

## **Review Organizational Agility and Relationship of Organizational Learning with It's Improve (Study of the Saderat Bank of Zahedan)**

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**Abstract:** The study conducted on review organizational agility and relationship of organizational learning with it's improve (study of the Saderat Bank of Zahedan) is the applied research in the descriptive-field and correlational type. Morgan table is used to select the sample size of 127 people out of all employees of the Saderat bank of the county of Zahedan as the statistical population. Valid and reliable questionnaires (Cronbach's alpha = 0.815 for organizational learning and Cronbach's alpha = 0.765 for organizational agility) is used to collect data. To analyze the data by SPSS Software, Kolmogorov-Smirnov test and Pearson's correlation coefficient are used. After analyzing them, it was found that the increase in each of the indexes of organizational learning leads to the increase of agility in the Saderat bank of the city of Zahedan.

**Key words:** Organizational learning, management commitment, systematic view, space of open-experimentation, transfer-integration organizational agility

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### **INTRODUCTION**

In as much as today's complex world has been entitled the era of continuation, the rapid and evolutionary growth of technical knowledge and technology and the expansion of consumer market has stolen the opportunity to use the past experiences and solutions from one. Other past experiences and solutions do not help break current and future impasses of organizations. It is a must to think in a different way and look for new resourcefulness, so that it may be possible to provide goods and services for the customer with his desired quality. Finding creative methods, responding to today's rough environment and achieving the success of organizations necessitates modern methods and a new approach to the organization (Chiang *et al.*, 2012).

In the last decade, the success of organizations has depended on their ability to identify the needs of customers and provide fast and in expensive services in accordance with their need. In the meantime, manufacturing and service organizations have now taken the "agility" as the dominant paradigm of business in the third millennium and as the best option for the survival of the minto consideration. Following this regard, efforts to achieve the desired and appropriate level of agility in these organizations are underway; in the current economy that accession to profitability requires the attention to changes and needs of customers and in other words,

performing the approach of agility in the organization, banks as organizations that play an important role in the economy and prosperity of a country must take effective and useful steps to assess the needs of customers, environmental changes and actions of competitors.

Mean while, what guarantees both sections of the survival and continuity of financial institutions is to provide services in a desirable, reliable, fast, inexpensive and well-proportioned form so that they are able to meet the expectations and demands of customers and bring their satisfaction and loyalty to pass (Fotros and Beigi, 2010). This important issue may not be achieved unless banks create the agility and the culture of agility in the structure of the organization and among their employees in this very close competition.

Organizational learning empowers organizations because it has affected all aspects of the enterprise based on shared beliefs and values moreover, it is of an influence on the attitude of individual behavior, motivation and job satisfaction, the level of efficiency of the agile labor, the design of structure and agile organizational systems, goal setting, formulation and implementation of policies and strategies of achieving the agility.

Thus, investigating the relationship between the organizational learning which is the most impressive element in the organization and the agility which is a modern paradigm in obtaining the success and aligning

with changes will be the main purpose of the study that provides some guidance for researchers and organizations that intend to review the agility and apply it.

**Organizational learning:** Learning is of multi-level. Levels of learning consists of individual, group, intra-part, intra-organizational and organizationa llearning. The organization needs to have a long-term view about itself and the environment in which it operates at the last level; therefore, it should have anextensive and pictorial horizon of the market or services. Predicting the future is not an easy task and the possibility of prediction may be impossible or very difficult for those managers who do not deal with it. Facing with an unpredictable future is a key task in learning (Dries *et al.*, 2012).

Argyris says: “Many senior managers are not so much ready and equipped to think about the unpredictable future for they have gotten used to act based on the successes achieved or the attitude and behavior that had been positive to them. Such a way of thinking and management causes a habit that individuals do not deal with challenging or for any reason are not encouraged to challenge in the organization and are of negative vision to it. In this case, the challenge may call the organization a threat.

It must be understood that organizations as a collection of individuals and human groups are exposed to environmental, full-hastyand large evolutions and over time gain some learningsin the context of their activities and measures at that.In other words organizations like individuals must also have the ability of “learning”. Hence, the issue of “organizational learning” lies in the focal point of the organization and management’s new theories. It is concluded that one of the most important challenges at various levels of management is to increase the ability of organizational learning.

Organizational learning consists in increasing the capacity of the organization to carry out effective and impressive tasks therefore when the act of learning occurs in the organization that: firstly, managers and key elements of the organization have achieved an understanding and perception on phenomena apropos of their organization and secondly, this knowledge is appeared in their behavior and performance and the system of the organization.

Organizations learn through the learning of their employees. So it is essential to explain how to communicate with individual learning and organizational learning and introduce relevant models. One way to increase the capacity of organizational learning is to create learning organizations. Learning organization is an organization that has prepared the possibility of

enforcement and development of learning skills for itself. Making such a capacity will bring important achievements in organizations.

Argyris defined organizational learning as a process of discovery and correction of errors. In his view, learning in organizations is done through the activity of individuals. In fact, it is an ecological system of factors under the title organizational learning system, facilitator or inhibitorof individual’s learning activities (Forbes and Seena, 2006).

**Agility of organization:** The world was faced with significant changes in all aspect at the beginning of the 21st century, especially, the dramatic changes in communicational channels, breaking and separating geographical and organizational boundaries and technologic innovations, the increase of demand and expectations of customers being risenand large markets being dividedinto smaller and more limited ones that all of them have made the survival of organizations being dependent on a major review intheir priorities and strategic prospect (Oosterhout *et al.*, 2007).

Different definitions have been made given the paradigm of organization agility being novel that some of them are mentioned: the ability to act in the competitive environment resulting from continuous changes and rapid response to market changes and create the value of goods and services based on customer satisfaction.

Operationally speaking, agility is composed of several companies that each of which has been of its own special skills and competencies and of operational common cooperation together. It makes partners (of common practice) enable to adapt and respond to changes according to the needs of the customer (McKenzie and Aitken, 2012).

It is a system that of capabilities and competencies that lead the institution to advancement and survival in a competitive environment (A key feature of a system that rapidly changes and it happens through the models of the product or the change between lines of the product (flexibility), moreover, it is ideally an immediate response to customer demand (Sharifi *et al.*, 2001).

**Key capabilities of agility in the organization:** Agile enterprises and organizations are concerned for the change, uncertainty and prediction in their business environment and need a number of distinctive capabilities to address the change, uncertainty and lack of predictability in their working environment.

These capabilities encompass the four major elements that are considered as the basis of maintaining and developing the agility.

- Accountability: that points to the ability to detect changes, rapid response and take advantage of them
- Competence: that implies the ability to achieve the goals and objectives of the organization
- Flexibility and compatibility: that indicates the ability to have different processes streamed and gain various purposes, using similar facilities and possibilities
- Speed: that is the ability to perform activities in the shortest possible time (Qin and Nembhard, 2010)

**MATERIALS AND METHODS**

The current study is the applied research in point of aim and it is the correlational one in respect of kind and analysis because, it is looking for finding a relationship between organizational learning and organizational agility in the Saderat bank of the county of Zahedan. The method of data collection is the descriptive one and it is placed among the field study due to using the real ones tested (employees) in the actual work environment, furthermore, to do this, two standard questionnaires of organizational learning and organizational agility are used. All employees of the Saderat bank of the county of Zahedan have comprised the statistical population of the study that 212 of them were working at the time of conducting the study. To determine the sample size, Moran Table is used that through which 127 people selected. SPSS Software of Kolmogorov-Smirnov tests and Pearson’s correlation coefficient is used to analyze the data inferentially.

**Hypotheses:**

- There is a significant relationship between the organizational learning and organizational agility in branches of the Saderat bankin Zahedan
- There is a significant relationship between the management commitment and organizational agility in branches of the Saderat bank in Zahedan
- There is a significant relationship between the systematic view and organizational agility in branches of the Saderat bank in Zahedan
- There is a significant relationship between thespace of open-experimentation and organizational agility in branches of the Saderat bank in Zahedan
- There is a significant relationship between the transfer-integration and organizational agility in branches of the Saderat bank in Zahedan

**RESULTS AND DISCUSSION**

**Test of normality of variables:** In this section, at first, Kolmogorov-Smimov test is used to show the distribution of data in order to study hypotheses. And then,

**Table 1: Results of normality test (Kolmogorov-Smirnoff) in brief**

Variables	Sig.	$\alpha$	Result of test
Organizational learning	0.954	05/0	The data is normal
Management commitment	0.432	05/0	The data is normal
Systematic view	0.265	05/0	The data is normal
Space of open-experimentation	0.362	05/0	The data is normal
Transfer-integration	0.124	05/0	The data is normal
Organizational agility	0.412	05/0	The data is normal

**Table 2: Results of pearson correlation test between the organizational learning and organizational agility**

Variables	Organizational agility	Organizational learning
<b>Organizational agility</b>		
Correlation coefficient of pearson	1.000	0.233
Significant level		0.009
Number	127.000	127.000
<b>Organizational learning</b>		
Correlation coefficient of pearson	0.233	1.000
Significant level	0.009	
Number	127.000	127.000

according to the normality of the distribution of some variables and the abnormality of some other, the coefficient and correlation test of Pearson or Spearman is used to test the main and sub hypothesis.

As can be seen in Table 1, all variables are of a normal distribution, for their significant level is higher than the standard, i.e., 0.05; then, Pearson correlation coefficient must be used to test the hypotheses.

**Testing of hypotheses**

**The main hypothesis:** There is a significant relationship between the organizational learning and organizational agility in branches of the Saderat bank in Zahedan:

- $H_0$ : There isn’t a significant relationship between the organizational learning and organizational agility in branches of the Saderat bank in Zahedan
- $H_1$ : There is a significant relationship between the organizational learning and organizational agility in branches of the Saderat bank in Zahedan

Regarding the p-value is significant at the marginof error of 0.05 in Pearson’s Table 2 thus, it may be concluded that there is a relationship between the two variables at the confidence level of 95%. However, the value of Pearson correlation coefficient should be taken into consideration to examine the type and intensity of the relationship. Given that the sign of Pearson correlation coefficient is positive, hence, the relationship between the two variables is positive with the intensity of 0. 233 that represents the intensity of the average relationship between the two variables. In all, it may be concluded that.

Table 3: Results of pearson correlation test between the management commitment and organizational agility

Variables	Organizational agility	Manegment commitment
<b>Organizational agility</b>		
Correlation coefficient of pearson	1.000	0.245
Significant level		0.006
Number	127.000	127.000
<b>Manegment commitment</b>		
Correlation coefficient of pearson	0.245	1.000
Significant level	0.006	
Number	127.000	127.000

There is a significant relationship between organizational learning and organizational agility in branches of the Saderat bank in Zahedan.

**The first sub-hypothesis:** There is a significant relationship between the management commitment and organizational agility in branches of the Saderat bank in Zahedan:

- $H_0$ : There isn't a significant relationship between the management commitment and organizational agility in branches of the Saderat bank in Zahedan
- $H_1$ : There is a significant relationship between the management commitment and organizational agility in branches of the Saderat bank in Zahedan

Regarding the p-value is significant at the margin of error of 0.05 in Pearson's (Table 3); thus, it may be concluded that there is a relationship between the two variables at the confidence level of 95%. However, the value of Pearson correlation coefficient should be taken into consideration to examine the type and intensity of the relationship. Given that the sign of Pearson correlation coefficient is positive, hence, the relationship between the two variables is positive with the intensity of 0.245 that represents the intensity of the average relationship between the two variables. In all, it may be concluded that.

There is a significant relationship between management commitment and organizational agility in branches of the Saderat bank in Zahedan.

**The second sub-hypothesis:** There is a significant relationship between the systematic view and organizational agility in branches of the Saderat bank in Zahedan:

- $H_0$ : There isn't a significant relationship between the systematic view and organizational agility in branches of the Saderat bank in Zahedan
- $H_1$ : There is a significant relationship between the systematic view and organizational agility in branches of the Saderat bank in Zahedan

Table 4: Results of pearson correlation test between the systematic view and organizational agility

Variables	Organizational agility	Systematic view
<b>Organizational agility</b>		
Correlation coefficient of pearson	1	0.18
Significant level		0.046
Number	127	127
<b>Systematic view</b>		
Correlation coefficient of pearson	0.18	1
Significant level	0.046	
Number	127	127.0

Table 5: Results of pearson correlation test between the space of open-experimentation and organizational agility

Variables	Organizational agility	Space of open experimentation
<b>Organizational agility</b>		
Correlation coefficient of Pearson	1.000	0.156
Significant level		0.005
Number	127	127
<b>Space of open experimentation</b>		
Correlation coefficient of Pearson	0.156	1.0
Significant level	0.005	
Number	127	127

Regarding the p-value is significant at the margin of error of 0.05 in Pearson's Table 4, thus, it may be concluded that there is a relationship between the two variables at the confidence level of 95%. However, the value of Pearson correlation coefficient should be taken into consideration to examine the type and intensity of the relationship. Given that the sign of Pearson correlation coefficient is positive, hence, the relationship between the two variables is positive with the intensity of 0.180 that represents the intensity of the average relationship between the two variables. In all, it may be concluded that. There is a significant relationship between systematic view and organizational agility in branches of the Saderat bank in Zahedan.

**The third sub-hypothesis:** There is a significant relationship between the space of open-experimentation and organizational agility in branches of the Saderat bank in Zahedan.

- $H_0$ : There isn't a significant relationship between the space of open-experimentation and organizational agility in branches of the Saderat bank in Zahedan
- $H_1$ : There is a significant relationship between the space of open-experimentation and organizational agility in branches of the Saderat bank in Zahedan.

Regarding the p-value is significant at the margin of error of 0.05 in Pearson's (Table 5), thus, it may be concluded that there is a relationship between the two variables at the confidence level of 95%. However, the value of Pearson correlation coefficient should be taken

Table 6: Results of pearson correlation test between the transfer-integration and organizational agility

Variables	Organizational agility	Transfer-integration
<b>Organizational agility</b>		
Correlation coefficient of Pearson	1	0.156
Significant level		0.005
Number	127	127
<b>Transfer-integration</b>		
Correlation coefficient of pearson	0.156	1
Significant level	0.005	
Number	127	127

into consideration to examine the type and intensity of the relationship. Given that the sign of Pearson correlation coefficient is positive, hence, the relationship between the two variables is positive with the intensity of 0.156 that represents the intensity of the average relationship between the two variables. In all, it may be concluded that.

There is a significant relationship between space of open-experimentation and organizational agility in branches of the Saderat bank in Zahedan.

**The forth sub-hypothesis:** There is a significant relationship between the transfer-integration and organizational agility in branches of the Saderat bank in Zahedan:

- $H_0$ : There isn't a significant relationship between the transfer-integration and organizational agility in branches of the Saderat bank in Zahedan
- $H_1$ : There is a significant relationship between the transfer-integration and organizational agility in branches of the Saderat bank in Zahedan

Regarding the p-value is significant at the margin of error of 0.05 in Pearson's (Table 6), thus, it may be concluded that there is a relationship between the two variables at the confidence level of 95%. However, the value of Pearson correlation coefficient should be taken into consideration to examine the type and intensity of the relationship. Given that the sign of Pearson correlation coefficient is positive, hence, the relationship between the two variables is positive with the intensity of 0.256 that represents the intensity of the average relationship between the two variables. In all, it may be concluded that. There is a significant relationship between transfer-integration and organizational agility in branches of the Saderat bank in Zahedan.

### CONCLUSION

Today, there is no secrecy about the role of organizational agility and its effectiveness in all fields

especially in the financial markets. Achieving agility may improve the quantity and quality of services, reduce costs resulting from adverse reactions to changes and cause the prevention of waste of resources as well as the increase of the ability of competitiveness, the increase of efficiency and productivity, motivation and job satisfaction in employees. Regarding the results of similar studies and the current research, good organizational learning may facilitate the path to the achievement of agility.

In this very close competition, banks must create the agility and the culture of agility in the structure of the organization and among staffs and institutionalize the culture of agility in the organization by making a space of organizational learning commensurate with their organizational structure.

While reviewing the inferential statistics, primary and secondary hypotheses in the said community were put to the test by enjoying Pearson correlation test, and all of them were verified using Pearson correlation test at the confidence level of  $p > 0.0001$ ; furthermore, it was indicated that there are a significant relationship between the independent variable (organizational learning) in all aspects and the dependent variable (organizational agility).

### SUGGESTIONS

To improve the level of the current agility of the organization, the following purposes are offered to the managers of the bank to break organizational impasses.

It may be possible to suggest the managers of the Saderat bank of the county of Zahedan that the organizational learning and the agility of the organization is of a very close relationship with each other given the main hypothesis of the study which is the relationship between organizational learning and organizational agility; in addition, regarding one may make the other be improved and as mentioned earlier, in today's rough environment, the movement must not be in step with changes but it must be beyond them and paying attention to the management of the knowledge and agility is the missing puzzle of the environment.

As such, it is recommended that the Saderat bank's managers pay more attention to the matter; therefore, it may be feasible to achieve this important issue by increasing the authority of experts, planning training courses to enhance their creativity and innovation and developing their abilities. On the other hand, removing and/or reducing barriers of sharing of the knowledge through determining the reward for transferring the knowledge of people to each other and also removing

infrastructural barriers of the knowledge such as making online systems like the Internet may help transfer the knowledge in the organization.

Regarding that Iran is a country developing, there is no remedy but considering more and more the role of the knowledge in the sustained development as such the capacity to create organize, share and apply the knowledge and its learning has changed to one of the important and critical aspects of competition in the complex environment, then, the level of staffs' knowledge should be taken into consideration and tried to be raised.

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