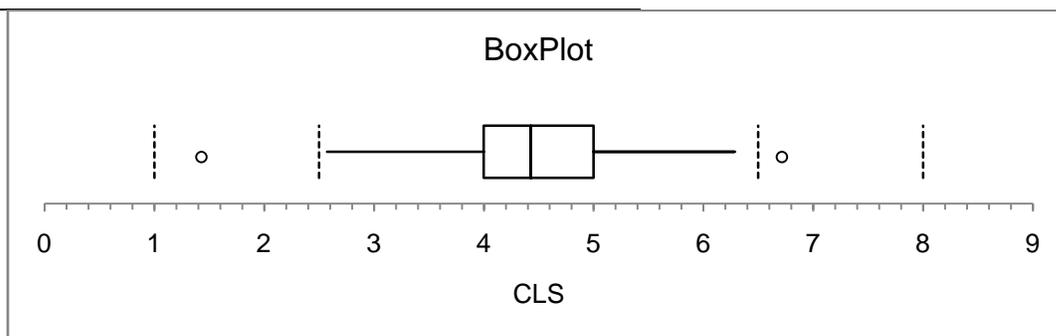
Continuous Learning Score (CLS):

A variable CLS was constructed for the questions related to continuous Learning. The Continuous learning scores was obtained by averaging the 7 continuous learning questions. Similarly we constructed scores for the remaining continuous learning dimensions:

DIS for Dialogue and Inquiry Scores, TLS for Team Learning Scores, ESS for Embedded Systems Scores, ES for Empowerment Scores, SCS for System Connection Scores, and PLS for Provide Leadership Scores. The Overall Learning Organization Scores is abbreviated with Overall LO S. The Descriptive statistics for continuous learning score (CLS) is shown below:

Descriptive statistics

	<i>CLS</i>
count	101
mean	4.4201
sample variance	0.7567
sample standard deviation	0.8699
minimum	1.428571429
maximum	6.714285714
range	5.285714286

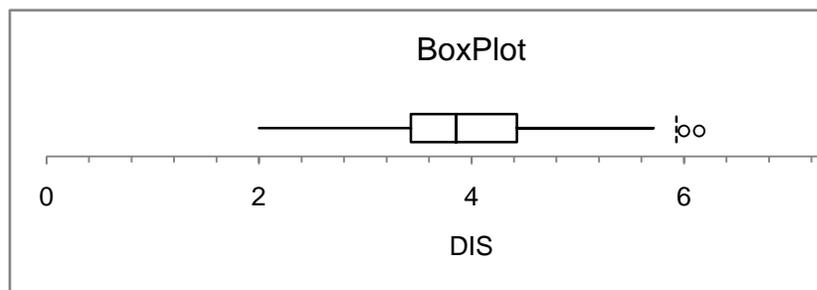


From the above output we notice that the average point of CL scores was 4.42 with a standard deviation of 0.86, the minimum average was 1.42 and the maximum is 6.7. The quartiles show that 25% of the CL scores are below 4 and 50% of the scores are below 4.42 and 75% below 5. The Box Plot shows three outliers, two highs (6.7) and one Low (1.4).

Same Analysis is made for the other dimensions of the Learning Organization scores and the Overall LO scores.

Descriptive statistics

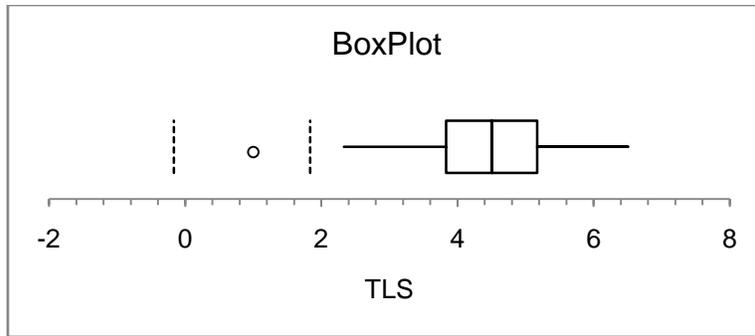
	<i>DIS</i>
count	101
mean	3.9533
sample variance	0.7547
sample standard deviation	0.8688
minimum	2
maximum	6.142857143
range	4.142857143
high extremes	0



From the above output we notice that the average point of DI scores was 3.3 with a standard deviation of 0.86, the minimum average was 2 and the maximum is 6.14. The quartiles show that 25% of the DI scores are below 2.9 and 50% of the scores are below 3.95 and 75% below 4.2. The Box Plot shows two high outliers.

Descriptive statistics

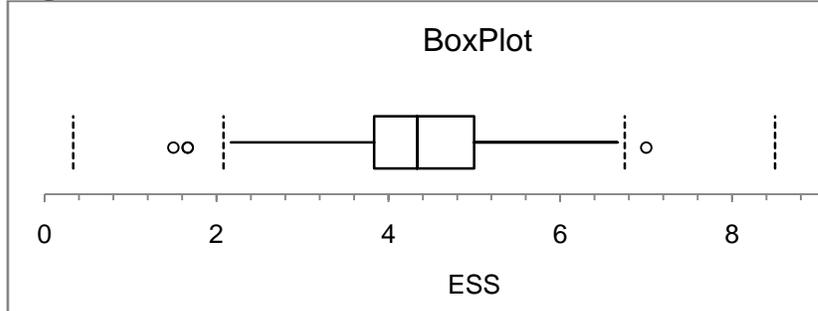
	<i>TLS</i>
count	101
mean	4.4752
sample variance	0.9891
sample standard deviation	0.9945
minimum	1
maximum	6.5
range	5.5



From the above output we notice that the average point of TL scores was 4.47 with a standard deviation of 0.99, the minimum average was 1 and the maximum is 6.5. The quartiles show that 25% of the TL scores are below 3.9 and 50% of the scores are below 4.47 and 75% below 5. The Box Plot shows one low outlier.

Descriptive statistics

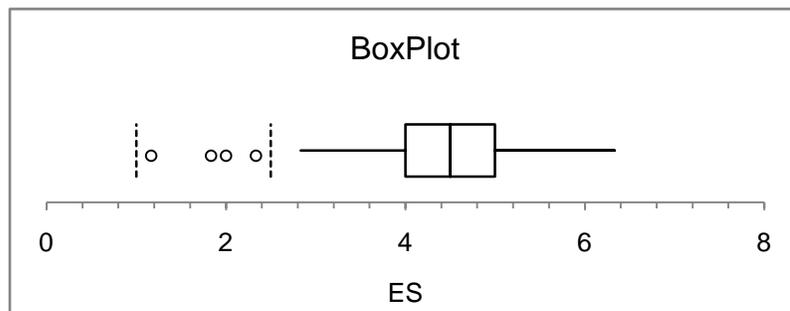
	<i>ESS</i>
count	101
mean	4.2855
sample variance	1.3491
sample standard deviation	1.1615
minimum	1.5
maximum	7
range	5.5



From the above output we notice that the average point of ES scores was 4.2 with a standard deviation of 1.16, the minimum average was 1.5 and the maximum is 7. The quartiles show that 25% of the ES scores are below 3.9 and 50% of the scores are below 4.4 and 75% below 5. The Box Plot shows two low outliers and one high.

Descriptive statistics

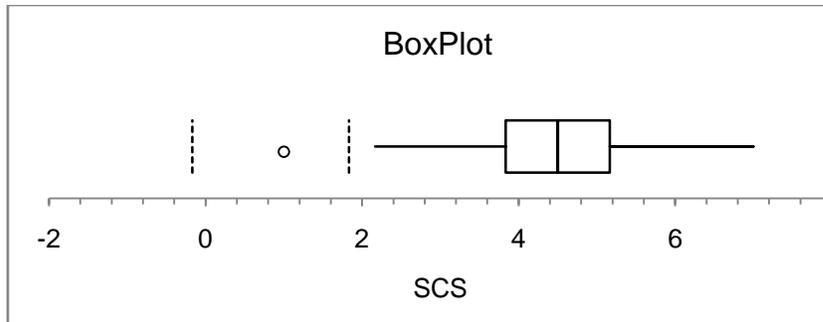
	<i>ES</i>
count	101
mean	4.4241
sample variance	1.0470
sample standard deviation	1.0232
	1.1666
minimum	66667
	6.3333
maximum	33333
	5.1666
range	66667



From the above output we notice that the average point of Empowerment scores was 4.42 with a standard deviation of 1.02, the minimum average was 1.16 and the maximum is 6.33. The quartiles show that 25% of the Empowerment scores are below 4 and 50% of the scores are below 4.5 and 75% below 5.2. The Box Plot shows three low outliers.

Descriptive statistics

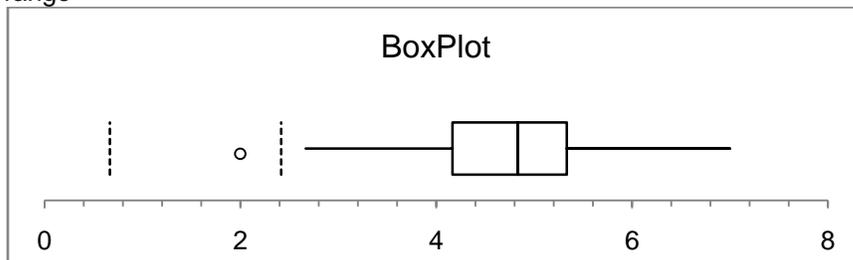
	<i>SCS</i>
count	101
mean	4.4703
sample variance	1.1286
sample standard deviation	1.0623
minimum	1
maximum	7
range	6



From the above output we notice that the average point of SC scores was 4.47 with a standard deviation of 1.06, the minimum average was 1 and the maximum is 7. The quartiles show that 25% of the SC scores are below 4 and 50% of the scores are below 4.8 and 75% below 5.3. The Box Plot shows one low outlier.

Descriptive statistics

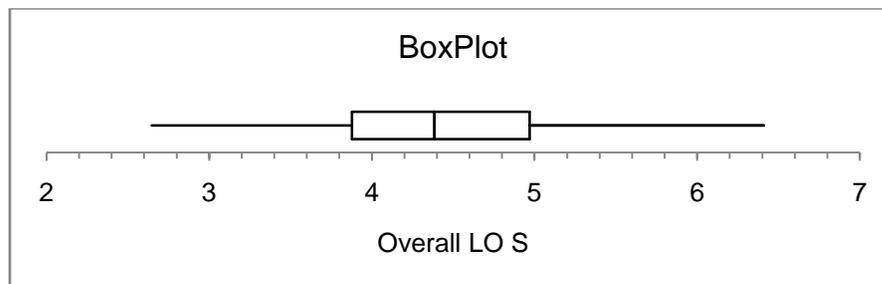
	<i>PLS</i>
count	101
mean	4.7574
sample variance	1.0164
sample standard deviation	1.0082
minimum	2
maximum	7
range	5



From the above output we notice that the average point of PL scores was 4.75 with a standard deviation of 1.00, the minimum average was 2 and the maximum is 7. The quartiles show that 25% of the PL scores are below 4.2 and 50% of the scores are below 4.8 and 75% below 5.4. The Box Plot shows one low outlier.

Descriptive statistics

	<i>Overall LO S</i>
count	101
mean	4.3980
sample variance	0.6958
sample standard deviation	0.8341
minimum	2.646258503
maximum	6.411564626
range	3.765306122



From the above output we notice that the average point of Overall LO scores was 4.39 with a standard deviation of 0.83, the minimum average was 2.64 and the maximum is 6.41. The quartiles show that 25% of the PL scores are below 3.9 and 50% of the scores are below 4.4 and 75% below 5. The Box Plot shows no outliers.

4.3.Descriptive Analysis for the Organizational Climate Scores:

A score for each climate is constructed. The scores are abbreviated as follows:

SS=Structure Score

RS=Responsibility Score

RKS=Risk Score

RWS=Reward Score

WSS=Warmth and Support Score

CS=Conflict Score

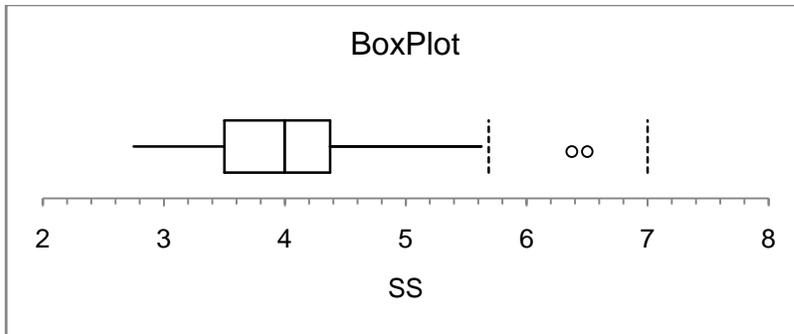
EAS =Expect Approval Score

Overall OC S=Overall Organizational Climate Score

Descriptive analysis of each climate resulted in the following computer outputs:

Descriptive statistics

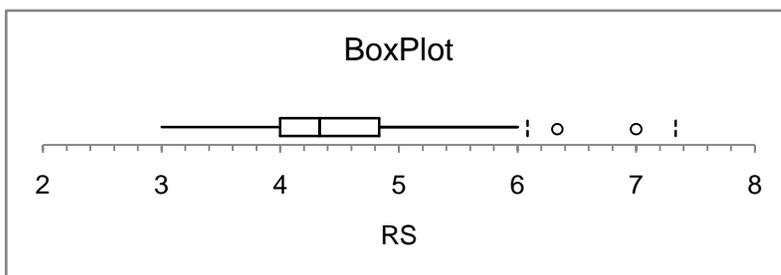
	SS
count	101
mean	3.9950
sample variance	0.5381
sample standard deviation	0.7336
minimum	2.75
maximum	6.5
range	3.75



From the above output we notice that the average point of Structure scores was 3.99 with a standard deviation of 0.7, the minimum average was 2.75 and the maximum is 6.5. The quartiles show that 25% of the Structure scores are below 3.5 and 50% of the scores are below 4 and 75% below 4.4. The Box Plot shows two high outliers.

Descriptive statistics

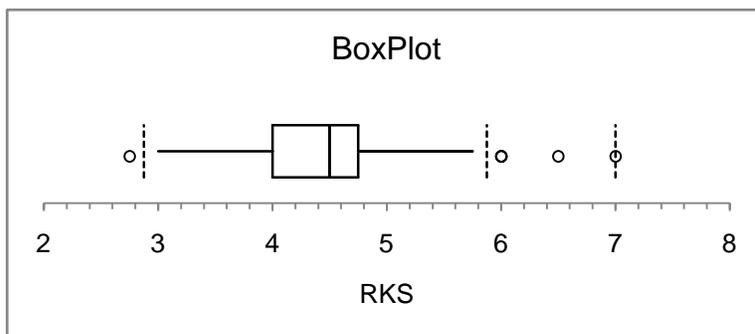
	<i>RS</i>
count	101
mean	4.4637
sample variance	0.5303
sample standard deviation	0.7282
minimum	3
maximum	7
range	4



From the above output we notice that the average point of Responsibility scores was 4.46 with a standard deviation of 0.72, the minimum average was 3 and the maximum is 7. The quartiles show that 25% of the Structure scores are below 4 and 50% of the scores are below 4.3 and 75% below 4.9. The Box Plot shows two high outliers.

Descriptive statistics

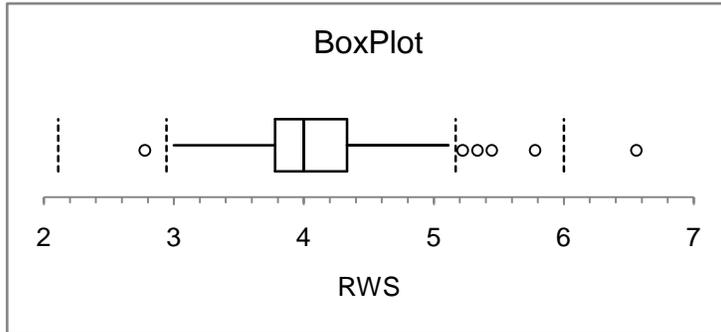
	<i>RKS</i>
count	101
mean	4.4926
sample variance	0.5443
sample standard deviation	0.7378
minimum	2.75
maximum	7
range	4.25



From the above output we notice that the average point of Risk scores was 4.49 with a standard deviation of 0.73, the minimum average was 2.75 and the maximum is 7. The quartiles show that 25% of the Risk scores are below 4 and 50% of the scores are below 4.5 and 75% below 4.75. The Box Plot shows three high outliers and one low.

Descriptive statistics

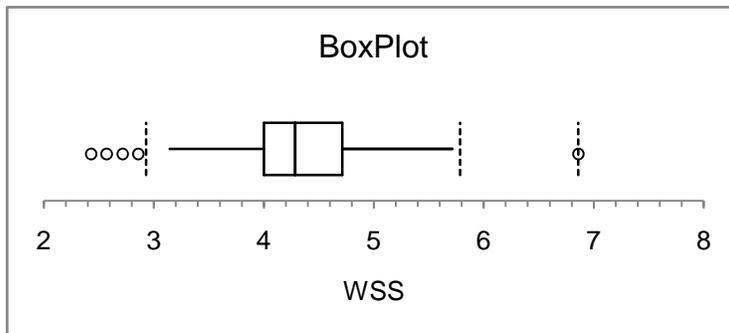
	<i>RWS</i>
count	101
mean	4.0968
sample variance	0.3518
sample standard deviation	0.5931
minimum	2.777777778
maximum	6.555555556
range	3.777777778



From the above output we notice that the average point of Reward scores was 4.09 with a standard deviation of 0.59, the minimum average was 2.77 and the maximum is 6.55. The quartiles show that 25% of the Reward scores are below 3.8 and 50% of the scores are below 4 and 75% below 4.4. The Box Plot shows 5 high outliers and one low.

Descriptive statistics

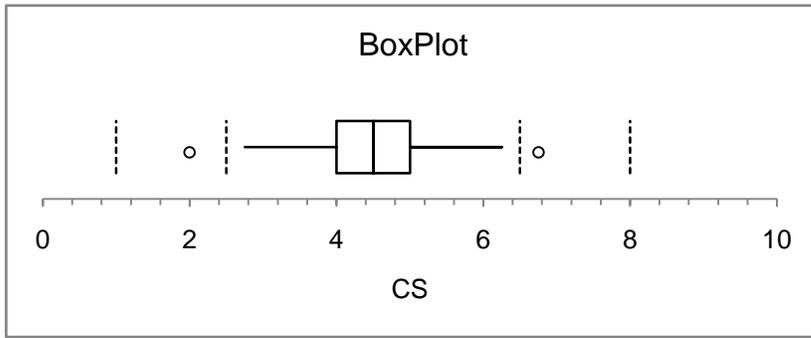
	WSS
count	101
mean	4.3225
sample variance	0.4472
sample standard deviation	0.6687
minimum	2.428571429
maximum	6.857142857
range	4.428571429



From the above output we notice that the average point of WS scores was 4.322 with a standard deviation of 0.66, the minimum average was 2.47 and the maximum is 6.85. The quartiles show that 25% of the WS scores are below 4 and 50% of the scores are below 4.3 and 75% below 4.7. The Box Plot shows one high outlier and 4 low.

Descriptive statistics

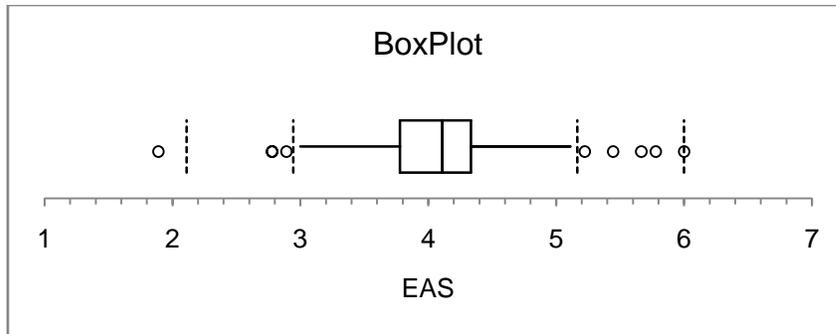
	CS
count	101
mean	4.5248
sample variance	0.6456
sample standard deviation	0.8035
minimum	2
maximum	6.75
range	4.75



From the above output we notice that the average point of CS scores was 4.52 with a standard deviation of 0.80, the minimum average was 2 and the maximum is 6.7. The quartiles show that 25% of the CS scores are below 4 and 50% of the scores are below 4.5 and 75% below 5. The Box Plot shows one high outlier and one low.

Descriptive statistics

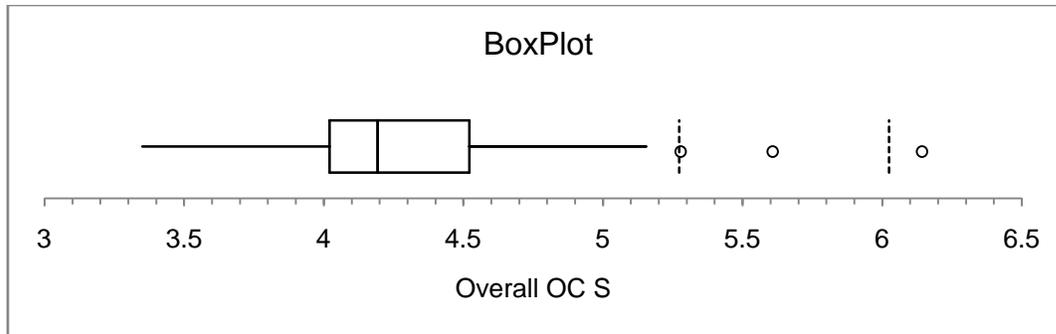
	<i>EAS</i>
count	101
mean	4.1100
sample variance	0.3902
sample standard deviation	0.6247
minimum	1.88888889
maximum	6
range	4.11111111



From the above output we notice that the average point of EA scores was 4.11 with a standard deviation of 0.62, the minimum average was 1.88 and the maximum is 6. The quartiles show that 25% of the EA scores are below 3.9 and 50% of the scores are below 4.15 and 75% below 4.4. The Box Plot shows 5 high outliers and 3 low.

Descriptive statistics

	Overall OC S
count	101
mean	4.2865
sample variance	0.2033
sample standard deviation	0.4509
minimum	3.350056689
maximum	6.142290249
range	2.79223356



From the above output we notice that the average point of Overall OC scores was 4.28 with a standard deviation of 0.45, the minimum average was 3.35 and the maximum is 6.14. The quartiles show that 25% of the WS scores are below 4 and 50% of the scores are below 4.2 and 75% below 4.5. The Box Plot shows three high outliers.

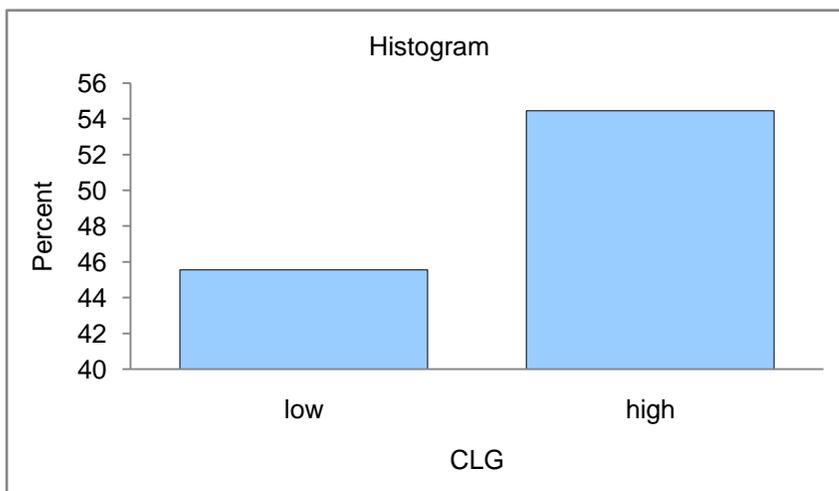
4.4. Frequency Distribution for LO & OC Categories:

In order to construct a frequency distribution for the dimensions and climates we grouped each one by calculating the mean of the Scores or averages and then grouping each dimension or climate by a Low or High Group and we gave them 0 and 1 respectively.

The Table below shows that most of the sample believes that their company is on a high level in Continuous Learning.

Frequency Distribution - Qualitative

CLG		
	<i>frequency</i>	<i>percent</i>
low	46	45.5
high	55	54.5
	101	100.0



Frequency Distribution - Qualitative

DIG	<i>frequency</i>	<i>percent</i>
low	73	72.3
high	28	27.7
	101	100.0

Here, most of the sample believes that their company is on a low level of

Dialogue and Inquiry

Frequency Distribution - Qualitative

TLG	<i>frequency</i>	<i>percent</i>
low	50	49.5
high	51	50.5
	101	100.0

In the above table we notice that most of the sample believes that their company is on a high level of Team Learning

Frequency Distribution - Qualitative

ESG	<i>frequency</i>	<i>percent</i>
low	48	47.5
high	53	52.5
	101	100.0

The table above shows that most of the sample believes that their company is on a high level of Embedding Systems

Frequency Distribution - Qualitative

EG		
	<i>frequency</i>	<i>percent</i>
low	50	49.5
high	51	50.5
	101	100.0

In this output most of the sample believes that their company is on a high level of Empowerment

Frequency Distribution - Qualitative

SCG		
	<i>frequency</i>	<i>percent</i>
low	50	49.5
high	51	50.5
	101	100.0

The above computer output shows that most of the sample believes that their company is on a high level of System Connections

Frequency Distribution - Qualitative

PLG		
	<i>frequency</i>	<i>percent</i>
low	50	49.5
high	51	50.5
	101	100.0

Here we see that most of the sample believes that their company is on a high level of Providing Leadership

Frequency Distribution - Qualitative

Overall LOG		
	<i>frequency</i>	<i>percent</i>

low	50	49.5
high	51	50.5
	101	100.0

Here we conclude that most of the sample believes that their company is on a high level of Learning Organization

Frequency Distribution - Qualitative

SG		
	<i>frequency</i>	<i>percent</i>
low	50	49.5
high	51	50.5
	101	100.0

Also here most of the sample believes that their company is on a high level of Structure

Frequency Distribution - Qualitative

RG		
	<i>frequency</i>	<i>percent</i>
low	44	43.6
high	57	56.4
	101	100.0

From the above table we note that most of the sample believes that their company is on a high level of Responsibility

Frequency Distribution - Qualitative

RG		
	<i>frequency</i>	<i>percent</i>
low	44	43.6
high	57	56.4
	101	100.0

The above output shows most of the sample believes that their company is on a high level of Risk

Frequency Distribution - Qualitative

RWG		
	<i>frequency</i>	<i>percent</i>
low	45	44.6
high	56	55.4
	101	100.0

The previous output shows that most of the sample believes that their company is on a high level of Reward

Frequency Distribution - Qualitative

WSG		
	<i>frequency</i>	<i>percent</i>
low	44	43.6
high	57	56.4
	101	100.0

Here, most of the sample believes that their company is on a high level of Warmth and Support

Frequency Distribution - Qualitative

CG		
	<i>frequency</i>	<i>percent</i>
low	44	43.6
high	57	56.4
	101	100.0

From above table we see that most of the sample believes that their company is on a high level of Conflict

Frequency Distribution - Qualitative

EAG	<i>frequency</i>	<i>percent</i>
low	45	44.6
high	56	55.4
	101	100.0

Here, the table shows that most of the sample believes that their company is on a high level of Expect Approval

Frequency Distribution - Qualitative

Overall OC G	<i>frequency</i>	<i>percent</i>
low	38	37.6
high	63	62.4
	101	100.0

Most of the sample believes that their company is on a high level of all organizational climates as overall

4.5. Correlation Analysis:

By considering all learning Organization dimensions scores with overall LO S as Independent Variable with each organizational climate score as dependent we conducted a correlation analysis. The following results are the computer output obtained from MegaStat:

Correlation Matrix

	CLS	DIS	TLS	ESS	ES	SCS	PLS	Overa // LO S	SS
CLS	1.000								
DIS	.686	1.000							
TLS	.588	.723	1.000						
ESS	.581	.539	.684	1.000					
ES	.652	.598	.759	.702	1.000				
SCS	.655	.659	.695	.672	.725	1.000			
PLS	.592	.646	.594	.569	.633	.633	1.000		
Overa // LO S	.803	.818	.864	.826	.872	.864	.796	1.000	
SS	.253	.174	.342	.309	.333	.246	.206	.322	1.000

1 sample size

± .196 critical value .05 (two-tail)

± .255 critical value .01 (two-tail)

From the table above we can conclude that we have high correlation among independent variables (-0.7 and 0.7).

The structure organizational climate is highly significant at 0.01 with team learning score (TLS) (342), embedded systems score (ESS) (309), empowerment score (ES) (333), and Overall LO S (322). Which means a strong relation exists between Structure climate and the three dimensions team learning, embedded systems, empowerment, overall learning organization. Further analysis could be conducted to prove that these dimensions are affecting the Structure climate.

Structure climate is also significant at 0.05 level of significance with continuous learning score (CLS) (253), system connections score (SCS) (246), and provide leadership score (PLS) (206) which indicates that Structure climate is also related to continuous learning, system connections, and provide leadership dimensions.

Structure is not significant with Dialogue and Inquiry (DIS). No relation is found.

The following table shows the correlation analysis for the six remaining climate:

	<i>CLS</i>	<i>DIS</i>	<i>TLS</i>	<i>ESS</i>	<i>ES</i>	<i>SCS</i>	<i>PLS</i>	<i>Overall LO S</i>
<i>RS</i>	0.005	0.056	0.034	0.153	0.071	-0.05	0.155	0.075
<i>RKS</i>	0.057	0.143	0.062	0.124	0.054	0.045	0.145	0.051
<i>RWS</i>	0.249	0.151	0.186	0.262	0.251	0.165	0.278	0.265
<i>WSS</i>	0.549	0.46	0.443	0.475	0.508	0.365	0.368	0.539
<i>CS</i>	0.463	0.392	0.435	0.399	0.49	0.379	0.249	0.479
<i>EAS</i>	0.345	0.232	0.454	0.4	0.479	0.376	0.229	0.435
<i>Overall OC S</i>	0.422	0.359	0.402	0.467	0.455	0.314	0.356	0.476

Responsibility (RS) and Risk (RKS) climates are not significant with any Learning Organization dimension. No relation is found between each climate and the seven dimensions.

Reward climate (RWS) is highly related to embedded systems and provide leadership and Overall LO due to its significant at 0.01 with the dimensions scores (ESS), (PLS) and (overall LO S).Reward climate is also moderately related to Continuous Learning (CLS) and Empowerment (ES) dimensions due to its significance at 0.05 level with these dimensions scores

Warmth and Support is highly significant (0.01) with all LO dimensions as shown in the table above. This Climate could be the most affected climate by the Learning Organization Concept.

Conflict climate (CS) had the same result of warmth and support except for provide leadership dimension, there is no proof the that they are related

EAS showed highly related with continuous learning (CLS), team learning (TLS), embedded systems (ESS), Empowerment (ES), system connections (SCS), and Overall LO. And also has a moderate relation with at dialogue and inquiry (DIS) and provide leadership score (PLS).

The Correlation Analysis of the overall climates scores showed that all dimensions are highly related. As mentioned previously further analysis could be conducted to proof that Learning organization dimensions have serious effect on Organization Climate.

4.6. Regression Analysis:

Now we conduct the regression analysis to determine which LO dimension affects the various climate and to which extent.

We start by running regression equation using each climate scores as the dependent variable once using the Overall LO and once using the seven

dimensions for the independent variables. And we get the following computer results for the Overall LO Scores and Organizational climates Scores regression:

Regression Analysis

r^2 0.104 n 101
 r 0.322 k 1
 Std. Error 0.698 Dep. Var. **SS**

ANOVA table

Source	SS	df	MS	F	p-value
Regression	5.5816	1	5.5816	11.46	.0010
Residual	48.2284	99	0.4872		
Total	53.8100	100			

Regression output

variables	coefficients	std. error	t (df=99)	p-value	confidence interval	
					95% lower	95% upper
Intercept	2.7494	0.3745	7.341	6.00E-11	2.0063	3.4925
Overall LO S	0.2832	0.0837	3.385	.0010	0.1172	0.4493

Taking the Structure climate as the dependant variable we had the above result. Overall LO model is highly significant with Structure Score (SS).

Conducting the same computer analysis shown above we get the following results for different Organizational Climates shown in the following table:

Dependent Variables	R	Std. Error	ANOVA p-value	Overall LO p-value
RS	0.075	0.73	0.4538	0.4538
RKS	0.051	0.741	0.6107	0.6107
RWS	0.265	0.575	0.0073	0.0073
WSS	0.539	0.566	6.02E-09	6.02E-09
CS	0.479	0.709	4.16E-07	4.16E-07
EAS	0.435	0.565	5.51E-06	5.51E-06
Overall OC S	0.476	0.399	4.84E-07	4.84E-07

Analysing the table above we have the Responsibility (RS) and Risk (RKS) dimensions are not affected by the Learning Organization as overall the overall P-values from the two dimensions are not significant.

Reward Score (RWS), Warmth and Support Score (WSS), Conflict Score (CS), and Expect Approval (EAS) climates are significantly affected by the Learning Organization but further analysis should be conducted to prove this assumption and verify which category of the dimension is affecting each climate.

Another finding from this table can be observed: Overall Organizational Climates are affected the Learning Organization Model emphasizing our earlier hypothesis.

For the all LO dimension score and the Structure climate regression analysis we get the following:

Regression Analysis

R² 0.156
 Adjusted R² 0.092 n 101
 R 0.395 k 7
 Std. Error 0.699 Dep. Var. **SS**

ANOVA table

Source	SS	df	MS	F	p-value
Regression	8.3761	7	1.1966	2.45	.0238
Residual	45.4339	93	0.4885		
Total	53.8100	100			

Regression output					confidence interval	
variables	coefficients	std. error	t (df=93)	p-value	95% lower	95% upper
Intercept	2.7847	0.4003	6.957	4.78E-10	1.9899	3.5796
CLS	0.1062	0.1260	0.843	.4015	-0.1440	0.3563
DIS	-0.1854	0.1406	-1.319	.1904	-0.4646	0.0937
TLS	0.2277	0.1325	1.719	.0890	-0.0354	0.4908
ESS	0.0624	0.0939	0.664	.5080	-0.1240	0.2487
ES	0.0920	0.1266	0.727	.4689	-0.1593	0.3434
SCS	-0.0407	0.1115	-0.365	.7157	-0.2621	0.1807
PLS	-0.0079	0.1017	-0.077	.9386	-0.2098	0.1941

With Structure climate as dependant variable the above table showed that overall Learning Organization model is significant but neither dimension is significant. However team learning score (TLS) is closest to be significant.

So we run a regression with stepwise selection to select the best two model of each size the following computer values are showed:

Regression Analysis -- Stepwise Selection displaying the 2 best models of each size

101 observations
 SS is the dependent variable

Nvar	<i>p-values for the coefficients</i>							s	Adj R ²	R ²	Cp	p-value
	CLS	DIS	TLS	ESS	ES	SCS	PLS					
1			.0005					.693	.108	.117	.288	.0005
1					.0007			.695	.102	.111	.902	.0007
2			.1523		.2307			.691	.112	.130	.866	.0011
2		.2663	.0013					.692	.110	.128	1.063	.0012
3	.1750	.1061	.0033					.689	.118	.144	1.249	.0017
3		.2103	.0617		.1837			.689	.117	.144	1.320	.0017
4	.3605	.1262	.0530		.3818			.690	.116	.151	2.498	.0032
4	.2947	.1194	.0273	.4061				.690	.115	.150	2.571	.0033
5	.4285	.1336	.0904	.5518	.5129			.692	.110	.154	4.148	.0064
5	.3477	.1460	.0526		.3681	.8120		.693	.107	.152	4.442	.0072
6	.4009	.1637	.0866	.5086	.4674	.7058		.695	.102	.156	6.006	.0126
6	.4264	.1653	.0929	.5466	.5085		.9044	.696	.100	.154	6.133	.0132
7	.4015	.1904	.0890	.5080	.4689	.7157	.9386	.699	.092	.156	8.000	.0238

The table above showed that when considering 7 and 6 LO dimensions overall model is significant but no dimension alone is significant.

For 5 dimensions the overall model is highly significant with the following p-values: 0.072 and 0.064.

For 4 dimensions the overall model is highly significant with the following p-values: 0.033 and 0.032 and Team Learning Score dimension appears to be moderately significant

For 3 dimensions team learning score (TLS) is highly significant with overall p-value of 0.0017

Having 1 dimension testing we can see that another dimension is highly significant which is the empowerment score (ES).

101 observations
 RS is the dependent variable

p-values for the coefficients

Nvar	CLS	DIS	TLS	ESS	ES	SCS	PLS	s	Adj R ²	R ²	Cp	p-value
1							.1214	.723	.014	.024	4.882	.1214
1				.1268				.723	.014	.023	4.952	.1268
2				.0115		.0375		.711	.047	.066	2.526	.0356
2						.0586	.0169	.714	.040	.059	3.212	.0502
3				.0441		.0083	.0662	.702	.070	.098	1.175	.0182
3		.4380		.0184		.0286		.712	.043	.072	3.920	.0646
4	.5132			.0366		.0230	.0529	.704	.064	.102	2.754	.0338
4			.6381	.0417		.0207	.0594	.705	.062	.100	2.957	.0370
5	.5471		.6907	.0365		.0408	.0494	.707	.056	.103	4.598	.0615
5	.4602	.7158		.0377		.0225	.0833	.708	.056	.103	4.623	.0621
6	.4433	.5598	.5454	.0320		.0365	.0803	.710	.050	.107	6.258	.0939
6	.5071		.6053	.0517	.6873	.0381	.0608	.711	.048	.105	6.435	.1001
7	.3899	.5109	.4508	.0458	.6129	.0323	.1060	.713	.042	.109	8.000	.1372

In the above table for 3 dimensions consideration we can see the system connections score (SCS) is highly significant with RS climate

Regression Analysis -- Stepwise Selection displaying the 2 best models of each size

101 observations
RKS is the dependent variable

Nvar	<i>p-values for the coefficients</i>							s	Adj R ²	R ²	Cp	p-value
	CLS	DIS	TLS	ESS	ES	SCS	PLS					
1							.1483	.734	.011	.021	13.67	.1483
1		.1531						.734	.011	.021	13.72	.1531
2		.0060	.0151					.716	.059	.078	9.219	.0186
2					.0584		.0205	.724	.037	.056	11.67	.0584
3		.0091	.0015	.0335				.703	.093	.120	6.448	.0059
3		.0410	.0075				.1821	.713	.067	.095	9.314	.0211
4		.0022	.0063	.0074		.0582		.693	.117	.153	4.779	.0029
4		.0067	.0190	.0137	.1836			.700	.100	.136	6.623	.0066
5		.0111	.0055	.0153		.0355	.2158	.691	.122	.166	5.240	.0036
5		.0023	.0252	.0055	.4341	.1203		.694	.114	.158	6.161	.0053
6		.0146	.0293	.0092	.2821	.0835	.1505	.691	.124	.177	6.080	.0048
6	.6002	.0108	.0053	.0136		.0536	.1978	.694	.116	.169	6.963	.0069
7	.7774	.0184	.0289	.0092	.3290	.0974	.1477	.694	.115	.177	8.000	.0094

Here for the seven dimensions included we have Embedded System Score (ESS) dimension is highly significant with RKS climate.

Eliminating 1 dimension dialogue and inquiry (DIS) and embedded systems score (ESS) are highly significant.

Analysing with 4 dimensions we have dialogue and inquiry (DIS), team learning score (TLS) and embedded systems score (ESS) highly significant with RKS climate.

Regression Analysis -- Stepwise Selection displaying the 2 best models of each size

101 observations
RWS is the dependent variable

Nvar	<i>p-values for the coefficients</i>							s	Adj R ²	R ²	Cp	p-value
	CLS	DIS	TLS	ESS	ES	SCS	PLS					
1							.0049	.573	.068	.077	.610	.0049
1				.0080				.575	.059	.069	1.490	.0080
2				.1898			.1073	.570	.075	.093	.904	.0082
2	.2811						.0960	.572	.070	.088	1.454	.0109
3				.1176		.3834	.0692	.571	.073	.100	2.152	.0160
3		.4400		.1423			.0759	.572	.071	.099	2.313	.0173
4	.2751	.2409		.2683			.1161	.571	.073	.110	3.132	.0233
4	.3211			.1758		.2487	.1337	.571	.073	.110	3.176	.0237
5	.2084	.3559		.1734		.3687	.0886	.572	.071	.118	4.330	.0338
5	.3945			.2752	.5886	.2080	.1756	.573	.066	.112	4.885	.0423
6	.2613	.3537		.2738	.5800	.3081	.1182	.574	.064	.121	6.025	.0551
6	.2100	.3868	.9392	.2175		.3740	.0911	.575	.061	.118	6.325	.0616
7	.2781	.4501	.8742	.2742	.5703	.3211	.1218	.577	.055	.121	8.000	.0915

Here no dimension is significant only when considering 1 dimension we can see that Embedded Systems Score (ESS) and provide leadership score (PLS) are significant

Regression Analysis -- Stepwise Selection displaying the 2 best models of each size

101 observations
WSS is the dependent variable

Nvar	<i>p-values for the coefficients</i>							s	Adj R ²	R ²	Cp	p-value
	CLS	DIS	TLS	ESS	ES	SCS	PLS					
1	.0000							.562	.294	.301	8.488	2.80E-09
1					.0000			.579	.250	.258	15.07	6.03E-08
2	.0007				.0180			.549	.327	.340	4.607	1.41E-09
2	.0001			.0218				.550	.324	.338	4.951	1.67E-09
3	.0003				.0066	.1724		.546	.333	.353	4.704	3.27E-09
3	.0023			.2087	.1667			.547	.331	.351	4.989	3.75E-09
4	.0006			.0869	.0516	.0732		.541	.346	.372	3.752	3.67E-09
4	.0038	.2206			.0092	.0969		.545	.336	.363	5.181	7.35E-09
5	.0061	.2405		.0947	.0629	.0415		.540	.349	.381	4.380	7.79E-09
5	.0007		.6498	.1209	.1068	.0661		.543	.341	.374	5.545	1.36E-08
6	.0056	.1953		.0855	.0533	.0507	.5435	.541	.345	.384	6.012	2.40E-08
6	.0072	.2800	.9304	.1026	.0834	.0444		.542	.342	.382	6.373	2.85E-08
7	.0066	.2293	.9118	.0922	.0707	.0545	.5431	.544	.338	.384	8.000	7.95E-08

Warmth and Support is highly significant with Continuous Learning in all dimensions considerations.

Also empowerment score (ES) appeared to be significant taking into consideration Empowerment, Dialogue and Inquiry, and Continuous Learning dimensions.

Regression Analysis -- Stepwise Selection displaying the 2 best models of each size

101 observations
 CS is the dependent variable

Nvar	<i>p-values for the coefficients</i>							s	Adj R ²	R ²	Cp	p-value
	CLS	DIS	TLS	ESS	ES	SCS	PLS					
1					.0000			.704	.232	.240	5.578	2.00E-07
1	.0000							.716	.207	.215	8.999	1.07E-06
2	.0297				.0049			.691	.261	.276	2.725	1.35E-07
2		.1589			.0004			.700	.240	.255	5.511	5.35E-07
3	.0098				.0012		.0942	.684	.275	.297	1.929	1.71E-07
3	.0455		.4772		.0698			.692	.257	.280	4.214	5.28E-07
4	.0529	.2921			.0020		.0540	.684	.276	.305	2.832	4.14E-07
4	.0149		.3007		.0273		.0675	.684	.275	.304	2.871	4.22E-07
5	.0672	.3128		.5244	.0118		.0468	.686	.271	.308	4.431	1.21E-06
5	.0485	.5206	.5407		.0230		.0539	.686	.271	.307	4.462	1.23E-06
6	.0624	.4991	.6522	.6287	.0386		.0492	.689	.265	.309	6.228	3.47E-06
6	.0623	.2823		.4728	.0118	.6680	.0547	.689	.265	.309	6.247	3.50E-06
7	.0566	.4605	.6201	.5695	.0347	.6339	.0583	.692	.259	.311	8.000	8.90E-06

Taking into consideration Continuous Learning, Dialogue and Inquiry, and Empowerment dimensions we have continuous learning score highly significant with Conflict climate. Further considerations show Empowerment is also significant with conflict.

Regression Analysis -- Stepwise Selection displaying the 2 best models of each size

101 observations
EAS is the dependent variable

Nvar	<i>p-values for the coefficients</i>							s	Adj R ²	R ²	Cp	p-value
	CLS	DIS	TLS	ESS	ES	SCS	PLS					
1					.0000			.551	.222	.229	4.901	4.02E-07
1			.0000					.560	.198	.206	8.040	1.90E-06
2			.1182		.0202			.547	.233	.249	4.382	8.30E-07
2					.0000		.2784	.551	.223	.239	5.681	1.57E-06
3		.0644	.0217		.0114			.540	.252	.275	2.922	7.31E-07
3			.0629		.0071		.1374	.544	.243	.266	4.135	1.32E-06
4	.2283	.0285	.0169		.0582			.539	.256	.286	3.475	1.43E-06
4		.1640	.0218		.0078		.3907	.541	.250	.280	4.185	2.01E-06
5	.1881	.0712	.0163		.0365		.3111	.539	.256	.293	4.455	3.01E-06
5	.2694	.0306	.0298	.6648	.0941			.541	.250	.287	5.288	4.45E-06
6	.2295	.0806	.0319	.5614	.0614		.2801	.541	.251	.296	6.119	7.84E-06
6	.2291	.0657	.0221		.0609	.6480	.2880	.541	.250	.295	6.247	8.31E-06
7	.2594	.0767	.0367	.6203	.0828	.7313	.2684	.543	.244	.297	8.000	2.05E-05

Empowerment score appeared to be significant when considering Dialogue and Inquiry, Team Learning, Empowerment, and Provide Leadership.

Regression Analysis -- Stepwise Selection displaying the 2 best models of each size

101 observations
 Overall
 OC S is the dependent variable

Nvar	<i>p-values for the coefficients</i>							s	Adj R ²	R ²	Cp	p-value
	CLS	DIS	TLS	ESS	ES	SCS	PLS					
1				.0000				.401	.210	.218	5.086	8.57E-07
1					.0000			.403	.199	.207	6.468	1.71E-06
2	.0362			.0024				.394	.237	.252	2.595	6.45E-07
2				.0201	.0431			.394	.235	.250	2.893	7.49E-07
3	.1668			.0492	.2034			.393	.242	.265	2.973	1.39E-06
3	.0204			.0017		.3089		.394	.238	.260	3.554	1.84E-06
4	.0717			.0195	.0768	.1100		.389	.254	.284	2.440	1.57E-06
4		.2125		.0145	.0404	.1383		.393	.241	.271	4.109	3.51E-06
5	.1556	.5576		.0212	.0862	.0911		.391	.249	.287	4.101	4.51E-06
5	.0953			.0236	.1011	.1004	.6670	.391	.248	.286	4.257	4.86E-06
6	.1654	.6318		.0243	.1039	.0891	.7876	.393	.242	.287	6.028	1.31E-05
6	.1554	.6541	.8745	.0288	.1328	.0914		.393	.242	.287	6.076	1.34E-05
7	.1647	.7251	.8668	.0330	.1564	.0892	.7838	.395	.234	.288	8.000	3.49E-05

In this step wise analysis when the dimension are minimized to Continues Learning, Embedded Systems, and System Connection we can also conclude that the Embedded systems are also highly significant with the overall Organizational Climate scores.

The next step is to conduct a regression analysis test for all relatively significant Learning Organization dimensions with each climate. The score of components of the dimensions are considered as the dependant variables and the climate average scores are the dependant variables. We got the following computer output:

Team Learning vs. Structure

Regression Analysis

R ²	0.147		
Adjusted R ²	0.093	n	101
R	0.384	k	6
Std. Error	0.699	Dep. Var.	SS

ANOVA table

Source	SS	df	MS	F	p-value
Regression	7.9232	6	1.320	2.71	.0182
Residual	45.8868	94	0.488		
Total	53.8100	100	2		

variables	coefficients	std. error	t (df=94)	p-value	confidence interval	
					95% lower	95% upper
Intercept	2.7319	0.360	7.571	2.51E-11	2.015	3.448
In my organization, teams/groups have the freedom to adapt their goals as needed	0.0745	0.066	1.118	.2666	0.057	0.207
In my organization, teams/groups treat members as equals, regardless of rank, culture, or other differences	-0.0213	0.064	-0.329	.7431	0.149	0.107
In my organization, teams/groups focus both on the group's task and on how well the group is working	0.1853	0.089	2.061	.0421	0.006	0.363
In my organization, teams/groups revise their thinking as a result of group discussions or information collected	-0.0160	0.080	0.199	.8423	0.175	0.143
In my organization, teams/groups are rewarded for their achievements as a team/group	0.0240	0.075	0.318	.7508	0.125	0.174
In my organization, teams/groups are confident that the organization will act on their recommendations	0.0319	0.066	0.481	.6316	0.099	0.163

From this table we can tell that overall system is significant and when teams/groups focus on the group's task this might also have an effect on the

Structure of organization. Neither of the other Team Learning components is significant.

Empowerment vs. Structure

Regression Analysis

R ²	0.190		
Adjusted R ²	0.138	n	101
R	0.436	k	6
Std. Error	0.681	Dep. Var.	SS

ANOVA table

Source	SS	df	MS	F	p-value
Regression	10.2144	6	1.7024	3.67	.0026
Residual	43.5957	94	0.4638		
Total	53.8100	100			

Regression output

variables	coefficients	std. error	t (df=94)	p-value	confidence interval	
					95% lower	95% upper
Intercept	3.1519	0.3318	9.500	2.13E-15	2.4931	3.8107
My organization recognizes people for taking initiative	-0.1247	0.0605	-2.062	.0419	0.2447	0.0046
My organization gives people choices in their work assignments	0.1495	0.0649	2.303	.0235	0.0206	0.2784
My organization invites people to contribute to the organization's vision	0.0037	0.0617	0.060	.9526	0.1189	0.1263
My organization gives people control over the resources they need to accomplish their work	0.0466	0.0691	0.674	.5019	0.0907	0.1838
My organization supports employees who take calculated risks	0.0280	0.0709	0.395	.6939	0.1128	0.1687
My organization builds alignment of visions across different levels and work groups	0.1029	0.0707	1.456	.1487	0.0374	0.2432

From the above table we can conclude that when the organization recognize people for taking initiative or give them choices in their work assignments this affects positively the structure within the organization.

System Connection vs. Responsibility

Regression Analysis

R ²	0.035		
Adjusted R ²	0.000	n	101
R	0.186	k	6
Std. Error	0.738	Dep. Var.	RS

ANOVA table

Source	SS	df	MS	F	p-value
Regression	1.8351	6	0.3058	0.56	.7599
Residual	51.1985	94	0.5447		
Total	53.0336	100			

variables	coefficients	std. error	t (df=94)	p-value	confidence interval	
					95% lower	95% upper
Intercept	4.5262	0.3535	12.803	2.56E-22	3.8243	5.2281
My organization helps employees balance work and family	0.0335	0.0632	0.530	.5972	0.0919	0.1589
My organization encourages people to think from a global perspective	-0.0504	0.0751	-0.671	.5037	0.1996	0.0987
My organization encourages everyone to bring the customers' views into the decision making process	-0.0438	0.0832	-0.526	.5998	0.2089	0.1213
My organization considers the impact of decisions on employee morale	-0.0439	0.0676	-0.650	.5175	0.1780	0.0902
My organization works together with the outside community to meet mutual needs	0.0135	0.0707	0.191	.8492	0.1270	0.1539
My organization encourages people to get answers from across the organization when solving problems	0.0787	0.0634	1.241	.2177	0.0472	0.2046

When having the components of System connection as independent variables and Responsibility climate average score as dependent overall model is highly significant but neither component is highly related to Responsibility.

But if the organization encourages people to get answers from across the organization when solving problems this could affect Responsibility.

Dialogue and Inquiry vs. Risk

Regression Analysis

R ²	0.188		
Adjusted R ²	0.136	n	101
R	0.433	k	6
Std. Error	0.686	Dep. Var.	RKS

ANOVA table

Source	SS	df	MS	F	p-value
Regression	10.2274	6	1.7046	3.62	.0028
Residual	44.2046	94	0.4703		
Total	54.4319	100			

Regression output						confidence interval	
variables	coefficients	std. error	t (df=94)	p-value	95% lower	95% upper	
Intercept	3.5152	0.3527	9.967	2.16E-16	2.8149	4.2154	
In my organization, people give open and honest feedback to each other	-0.0956	0.0636	-1.502	.1365	0.2219	0.0308	
In my organization, people listen to others' views before speaking	0.1792	0.0702	2.552	.0123	0.0398	0.3186	
In my organization, people are encouraged to ask "why" regardless of rank	0.0505	0.0674	0.749	.4559	0.0834	0.1844	
In my organization, whenever people state their view, they also ask what others think	0.0386	0.0656	0.588	.5579	0.0916	0.1688	
In my organization, people treat each other with respect	0.1605	0.0716	2.243	.0272	0.0184	0.3026	
In my organization, people spend time building trust with each other	-0.1479	0.0683	-2.167	.0328	0.2834	0.0124	

From the table above we can conclude that when people listen to other's views before speaking, treat other with respect or build trust among them will positively affect Risk climate in the organization.

Embedded Systems vs. Risk

Regression Analysis

R ²	0.054		
Adjusted R ²	0.000	n	101
R	0.233	k	6
Std. Error	0.740	Dep. Var.	RKS

ANOVA table

Source	SS	df	MS	F	p-value
Regression	2.9596	6	0.4933	0.90	.4978
Residual	51.4724	94	0.5476		
Total	54.4319	100			

variables	coefficients	std. error	t (df=94)	p-value	confidence interval	
					95% lower	95% upper
Intercept	4.0558	0.3100	13.085	6.83E-23	3.4404	4.6713
My organization uses two-way communication on a regular basis, such as suggestion systems, electronic bulletin boards, or town hall/open meetings	0.0132	0.0551	0.239	.8114	0.0962	0.1225
My organization enables people to get needed information at any time quickly and easily	0.0784	0.0638	1.228	.2224	0.0483	0.2052
My organization maintains an up-to-date data base of employee skills	-0.0236	0.0634	-0.372	.7107	0.1494	0.1022
My organization creates systems to measure gaps between current and expected performance	-0.0844	0.0709	-1.190	.2370	0.2251	0.0564
My organization makes its lessons learned available to all employees	0.0339	0.0677	0.502	.6171	0.1004	0.1683
My organization measures the results of the time and resources spent on training	0.0764	0.0676	1.130	.2614	0.0578	0.2105

Enabling people to get needed information at any time quickly might also

has a positive effect on the Risk climate. Embedded System will positively affect the climate.

Empowerment vs. Risk

Regression Analysis

R ²	0.146		
Adjusted R ²	0.091	n	101
R	0.382	k	6
Std. Error	0.703	Dep. Var.	RKS

ANOVA table

Source	SS	df	MS	F	p-value
Regression	7.9336	6	1.3223	2.67	.0194
Residual	46.4983	94	0.4947		
Total	54.4319	100			

variables	coefficients	std. error	t (df=94)	p-value	confidence interval	
					95% lower	95% upper
Intercept	4.4834	0.3427	13.084	6.86E-23	3.8031	5.1638
My organization recognizes people for taking initiative	0.1654	0.0624	2.649	.0095	0.0414	0.2893
My organization gives people choices in their work assignments	0.0260	0.0670	0.387	.6995	0.1071	0.1591
My organization invites people to contribute to the organization's vision	-0.1052	0.0638	-1.649	.1024	0.2317	0.0214
My organization gives people control over the resources they need to accomplish their work	-0.1307	0.0714	-1.830	.0704	0.2724	0.0111
My organization supports employees who take calculated risks	-0.0773	0.0732	-1.055	.2939	0.2226	0.0681
My organization builds alignment of visions across different levels and work groups	0.1118	0.0730	1.532	.1289	0.0331	0.2567

Recognizing people to take initiative will highly affect positively the Risk climate as part of the Empowerment dimension that is also highly affect Risk in a positive matter.

Embedded Systems vs. Reward

Regression Analysis

R ²	0.199		
Adjusted R ²	0.148	n	101
R	0.446	k	6
Std. Error	0.547	Dep. Var.	RWS

ANOVA table

Source	SS	df	MS	F	p-value
Regression	7.0096	6	1.1683	3.90	.0016
Residual	28.1673	94	0.2997		
Total	35.1769	100			

variables	coefficients	std. error	t (df=94)	p-value	confidence interval	
					95% lower	95% upper
Intercept	3.5288	0.2293	15.390	1.99E-27	3.0735	3.9841
My organization uses two-way communication on a regular basis, such as suggestion systems, electronic bulletin boards, or town hall/open meetings	-0.0460	0.0407	-1.130	.2615	0.1269	0.0349
My organization enables people to get needed information at any time quickly and easily	0.0538	0.0472	1.140	.2572	0.0399	0.1476
My organization maintains an up-to-date data base of employee skills	0.0797	0.0469	1.700	.0924	0.0134	0.1728
My organization creates systems to measure gaps between current and expected performance	-0.0812	0.0524	-1.549	.1247	0.1853	0.0229
My organization makes its lessons learned available to all employees	-0.0524	0.0501	-1.046	.2982	0.1518	0.0470
My organization measures the results of the time and resources spent on training	0.1730	0.0500	3.460	.0008	0.0737	0.2722

Measuring the results of the time and resources spent on training will

highly affect the reward climate in a positive way this could be explained by

when measuring the resource time spent on training will help in evaluate

resource performance in order to be later rewarded based on this evaluation.

Provide Leadership vs. Reward

Regression Analysis

R ²	0.126		
Adjusted R ²	0.071	n	101
R	0.356	k	6
Std. Error	0.572	Dep. Var.	RWS

ANOVA table

Source	SS	df	MS	F	p-value
Regression	4.4493	6	0.7415	2.27	.0434
Residual	30.7276	94	0.3269		
Total	35.1769	100			

Regression output						confidence interval	
variables	coefficients	std. error	t (df=94)	p-value	95% lower	95% upper	
Intercept	3.3115	0.3017	10.976	1.58E-18	2.7124	3.9105	
In my organization, leaders generally support requests for learning opportunities and training	-0.0011	0.0498	-0.022	.9823	0.0999	0.0977	
In my organization, leaders share up to date information with employees about competitors, industry trends and organizational directions	0.0197	0.0504	0.390	.6971	0.0804	0.1198	
In my organization, leaders empower others to help carry out the organization's vision	0.0799	0.0661	1.209	.2297	0.0514	0.2112	
In my organization, leaders mentor and coach those they lead	-0.0152	0.0686	-0.221	.8255	0.1515	0.1211	
In my organization, leaders continually look for opportunities to learn	0.1560	0.0721	2.165	.0329	0.0129	0.2991	
In my organization, leaders ensure that the organization's actions are consistent with its values	-0.0724	0.0699	-1.036	.3030	0.2113	0.0664	

Providing Leadership will also affect Reward in the organization, in particular when leaders continually look for opportunities to learn. This could be explained by the following: when leaders continually update their learning

they will lead better and make the employee's performance better and later reward employees on their performance.

Continuous Learning vs. Warmth and Support

Regression Analysis

R ²	0.325		
Adjusted R ²	0.274	n	101
R	0.570	k	7
Std. Error	0.570	Dep. Var.	WSS

ANOVA table

Source	SS	df	MS	F	p-value
Regression	14.5203	7	2.0743	6.39	3.85E-06
Residual	30.2002	93	0.3247		
Total	44.7205	100			

variables	coefficients	std. error	t (df=93)	p-value	confidence interval	
					95% lower	95% upper
Intercept	2.3459	0.3131	7.492	3.86E-11	1.7241	2.9678
In my organization, people openly discuss mistakes in order to learn from them	0.0528	0.0509	1.037	.3023	-	0.1538
In my organization, people identify skills they need for future work tasks	0.0750	0.0511	1.468	.1455	-	0.1764
In my organization, people help each other learn	0.1394	0.0517	2.695	.0083	0.0367	0.2422
In my organization, people can get money and other resources to support their learning	0.0722	0.0461	1.567	.1206	-	0.1636
In my organization, people are given time to support learning	0.0304	0.0587	0.518	.6060	-	0.1470
In my organization, people view problems in their work as an opportunity to learn	0.0473	0.0486	0.974	.3326	-	0.1439
In my organization, people are rewarded for learning	0.0240	0.0462	0.520	.6046	-	0.1157

When people help each other learn in an organization this will positively affect warmth and support climate which make sense. Continuous Learning as overall will also affect positively this climate.

Empowerment vs. Warmth and Support

Regression Analysis

R ²	0.311		
Adjusted R ²	0.267	n	101
R	0.558	k	6
Std. Error	0.573	Dep. Var.	WSS

ANOVA table

Source	SS	df	MS	F	p-value
Regression	13.9055	6	2.3176	7.07	3.12E-06
Residual	30.8151	94	0.3278		
Total	44.7205	100			

variables	coefficients	std. error	t (df=94)	p-value	confidence interval	
					95% lower	95% upper
Intercept	2.7294	0.2790	9.784	5.28E-16	2.1755	3.2832
My organization recognizes people for taking initiative	0.1037	0.0508	2.040	.0442	0.0027	0.2046
My organization gives people choices in their work assignments	0.0371	0.0546	0.680	.4984	0.0713	0.1455
My organization invites people to contribute to the organization's vision	-0.0228	0.0519	-0.439	.6614	0.1259	0.0803
My organization gives people control over the resources they need to accomplish their work	0.0327	0.0581	0.563	.5750	0.0827	0.1481
My organization supports employees who take calculated risks	0.0187	0.0596	0.313	.7550	0.0997	0.1370
My organization builds alignment of visions across different levels and work groups	0.1835	0.0594	3.088	.0026	0.0655	0.3014

When organization builds alignment of visions across different levels and work groups it will emphasize the Warmth and Support in the business environment. In addition to that recognizing people for taking initiative will has

a positive effect. Empowerment in general will increase the level of warmth and support.

Continuous Learning vs. Conflict

Regression Analysis

R ²	0.271		
Adjusted R ²	0.216	n	101
R	0.520	k	7
Std. Error	0.711	Dep. Var.	CS

ANOVA table

Source	SS	df	MS	F	p-value
Regression	17.4913	7	2.4988	4.94	.0001
Residual	47.0718	93	0.5061		
Total	64.5631	100			

Regression output

variables	coefficients	std. error	t (df=93)	p-value	confidence interval	
					95% lower	95% upper
Intercept	2.5592	0.3909	6.546	3.20E-09	1.7828	3.3355
In my organization, people openly discuss mistakes in order to learn from them	0.0860	0.0635	1.354	.1790	-	0.2121
In my organization, people identify skills they need for future work tasks	0.1443	0.0638	2.263	.0260	0.0177	0.2709
In my organization, people help each other learn	0.1018	0.0646	1.576	.1185	0.0265	0.2300
In my organization, people can get money and other resources to support their learning	0.0617	0.0575	1.073	.2861	0.0525	0.1759
In my organization, people are given time to support learning	-0.0590	0.0733	-0.804	.4232	0.2046	0.0866
In my organization, people view problems in their work as an opportunity to learn	0.0696	0.0607	1.148	.2541	0.0509	0.1902
In my organization, people are rewarded for learning	0.0391	0.0577	0.677	.4998	0.0754	0.1536

When people identify skills they need for future work tasks this could

affect conflict climate in a positive manner this could be explained by conflict avoidance is made through identifying the right skills needed before engaging in work by this the company will avoid problems and uncompleted

work. Continuous learning as overall will have the same positive effect.

Embedded Systems vs. Conflict

Regression Analysis

R ²	0.191		
Adjusted R ²	0.140	n	101
R	0.438	k	6
Std. Error	0.745	Dep. Var.	CS

ANOVA table

Source	SS	df	MS	F	p-value
Regression	12.3608	6	2.0601	3.71	.0024
Residual	52.2023	94	0.5553		
Total	64.5631	100			

variables	coefficients	std. error	t (df=94)	p-value	confidence interval	
					95% lower	95% upper
Intercept	3.2040	0.3121	10.264	5.05E-17	2.5842	3.8238
My organization uses two-way communication on a regular basis, such as suggestion systems, electronic bulletin boards, or town hall/open meetings	0.0254	0.0555	0.458	.6479	0.0847	0.1355
My organization enables people to get needed information at any time quickly and easily	0.1284	0.0643	1.997	.0487	0.0008	0.2561
My organization maintains an up-to-date data base of employee skills	0.1136	0.0638	1.780	.0783	0.0131	0.2403
My organization creates systems to measure gaps between current and expected performance	0.0125	0.0714	0.175	.8614	0.1292	0.1542
My organization makes its lessons learned available to all employees	-0.0123	0.0682	-0.180	.8577	0.1476	0.1231
My organization measures the results of the time and resources spent on training	0.0307	0.0681	0.451	.6532	0.1045	0.1658

Embedded Systems will increase the positive effect of Conflict in particular; enabling people to get needed information at any time quickly and easily appears to be a reason to resolve conflicts.

System Connections vs. Expect Approval

Regression Analysis

R ²	0.206		
Adjusted R ²	0.155	n	101
R	0.453	k	6
Std. Error	0.574	Dep. Var.	EAS

ANOVA table

Source	SS	df	MS	F	p-value
Regression	8.0209	6	1.3368	4.05	.0012
Residual	31.0037	94	0.3298		
Total	39.0246	100			

variables	coefficients	std. error	t (df=94)	p-value	confidence interval	
					95% lower	95% upper
Intercept	3.1262	0.2751	11.364	2.42E-19	2.5800	3.6724
My organization helps employees balance work and family	-0.0058	0.0492	-0.117	.9068	0.1034	0.0918
My organization encourages people to think from a global perspective	0.0854	0.0585	1.461	.1474	0.0307	0.2015
My organization encourages everyone to bring the customers' views into the decision making process	0.0094	0.0647	0.145	.8848	0.1191	0.1379
My organization considers the impact of decisions on employee morale	0.0328	0.0526	0.624	.5340	0.0716	0.1372
My organization works together with the outside community to meet mutual needs	-0.0489	0.0551	-0.889	.3763	0.1582	0.0604
My organization encourages people to get answers from across the organization when solving problems	0.1457	0.0493	2.952	.0040	0.0477	0.2437

System Connection as overall will positively affect Expect approval

climate. Encouraging people to get answers from across the organization when solving problems will increase affect approval level.

Continuous Learning vs. Expect Approval

Regression Analysis

R ²	0.183		
Adjusted R ²	0.122	n	101
R	0.428	k	7
Std. Error	0.585	Dep. Var.	EAS

ANOVA table

Source	SS	df	MS	F	p-value
Regression	7.1523	7	1.0218	2.98	.0072
Residual	31.8722	93	0.3427		
Total	39.0246	100			

Regression output

variables	coefficients	std. error	t (df=93)	p-value	confidence interval	
					95% lower	95% upper
Intercept	3.1170	0.3217	9.689	9.30E-16	2.4781	3.7558
In my organization, people openly discuss mistakes in order to learn from them	-0.0650	0.0523	-1.243	.2169	-	0.0388
In my organization, people identify skills they need for future work tasks	0.0964	0.0525	1.838	.0693	0.0078	0.2006
In my organization, people help each other learn	0.0452	0.0531	0.851	.3970	0.0603	0.1508
In my organization, people can get money and other resources to support their learning	0.0374	0.0473	0.790	.4317	0.0566	0.1313
In my organization, people are given time to support learning	-0.0286	0.0603	-0.474	.6363	0.1484	0.0912
In my organization, people view problems in their work as an opportunity to learn	0.0346	0.0499	0.693	.4897	0.0645	0.1338
In my organization, people are rewarded for learning	0.1115	0.0474	2.351	.0208	0.0173	0.2058

Continuous Learning Dimension affects the Expect Approval Climate positively. When organization rewards people for learning this could lead to higher level of employee's perception of expecting approval

Embedded Systems vs. Overall OC

Regression Analysis

R ²	0.294		
Adjusted R ²	0.249	n	101
R	0.542	k	6
Std. Error	0.391	Dep. Var.	Overall OC S

ANOVA table

Source	SS	df	MS	F	p-value
Regression	5.9767	6	0.9961	6.52	8.83E-06
Residual	14.3573	94	0.1527		
Total	20.3341	100			

variables	coefficients	std. error	t (df=94)	p-value	confidence interval	
					95% lower	95% upper
Intercept	3.4715	0.1637	21.206	1.35E-37	3.1465	3.7965
My organization uses two-way communication on a regular basis, such as suggestion systems, electronic bulletin boards, or town hall/open meetings	0.0048	0.0291	0.164	.8704	0.0530	0.0625
My organization enables people to get needed information at any time quickly and easily	0.0680	0.0337	2.018	.0465	0.0011	0.1350
My organization maintains an up-to-date data base of employee skills	0.0628	0.0335	1.875	.0639	0.0037	0.1292
My organization creates systems to measure gaps between current and expected performance	-0.0432	0.0374	-1.154	.2515	0.1175	0.0311
My organization makes its lessons learned available to all employees	-0.0150	0.0357	-0.420	.6758	0.0860	0.0560
My organization measures the results of the time and resources spent on training	0.1075	0.0357	3.013	.0033	0.0367	0.1784

Embedded Systems dimension affects the Overall Organizational Climate positively. When organization enables people to get needed information at any time quickly and easy or measures the results of the time and resources spent on training this will affect the overall Climates positively

Empowerment vs. Overall OC

Regression Analysis

R ²	0.273		
Adjusted R ²	0.227	n	101
R	0.523	k	6
Std. Error	0.396	Dep. Var.	Overall OC S

ANOVA table

Source	SS	df	MS	F	p-value
Regression	5.5576	6	0.9263	5.89	2.99E-05
Residual	14.7764	94	0.1572		
Total	20.3341	100			

variables	coefficients	std. error	t (df=94)	p-value	confidence interval	
					95% lower	95% upper
Intercept	3.3558	0.1932	17.372	4.24E-31	2.9722	3.7393
My organization recognizes people for taking initiative	0.0703	0.0352	1.997	.0487	0.0004	0.1402
My organization gives people choices in their work assignments	0.0569	0.0378	1.506	.1355	0.0181	0.1319
My organization invites people to contribute to the organization's vision	-0.0443	0.0359	-1.234	.2204	0.1157	0.0270
My organization gives people control over the resources they need to accomplish their work	-0.0151	0.0402	-0.376	.7081	0.0950	0.0648
My organization supports employees who take calculated risks	0.0275	0.0413	0.666	.5069	0.0544	0.1094
My organization builds alignment of visions across different levels and work groups	0.1106	0.0411	2.688	.0085	0.0289	0.1923

When organization builds alignment of visions across different levels and work groups or recognizes people for taking initiative it will affect Organizational Climate as overall. Empowerment Dimension will affect the Overall Organizational climate positively.

4.7. Hypothesis Testing:

According to the step wise regression analysis, the expect approval climate has been observed to be greatly affected by the dimensions: Team Learning and Empowerment.

In the following we further analyse the relationship between the expect approval climate and the significant Learning dimensions. This is done by grouping the subjects of the climate according to Learning dimension group (Group 1 = Low on Team Learning and Group 2 = High on Team Learning) and compute the means of each component of the expect approval climate. Each component having the mean of group 2 higher than mean of group 1 is been tested by the following Hypothesis:

H0: Mean score of a component is not higher for companies in group 2 with high Team Learning

H1: Mean score of a component is higher for companies in group 2 with high Team Learning

Hypothesis Test: Independent Groups (t-test, pooled variance)

Showing routine and imaginative thinking.	Group 1	Group 2	
	3.90	4.55	mean
	0.95	1.15	std. dev.
	50	51	n

99 df
 -
 0.64 difference (Showing routine and imaginative thinking. - Group 2)
 1.12
 2 pooled variance
 1.05
 9 pooled std. dev.
 0.21
 1 standard error of difference
 0 hypothesized difference
 -3.08 t
 .001
 3 p-value (one-tailed, lower)

The following table shows the same test repeated for the rest of Expect

Approval climate:

Expect Approval components	Low on Team Learning Mean	High on Team Learning Mean	T-value	P-value
Avoiding responsibility	3.14	3.22	0.27	.3929
Coming up with excellent ideas of making improvements or solving problems	4.46	4.88	1.98	.0252
Making a risky decision which turns out to be wrong decision	3.10	3.61	1.87	.0323
Keeping costs down to the minimum and striving to reduce all expenses	4.78	5.00	0.75	.2283
Encouraging others to come up with new ideas or recommendations for changes	4.18	5.18	3.90	.0001
Failing to follow through on a commitment	3.30	3.43	0.49	.3113
Having an inquisitive mind and constantly questioning the hows and whys of things	4.52	5.27	3.30	.0007

From this we can conclude that employees in organization that is high on Team Learning show routine and imaginative thinking, encourage others to come up with new ideas or recommendations for changes, and Have an inquisitive mind and constantly questioning the hows and whys of things. They also come up with excellent ideas of making improvements or solving problems and make a risky decision which turns out to be wrong decision.

We repeated the test for all other Organizational Climates and we had the following results:

Expect Approval components	Low on Empowerment Mean	High on Empowerment Mean	T-value	P-value
Showing routine and imaginative thinking.	3.90	4.55	3.08	.0013
Coming up with excellent ideas of making improvements or solving problems.	4.34	5.00	3.19	.0010
Making a risky decision which turns out to be wrong decision.	3.30	3.41	0.40	.3434
Keeping costs down to the minimum and striving to reduce all expenses.	4.72	5.06	1.16	.1253
Encouraging others to come up with new ideas or recommendations for changes	4.18	5.18	3.90	.0001
Failing to follow through on a commitment.	3.22	3.51	1.09	.1383
Having an inquisitive mind and constantly questioning the hows and whys of things.	4.64	5.16	2.20	.0152

Empowerment in an organization can have a great effect on showing routine and imaginative thinking, coming up with excellent ideas of making

improvements or solving problems, and encouraging others to come up with new ideas or recommendations for changes.

Warmth and Support components	Low on Empowerment Mean	High on Empowerment Mean	T-value	P-value
A very friendly atmosphere prevails among the people in this Organization	4.52	5.37	2.98	.0018
This Organization is characterized by a relaxed, easy-going working climate.	3.96	5.06	3.80	1.24E-04
You get quite a lot of support and encouragement for trying something new in this Organization.	3.78	4.76	3.92	.0001
The philosophy of our management emphasizes the human factor, how people feel, etc	3.42	4.71	4.45	1.13E-05

Warmth and Support components	Low on Continuous Learning Mean	High on Continuous Learning Mean	T-value	P-value
A very friendly atmosphere prevails among the people in this Organization	4.28	5.51	4.49	9.66E-06
This Organization is characterized by a relaxed, easy-going working climate.	3.93	5.00	3.65	2.08E-04
You get quite a lot of support and encouragement for trying something new in this Organization.	3.78	4.69	3.56	.0003
The philosophy of our management emphasizes the human factor, how people feel, etc	3.33	4.69	4.76	3.30E-06

In addition a company that is high on empowerment or high on Continuous Learning can affect all warmth and support components so a friendly atmosphere prevails among the people in the Organization; the Organization is characterized by a relaxed, easy-going working climate. And

employees get quite a lot of support and encouragement for trying something new in this Organization. The philosophy of management inside the organization emphasizes the human factor, how people feel, etc.

Reward components	Low on Team Learning Mean	High on Team Learning Mean	T-value	P-value
You wouldn't get much sympathy from higher-ups in this Organization if you make a mistake	4.13	4.25	0.43	.3348
We have a promotion system here that helps the best man to rise to the top.	2.69	4.09	5.22	4.86E-07
In this Organization the rewards and encouragements you get usually outweigh the threats and the criticism	3.38	4.34	3.33	.0006
You get quite a lot of support and encouragement for trying something new in this Organization.	3.94	4.58	2.47	.0077
In this Organization people are rewarded in proportion to the excellence of their job performance	3.46	4.70	4.06	.0001

The table shows that an Organization that is high on team Learning have a promotion system that helps the best man to rise to the top. In this Organization the rewards and encouragements usually outweigh the threats and the criticism, and people are rewarded in proportion to the excellence of their job performance. They get also quite a lot of support and encouragement to trying new things.

Reward components	Low on Provide Leadership Mean	High on Provide Leadership Mean	T-value	P-value
In this Organization the rewards and encouragements you get usually outweigh the threats and the criticism	3.48	4.27	2.70	.0041
You get quite a lot of support and encouragement for trying something new in this Organization.	3.72	4.82	4.48	9.93E-06
In this Organization people are rewarded in proportion to the excellence of their job performance	3.58	4.63	3.35	.0006

Similarly in an Organization that is high on Provide Leadership the rewards and encouragements you get usually outweigh the threats and the criticism, people are rewarded in proportion to the excellence of their job performance, and get quite a lot of support and encouragement for trying something new.

Structure components	Low on Empowerment Mean	High on Empowerment Mean	T-value	P-value
The jobs in this Organization are clearly defined and logically structured.	3.89	4.97	3.63	.0002
In this Organization it is sometimes unclear who has the formal authority to make a decision.	3.22	3.66	1.28	.1020
The policies and organization structure of the Organization have been clearly explained	3.86	4.95	3.64	.0002
Red-tape is kept to a minimum in this Organization	3.42	4.31	2.87	.0025
Excessive rules, administrative details, and red-tape make it difficult for new and original ideas to receive consideration	4.31	4.37	0.21	.4185
Our Management isn't so concerned about formal organization and authority, but concentrates instead on getting the right people together to do the job.	3.44	4.48	3.12	.0012

In an organization where Empowerment level is high, the jobs in this Organization are clearly defined and logically structured, the policies and organization structure have been clearly explained, Red-tape is kept to a minimum, and management isn't so concerned about formal organization and authority, instead it concentrates on getting the right people together to do the job.

Structure components	Low on Team Learning Mean	High on Team Learning Mean	T- va lu e	p- val ue
The jobs in this Organization are clearly defined and logically structured.	4.02	5.14	3.96	.0001
In this Organization it is sometimes unclear who has the formal authority to make a decision.	3.30	3.71	1.23	.1103
The policies and organization structure of the Organization have been clearly explained	3.94	5.18	4.41	1.30E-05
Red-tape is kept to a minimum in this Organization	3.80	4.18	1.23	.1114
Excessive rules, administrative details, and red-tape make it difficult for new and original ideas to receive consideration	4.22	4.47	0.85	.1987
Our productivity sometimes suffers from lack of organization and planning	4.04	4.20	0.43	.3352
Our Management isn't so concerned about formal organization and authority, but concentrates instead on getting the right people together to do the job.	3.94	4.27	1.01	.1570
In some of the projects I've been on, I haven't been sure exactly who my boss was	2.90	2.59	0.89	.8129

Structure components	Low on Embedded System Mean	High on Embedded System Mean	T-value	P-value
The jobs in this Organization are clearly defined and logically structured.	4.10	5.02	3.16	.0011
In this Organization it is sometimes unclear who has the formal authority to make a decision.	3.35	3.64	0.87	.1937
The policies and organization structure of the Organization have been clearly explained	3.96	5.11	4.07	4.81E-05
Red-tape is kept to a minimum in this Organization	3.67	4.28	2.03	.0224
Excessive rules, administrative details, and red-tape make it difficult for new and original ideas to receive consideration	4.29	4.40	0.35	.3624
Our Management isn't so concerned about formal organization and authority, but concentrates instead on getting the right people together to do the job.	3.75	4.43	2.10	.0190
In some of the projects I've been on, I haven't been sure exactly who my boss was	2.73	2.75	0.07	.4711

From the two tables we can conclude that where Team Learning is high or Embedded Systems exist we notice that the jobs in this Organization are clearly defined and logically structured, and the policies and organization structure of the Organization have been clearly explained.

Responsibility components	Low on System Connection Mean	High on System Connection Mean	T-value	P-value
We don't rely too heavily on individual judgment in this Organization; almost everything is double-checked.	4.74	4.80	0.22	.412
Around here management resents your checking everything with them; if you think you've got the right approach you just go ahead.	3.80	4.47	2.39	.094
Supervision in this Organization is mainly a matter of setting guidelines for your subordinates; you let them take responsibility for the job.	3.90	4.71	2.99	.017

High level of System Connection in an organization indicates that supervision is just setting guidelines for subordinates and make him responsible for the job, so if the employee think he got the right approach he just can take initiative and continue with his job.

Risk components	Low on Embedded System Mean	High on Embedded System Mean	T-value	P-value
The philosophy of our management is that in the long run we get ahead fastest by playing it slow, safe, and sure.	4.23	4.55	1.08	.1422
Decision making in this Organization is too cautious for maximum effectiveness.	4.60	4.81	0.77	.223
You won't get ahead in this Organization unless you stick your neck out and take a chance now and then.	4.50	4.64	0.58	.2828
We have to take some pretty big risks occasionally to keep ahead of the competition in the business we're in	4.25	4.32	0.23	.4112

Risk components	Low on Dialogue and Inquiry Mean	High on Dialogue and Inquiry Mean	T-value	P-value
The philosophy of our management is that in the long run we get ahead fastest by playing it slow, safe, and sure.	4.20	4.54	1.14	.1283
We have to take some pretty big risks occasionally to keep ahead of the competition in the business we're in	4.18	4.37	0.59	.2782

Risk components	Low on Team Learning Mean	High on Team Learning Mean	T-value	P-value
The philosophy of our management is that in the long run we get ahead fastest by playing it slow, safe, and sure.	4.22	4.57	1.18	.1198
Decision making in this Organization is too cautious for maximum effectiveness.	4.70	4.73	0.09	.4625

From the three tables above we can see that none of the dimensions of learning organization can have a direct effect on the components of Risk Climate however we can consider the Team Learning might indicates that decision inside this organization is too cautious for maximum effectiveness.

Conflict components	Low on Empowerment Mean	High on Empowerment Mean	T-value	P-value
The attitude of our management is that conflict between competing units and individuals can be very healthy	3.94	4.27	1.42	.0796
A very friendly atmosphere prevails among the people in this Organization	4.52	5.37	2.98	.0018
In this Organization cooperation and getting along well is very important	4.68	5.47	3.47	.0004

Conflict components	Low on Continuous Learning Mean	High on Continuous Learning Mean	T-value	P-value
The attitude of our management is that conflict between competing units and individuals can be very healthy	3.85	4.33	2.05	.0217
A very friendly atmosphere prevails among the people in this Organization	4.28	5.51	4.49	9.66E-06
In this Organization cooperation and getting along well is very important	4.50	5.56	4.90	1.90E-06

The above two tables show that an Organization that is high on continuous learning or empowerment had a very friendly atmosphere prevails among the people, and cooperation and getting along well is very important in it.

CHAPTER 5

SUMMARY AND CONCLUSION

Here we provide a conclusion where the results are summarized and discussed. In addition, the limitations of the study and the recommendations are given.

5.1. Discussion:

In this study we examine the effect of learning Organization dimensions on the various Organizational Climates. Our results can be used in practical business applications or business studies.

Hypothesis 1 stated: Which Learning Organization dimension affects a given Organization Climate? All Learning Organization dimensions affect the different organizational Climate in a way or another. All dimensions have a significant relationship with the seven climates as shown in our results except for the risk and responsibility climates which seem to be less significantly related to Learning Organization dimensions.

Hypothesis 2: Which Organization Climate is mostly affected by a given Learning Organization dimension? Our results indicates that warmth and support climate is

mostly affected by the Learning Organization especially Continuous Learning dimension.

Hypothesis 3: Determine the effects of the aspects or components of Learning Organization on a given Organization Climate. Using regression analysis we determined which component of each Learning organization dimension affected greatly the given climate.

Hypothesis 4: Determine the effects of a given Learning Organization dimension on the different aspects or components of a given Organizational Climate. Further in our analysis we conducted Hypothesis analysis to determine which component of an Organizational Climate is affected by each Learning Organization dimension. The most important indication is that all components of warmth and support are affected by Continuous Learning and Empowerment dimensions.

5.2. Conclusion:

Learning Organization has a great positive effect on Organizational Climate especially Structure, Reward, Warmth and Support, Conflict, Expect Approval, Climates. Having warmth and support is the climate that is most affected and is an essential Organizational Climate for the success of the organization. It can also be concluded that Continuous Learning has a great positive effect on raising the level

of warmth and support in an organization. And the results show a conclusive fact that empowering employees and keeping them on a high level of Continuous Learning will emphasize warmth and support in the organization.

5.3. Limitations of the Study:

The sample of this study is limited to Lebanese employees and organization thus cannot be generalized to all cultures. Different cultures have different mentalities and perceptions. In addition the most of the sample studied consist of young employees; this will limit us to generalize our findings. Another limitation is that no further tests are conducted to determine which aspect of each Learning Organization is affected by Organizational Climates.

5.4. Recommendations:

Our results are limited to the effect of Learning Organization on Organizational Climates, so further study of the effect of climates on Learning Organization could be conducted. In addition, the effect of different concept on Organizational Climates can be conducted as another research.

It is crucial to the Lebanese organization to consider Learning Organization and to adopt different partials to emphasize it. This will empower the employees by supporting them and providing them with the right learning to be more effective in their work.

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APPENDIX A

QUESTIONNAIRES:

PERSONAL DATA:

1. Name (optional): _____
2. Age: Below 25() 26-30yrs () 31-35yrs () 36-45yrs () Above 45 ()
3. Gender: Male () Female ()
4. Marital status: Single () Married ()
5. Position: Employee () Supervisor () Management ()
6. Industry: Banking () Services () Other ()
7. Experience: 0-5yrs () 6-10yrs () 11-20yrs () Above 20yrs ()
8. Present salary (\$): Below 1000 () 1000 - 3000 () 3000-6000 () Above 6000 ()

Please answer the following questions using the scale from 1 to 7 according to:

- 1 completely disagree
- 2 strongly disagree
- 3 disagree
- 4 neutral
- 5 agree
- 6 strongly agree
- 7 completely agree

Learning Organization Questionnaire:

Continuous Learning	1	2	3	4	5	6	7
In my organization, people openly discuss mistakes in order to learn from them							
In my organization, people identify skills they need for future work tasks							
In my organization, people help each other learn							
In my organization, people can get money and other resources to support their learning							
In my organization, people are given time to support learning							
In my organization, people view problems in their work as an							
In my organization, people are rewarded for learning							

Dialogue and Inquiry	1	2	3	4	5	6	7
In my organization, people give open and honest feedback to each other							
In my organization, people listen to others' views before speaking							
In my organization, people are encouraged to ask "why" regardless of							
In my organization, whenever people state their view, they also ask what							
In my organization, people treat each other with respect							
In my organization, people spend time building trust with each other							

Team Learning	1	2	3	4	5	6	7
In my organization, teams/groups have the freedom to adapt their goals as							
In my organization, teams/groups treat members as equals, regardless of rank, culture, or other differences							
In my organization, teams/groups focus both on the group's task and on how well the group is working							
In my organization, teams/groups revise their thinking as a result of group discussions or information							
In my organization, teams/groups are rewarded for their achievements as a team/group							
In my organization, teams/groups are confident that the organization will act on their recommendations							

Embedded Systems	1	2	3	4	5	6	7
My organization uses two-way communication on a regular basis, such as suggestion systems, electronic bulletin boards, or town hall/open							
My organization enables people to get needed information at any time quickly and easily							
My organization maintains an up-to-date data base of employee skills							
My organization creates systems to measure gaps between current and expected performance							
My organization makes its lessons learned available to all employees							
My organization measures the results of the time and resources spent on							

Empowerment	1	2	3	4	5	6	7
My organization recognizes people for taking initiative							
My organization gives people choices in their work assignments							
My organization invites people to contribute to the organization's vision							
My organization gives people control over the resources they need to accomplish their work							
My organization supports employees who take calculated risks							
My organization builds alignment of visions across different levels and work groups							

System Connections	1	2	3	4	5	6	7
My organization helps employees balance work and family							
My organization encourages people to think from a global perspective							
My organization encourages everyone to bring the customers' views into the decision making process							
My organization considers the impact of decisions on employee morale							
My organization works together with the outside community to meet mutual							
My organization encourages people to get answers from across the organization when solving problems							

Provide Leadership	1	2	3	4	5	6	7
In my organization, leaders generally support requests for learning opportunities and training							
In my organization, leaders share up to date information with employees about competitors, industry trends and organizational directions							
In my organization, leaders empower others to help carry out the organization's vision							
In my organization, leaders mentor and coach those they lead							
In my organization, leaders continually look for opportunities to learn							
In my organization, leaders ensure that the organization's actions are consistent with its values							

Organizational Climate Questionnaire:

Structure	1	2	3	4	5	6	7
The jobs in this Organization are clearly defined and logically							
In this Organization it is sometimes unclear who has the formal authority to make a decision.							
The policies and organization structure of the Organization have been clearly explained							
Red-tape (official procedure) is kept to a minimum in this Organization							
Excessive rules, administrative details, and red-tape make it difficult for new and original ideas to receive							
Our productivity sometimes suffers from lack of organization and							
Our Management isn't so concerned about formal organization and authority, but concentrates instead on getting the right people together to do							
In some of the projects I've been on, I haven't been sure exactly who my boss was							

Responsibility	1	2	3	4	5	6	7
We don't rely too heavily on individual judgment in this Organization; almost everything is double-checked.							
Around here management resents your checking everything with them; if you think you've got the right approach you just go ahead.							
Supervision in this Organization is mainly a matter of setting guidelines for your subordinates; you let them take responsibility for the job.							
There is not enough reward and recognition given in this Organization for doing good work							
You won't get ahead in this Organization unless you stick your neck out and take a chance now and							

Our philosophy would emphasize that people should solve their problems by themselves.							
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Risk:	1	2	3	4	5	6	7
The philosophy of our management is that in the long run we get ahead fastest by playing it slow, safe, and							
Decision making in this Organization is too cautious for maximum effectiveness							
We have to take some pretty big risks occasionally to keep ahead of the competition in the business we're in							

Reward:	1	2	3	4	5	6	7
You wouldn't get much sympathy from higher-ups in this Organization if you make a mistake							
Mistakes in this Organization aren't tolerated.							
We have a promotion system here that helps the best man to rise to the top.							
In this Organization the rewards and encouragements you get usually outweigh the threats and the criticism							
You get quite a lot of support and encouragement for trying something new in this Organization.							
In this Organization people are rewarded in proportion to the excellence of their job performance							
There is a great deal of criticism in this Organization							
A person doesn't get the credit he deserves for his accomplishments in this Organization.							

Warmth and Support	1	2	3	4	5	6	7
A very friendly atmosphere prevails among the people in this Organization							
This Organization is characterized by a relaxed, easy-going working climate.							
You get quite a lot of support and encouragement for trying something new in this Organization							
There is a good deal of disagreement, even some fighting, among various people in this Organization							
The philosophy of our management emphasizes the human factor, how people feel, etc							

Conflict:	1	2	3	4	5	6	7
A very friendly atmosphere prevails among the people in this Organization							
The attitude of our management is that conflict between competing units and individuals can be very healthy							
In this Organization cooperation and getting along well is very important							

Expect Approval:	1	2	3	4	5	6	7
Showing routine and imaginative thinking.							
Avoiding responsibility.							
Coming up with excellent ideas of making improvements or solving							
Making a risky decision which turns out to be wrong decision.							
Achieving the goals of your component by taking advantage of others in the Section.							
Keeping costs down to the minimum and striving to reduce all expenses.							
Encouraging others to come up with new ideas or recommendations for							
Failing to follow through on a commitment.							
Having an inquisitive mind and constantly questioning the <i>hows</i> and <i>whys</i> of things.							