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An empirical research in the relation between corporate organizational learning and organizational culture: a case study of insurance industry in Taiwan Region

Abstract

This study used the insurance industry in the list of top 1000 industries to conduct empirical research in the relation between corporate culture and organizational learning. The study applied descriptive statistics, analysis of variance, correlation analysis, canonical correlation analysis and regression analysis to test the relation and difference between the four categories of corporate culture and the three perspectives of organizational learning, and to test the difference between demographic variable and corporate background variable in corporate culture and organizational learning. The results revealed that corporate culture is significantly correlated with organizational learning, and the perspectives of corporate culture category and organizational learning have anticipation and influences on each other.

The particular demographic variable and corporate background variable will cause the difference between corporate culture and organizational learning in their performances.

Keywords: organizational learning, organizational culture, organizational change.

JEL Classification: C8, J5, L8.

Introduction

According to the records in Wikipedia, culture indicates the gradually accumulated knowledge and experiences related to creatures' own lives during their development processes, which is the reflection to recognize their owns and to adapt nature and surrounding environments. Kilmann, Saxton, and Serpa (1985) reckoned that culture is a common philosophy, ideology, values, belief, hypothesis and norm. Culture is an invisible power hidden behind the concrete and visible things in the organizations, which will influence the behaviors of humans. (Raymond Williams, 1976).

Issues about corporate cultures not only are important regions for many scholars to undergo research but also be regarded as the important schemes for industry to solve problems (Ogbonna and Harris, 1998). Influenced by the economic distress in Taiwan in nearly a decade, many listed companies all mentioned the term of "corporate culture" in their experiences of either success or failure. From this phenomenon, we could know how important the issues about corporate culture are for industry. Bruhn (2001) thought that corporate cultures are gradually formed in the practices of production and management of enterprises, which are agreed and followed by all staff and became missions, prospects, objectives, spirits, values and management philosophy with organizational characteristics. These ideas will be embodied in production and management practices, management systems, employee behaviors, and external images of the corporate.

Scholars thought that effective organizational change needs not merely the establishment of training courses, creations of teams, establishment of legal constitution, and etc. but also the coordinated cultural change and transform to achieve (Skerlavaj, Stemberger, Skrinjar & Dimovski, 2007). Sadler (2001) pointed out that many organizations all agreed that promoting staff in all sectors and hierarchies to learn is essential for the corporate to be equipped with global competitiveness. Schein (2004) believed that only when organizational learning includes the concepts about change and transform could ensure that such organization is really learning since actions are based on the changes caused by new knowledge and insights.

1. Literature review

1.1. Corporate organizational culture. The foundations for establishing these capabilities lie in the strong organizational culture of these enterprises, which ensure the enterprises to be enduring. Many enterprises may have creative innovations or follow the trends of the times but could only keep temporary advantages owing to external opportunities. In the changing environments, only good organizational culture can make the enterprises remain to be competitive for more than one century.

Corporate culture is a series of shared value standards acknowledged by members in an organization. Martins and Terblanche (2003) thought that organizational culture should include behavior criteria, job specification, organizational values, philosophy and organizational climate. Crossan and Berdrow (2003) believed that organizational culture is a complex combination of a set of values, beliefs,

and symbols. It is through this combination that allows organization to define the treatments and approaches for running business. Edmondson (2002) defined organizational culture as the common perceptions, a system with shared meanings, of members in organization, which allows organization to be unique while comparing with other organizations. Kerfoot (2003) reckoned that organizational culture is a mode for basic assumptions while dealing with the external adaption and internal integration problems. It is through this mode to teach members the ways to perceive and think. Holmqvist (2003) pointed out that organizational culture is derived from the good results in the past, which was accepted by the internals of organizations and developed into a series of basic assumptions. This could be experienced in the mutual behaviors and attitudes between members in the organization.

Organizational culture is thought to be the effective knowledge management and the most important factors for organizational learning. Corporate culture determines the values, belief and operational system of the company, and could encourage the learning, creating and sharing of knowledge (Alavi & Leidner, 1999).

Lam (2002) thought that organizational culture is the shared assumptions, values, beliefs, and meaning system for members in the organization, which makes said organization to become different from others. In addition to integrate and guide the daily activities of employees to reach certain set goals, it could also help organization to adapt the external environment to give appropriate and rapid reactions. Pace (2002) deemed that the organizational culture of corporate is just like iceberg, which is composed of 2 parts. The part above water includes those could be seen and observed, such as dressing, behaviors, representative symbols, stories and shared ceremonies. Those below the water surface mean the intrinsic value, assumption, conviction, mutual feelings and thinking of employees. A real culture is supposed to embrace more than two surfaces mentioned above.

Cayla (2008) thought that values are the bases for understanding the attitudes, perceptions, motives and characteristics of individuals. Under many circumstances, values could explain the behaviors of humans. Therefore, when employees accept the corporate cultures that encourage innovations and learnings, they will strive to make certain level of changes while working, which would further influence their own behaviors and finally shown in the performances of the corporate.

Scholars pointed out that the organizational culture researches in the past could be divided into functionalism, the categories of interpretation model, radical structuralism, and humanism oriented according to the dimensions of objective-subjective and consensus-conflict (Alvensson, 1993; Bantz, 1997; Bloor & Dawson, 1994).

The values and beliefs between different organizations are different, so the organizational cultures in different organizations are thus different. (Bontis, Crossan & Hulland, 2002).

1.2. Corporate organizational learning. All the activities of organization that could obtain knowledge and techniques through interactions with the external fields could be called as organizational learning if viewing from the perspective of psychology. Organization learning is the mutual interactive behaviors between individuals, teams, and organizations and the constitutive adaptive behaviors of organizations (Edmondson, 2002). Lipshitz, Friedma, and Popper (2007) thought that organizational learning represents an interaction among personnel, actions, symbols and procedures. Hhysman (2000) thought that under the situations of taking organizational learning as the establishment of organizational memories could allow the learning courses to become more successful. Arthur and Smith (2001) reckoned that appropriate technologies should be applied to control organizational learning and manage organized knowledge to reveal the effects of organizational learning in long-term. Gomes (2004) defined organizational learning as the procedures of the organization to modify its own behaviors and actions via the newly obtained knowledge and viewpoints. Gheradi and Nicolini (2000) thought that literature studies are mainly divided into two organizational learning perspectives of the cognitive perspective and the cultural perspective. In cognitive-oriented organizational learning, it is to realize organization learning with the cognitive patterns of individuals and to personify the organization to emphasis the individual learning and sharing in the organizational context or try to let individuals become the agents of organizational learning. Heijden (2004) thought that organizational learning is a conclusion of experience and a process for exploration of new knowledge, and he internalized this experience into the entire organization. Subramaniam (2005) divided organizational learning into learning from experiences, learning from imitating and learning from creation. Chou (2003) thought that organizational learning includes both the form of learning in organization and learning between organizations. Scholars reckoned that the researches about organizational learning should

concern the issues about how to convert, spread and store the learned knowledge of individual members in organization (Collinson, Cook and Conley, 2006). Hult, Ferrell and Hurley (2002) thought that organizational learning plays an important role while capacities of enterprises are being developed, and allows enterprises to transform resources into abilities and further develop into core competencies. The main reason is that learning represents the path dependence and uniqueness and thus makes core abilities hard to be imitated and form advantages in competitions.

In addition, some scholars also proposed the concepts about unlearn. For instance, Jerez-Gomez, Valle-Cabrera and Cespedes-Lorente (2005) thought that many standards and routine practices are formed after organizational learning. After long period, these routines will bring inertia for the organization. Cross and Dowd (2000) indicated that the purposes for the organization to adjust its own structure and continuously engage in various adjustment activities through team learning approaches while confronted with outer environments are to allow the simultaneous growths and developments of members and organization.

1.3. Corporate organizational culture and corporate organizational learning. Organizational culture affects the learning and capacity of the organization, and leads the organization into change and innovation (Edmondson, 2002). Organizational learning could result in innovations, especially in knowledge-intensive industry. Individual and organizational learning will guide the innovations, which ensures the sole source for sustainable competitive advantages in organization.

Holmqvist (2003) pointed out that mutual understanding and interflows between cultures may promote the effects of organizational learning. Lack of communications will tend to cause the failures of organizational learning. Gomes (2004) reckoned that organizational learning is the promoting factors for organizational learning culture. The research results of Cameron and Quinn (2006) found that organizational culture will bring positive influences on the organizational learning of the teams and groups. The research results from Susana, Jose and Camilo (2004) also revealed that collaborative cultures could encourage the development of organizational learning and simultaneously form obvious influences on the management performances.

Martins and Terblanche (2003) thought that productive organization will be led only with a proper organization culture. Hhysman (2000) found that organizational culture would influence individual

learning while investigating knowledge workers in research. Organizational learning is based on the foundations of personal learnings and certainly will be related to organizational culture. Holmqvist (2003) pointed out that for many enterprises, and the biggest challenge enterprises face is how to create corporate cultures that could optimize the organizational learning in rapidly changing environment. Sarros, Gray, and Densten (2003) pointed out that organization should be equipped with one kind of "self-renewable culture" to increase the willing of members in organization to learn or create new knowledge. Hult, Ferrell and Hurley (2002) thought that high-level innovations performances are connected to the corporate cultures emphasizing on organizational learning.

Bloor and Dawson (1994) thought that each corporate should have an organizational culture to help employees learn and create knowledge voluntarily. Dodgeson (1993) proposed that organizational learning is about the knowledge and conventions of corporate activities and to create and organize the viewpoints in the cultures. Harris (1984) agreed that organizational culture is based on corporate culture with a certain pattern. Daft defined learning-typed organization as organizational cultures related to the characteristics of organization and the roles that employees play. Besides, many scholars all thought that organizational learning is organizational culture in certain level.

In this research, the relations between corporate culture and organizational learning are regarded as the double sides of organizational learning and learning-typed organization. Organizational learning focuses on procedures and learning-typed organization is the results of organizational learning (Bruhn, 2001). Lopez, Peon and Ordas (2006) also agreed that organizational learning and learning-typed organization are in common use in literatures.

1.4. The development and status of insurance industry in Taiwan. After 1990s, insurance markets in Taiwan entered expanding period and were gradually adjusted to comprehensive open and allow insurance companies from countries other than America to establish branches in Taiwan. In saturation period, the open policies of insurance business abundantly play their roles and intense competitions between domestic and foreign insurance companies influenced the launching of products and the improvements for services, which was important for the expanding of insurance market scales in Taiwan. In the period after ECFA, the competitions were intense in insurance industry in Taiwan and the constitutions of overall insurance

industry became weaker after the severe hitting of global financial crises in 2008.

In 2025, the population with ages older than 65 will increase to 20% of all population, which is regarded as super aged society. In 2060, the percentage of population older than 65 will reach 42%. Furthermore, birth rates in Taiwan in recent years have repeatedly created new lowest records. Impacts from low birth rates and aging will bring newer and more ordeals for insurance industry in Taiwan.

2. Research methods

2.1. Research hypothesis and assumptions. The purpose of this research is to investigate the correlations in the difference between corporate organizational culture and corporate organizational learning, corporate organizational culture and corporate organizational learning in three different types of industry. With the adding of demographic variables (age, gender, marital status and educational background) and variable factors of business statistics (senior, positions, department and the number of employee), the variance analysis and correlation analysis were done and the following research hypothesis and assumptions were proposed.

Hypothesis 1: Corporate organizational culture shows significant variance while corresponding to different demographic variables.

Chang and Lee (2007) underwent empirical researches on the relationships between corporate culture and organizational commitment and the results revealed that significant differences could be found in corporate cultures in different companies. Corporate subcultures of employees with different genders, ages, marital statuses and educational backgrounds all have significant differences.

Hypothesis 2: Corporate organization culture is significantly correlated with corporate organizational learning.

Popper and Lipshitz (1998) thought that only when under appropriate organizational culture could lead to productive organizational learning. Harris (1984) thought that organizational culture has some influences on the promotion of organizational learning. Dodgeson (1993) thought that organizational learning is about the knowledge and conventions of corporate activities and the opinions were also established, provided, and organized in the culture. Kerfoot (2003) agreed that organizational culture is based on corporate culture with a certain pattern.

Hypothesis 3: Corresponding to different statistics variables in organization, significant differences in corporates' organizational culture were also found.

Martins and Terblanche (2003) underwent researches on corporate culture and organizational commitment and the results showed that significant differences could be found in corporate cultures in employees of different positions, departments and seniors. And the results also revealed that employees with different occupational classes would show different performances in corporate culture in iron and steel industry and textile industry.

Hypothesis 4: Corresponding to different statistics variables in organization, significant differences in corporates' organizational learning were also found.

Wu and Cavusgil (2006) found that there showed significant differences in organizational learning in the companies with different employee number scale, so that means different employee number scale would cause significant differences in the performance or corporate organizational learning in his research.

2.2. Research method. In aspect of research method, this research applied the measuring scales for corporate culture by Moorman (1995) as research tools. This measuring scale divides corporate culture into market culture, adhocracy culture, clan culture and hierarchy culture. Said questionnaire showed good validity after tested by Deshpande, Farley, and Webster tests for validity. In reliability perspective, Cronbach's α values are clan culture 0.48, adhocracy culture 0.63, hierarchy culture 0.68 and market culture 0.79. Except for clan culture, the Cronbach's α values are over than 0.65. Scholars thought that the reasons why clan culture showed lower reliability is because that the conceptive structures of factions culture have broader definition and the segments for factions culture were also not so significant than other three cultures.

In aspect of organizational learning, this research applied the measuring scales for organizational learning by Baker and Sinkula (1999). This measuring scale is regarded composed of 3 perspectives and 18 variables of commitment to learning, shared vision and open-mindedness.

2.3. Population and sample for research. The top 4 insurance corporates were chosen as the research population of this study. Research method is to send 1005 questionnaires to executives, executive officers in basic level, and other non-executive or manager employees, 367 valid questionnaires were recovered after deleting 23 invalid questionnaires. The effective recovery rate is 36.517%.

Table 1. Analyses of effective samples for electronic industries in Taiwan

| | | Number | % | | | Number | % |
|----------------|----------------|--------|-------|--------------------------------|--------------------------|--------------------------|-------|
| Company scale | Big | 251 | 68.39 | The gender of director | Male | 297 | 80.93 |
| | Small | 116 | 31.61 | | Female | 70 | 19.07 |
| Marital status | Married | 231 | 62.94 | Educational background | Under junior high school | 55 | 14.99 |
| | Single | 136 | 37.06 | | Senior high school | 115 | 31.34 |
| Gender | Male | 210 | 57.22 | | Junior college education | 80 | 21.80 |
| | Female | 157 | 42.78 | | College | 77 | 20.98 |
| Age | Under 20 | 18 | 4.90 | | Master/Ph.D. | 40 | 10.90 |
| | 21-30 | 87 | 23.71 | | Occupational class | Employees of grass roots | 115 |
| | 31-40 | 130 | 35.42 | Basic director | | 120 | 32.70 |
| | 41-50 | 98 | 26.70 | Middle and high level director | | 67 | 18.26 |
| | 51-60 | 20 | 5.45 | non-executive director | | 65 | 17.71 |
| | Above 61 | 14 | 3.81 | Subordinate departments | | Productive Department | 174 |
| Senior | Under 1 year | 30 | 8.17 | | Marketing Department | 50 | 13.62 |
| | 1-3 year(s) | 70 | 19.07 | | R&D Department | 13 | 3.54 |
| | 3-6 years | 78 | 21.25 | | Personnel Department | 18 | 4.90 |
| | 6-10 years | 49 | 13.35 | | Finance Department | 14 | 3.81 |
| | 10-20 years | 124 | 33.79 | | Others | 98 | 26.70 |
| | Above 21 years | 16 | 4.36 | | | | |

3. Empirical analysis

This research results reveal that there is no great gap in the obtained scores of four styles of culture (Clan culture 3.3882, Adhocracy culture 3.3586, Hierarchy culture 3.5397 and Market culture 3.3507). The standard deviations of four styles of culture show no great gaps. Among the three perspectives in organizational learning, “Commitment to learning” obtains the highest score of 3.3536, followed by “Shared vision” scores 3.2509 and “Open-mindedness” obtains the lowest score of 3.1058. However, there shows no big differences in the above three perspectives. Although the corresponding scores of three organizational learning perspectives all exceed 3, the performances of each of the three perspectives are not particularly prominent. The standard deviations of three perspectives of organizational learning are the same as average and none of the standard deviation of the three perspectives is particularly prominent.

3.1. Correlation coefficient analysis. The values of related four categories all conform to the standard for significant correlation in the corresponding three perspectives of organizational learnings.

Table 2. Pearson product-moment correlation of insurance industry in Taiwan

| | Clan culture | Adhocracy culture | Hierarchy culture | Market culture |
|------------------------|--------------|-------------------|-------------------|----------------|
| Commitment to learning | 0.480*** | 0.605*** | 0.624*** | 0.498*** |
| | 0.000 | 0.000 | 0.000 | 0.000 |
| Open-mindedness | 0.419*** | 0.437*** | 0.393*** | 0.323*** |
| | 0.000 | 0.000 | 0.000 | 0.000 |

| | Clan culture | Adhocracy culture | Hierarchy culture | Market culture |
|---------------|--------------|-------------------|-------------------|----------------|
| Shared vision | 0.616*** | 0.637*** | 0.621*** | 0.509*** |
| | 0.000 | 0.000 | 0.000 | 0.000 |

Note: *** indicates when the significant level reaches 0.001 (two-tailed test), the correlation coefficient shows statistical significance.

In order to further understand the relationships between corporate organizational culture and corporate organizational learning, this study applied multiple regression analysis approaches to obtain the corresponding standardized regression coefficient of each perspective, which allows further descriptions on the relationships between three perspective corporate organizational learning and four categories of corporate organizational culture.

3.2. Regression analysis. From the revealed data from the standard regression equation of three organizational learning perspectives versus the corporate culture category in electronics industry in Taiwan showed in Table 3, what could be found is that for each corporate culture category, “commitment to learning” perspective and “shared vision” perspective of organizational learning are consistently chosen in all the four categories of industry culture. And “open-mindedness” perspective does not appear in the regression equations of any one of culture category.

Table 3. The standardized regression equations of three organizational learning perspectives on corporate culture in insurance industry in Taiwan

| | |
|-------------------|---|
| Clan culture | 0.289Commitment to learning + 0.436Shared vision |
| Adhocracy culture | 0.328 Commitment to learning + 0.431Shared vision |
| Hierarchy culture | 0.385Commitment to learning +0.375Shared vision |
| Market culture | 0.290 Commitment to learning + 0.326Shared vision |

Table 4. The standardized regression equations of corporate culture on three organizational learning perspectives in insurance industry in Taiwan

| | |
|------------------------|---|
| Commitment to learning | 0.325Adhocracy culture + 0.400Hierarchy culture |
| Open-mindedness | 0.450Adhocracy culture |
| Shared vision | 0.212Clan culture + 0.282Adhocracy culture + 0.273Hierarchy culture |

Note: Opt-in: P is smaller than 0.01. Delete: P is more than 0.05.

3.3. Correlation analysis. From Figure 2, it can be told that the hierarchy culture through this set of

canonical variables can influence the shared vision dimension of organizational learning as well as the perspective of such learning’s commitment to learning. Figure 3 shows that the perspective of commitment to learning and the perspective of shared vision will influence the clan culture, adhocracy culture and market culture in organizational culture through this set of canonical variables. To compare the findings from the aforementioned canonical analysis and the finding from the previous regression analysis, we will find that the conclusions of the two analyses are consistent.

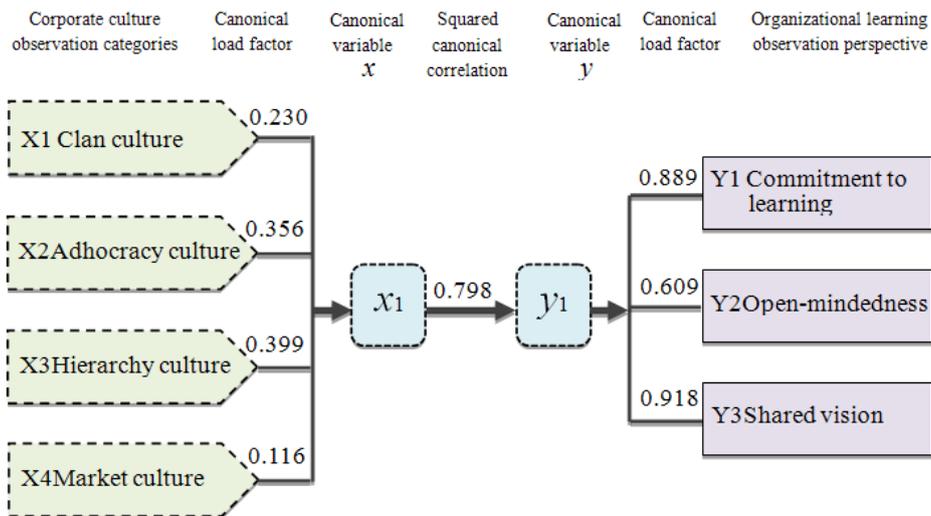


Fig. 1. The canonical correlation road maps for the insurance industry corporate culture versus organizational learning in Taiwan

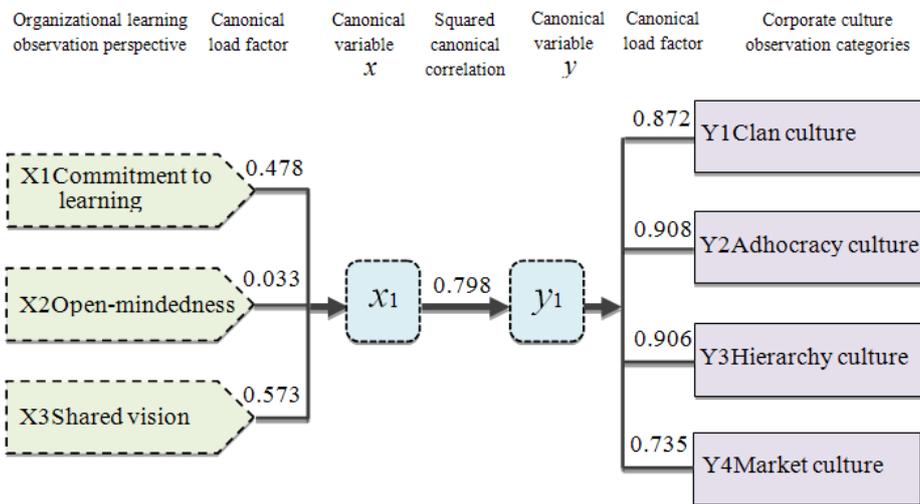


Fig. 2. The canonical correlation road maps for the insurance industry organizational learning versus corporate culture in Taiwan

3.4. Analysis of variance. In the variable analyses of this study, ANOVA approach is applied. Scheffe’s post hoc test is used in post hoc analyses. The following contents describe the results.

1. Corporate culture

1.1. In the aspects of demographic variables and corporate culture

- (a) Employees with different marital status have significant difference in the measurement of “cultural development” in corporate culture. Those who are married perform better than those who are unmarried.
- (b) Employees with different educational backgrounds show significant difference in the measurement of “market culture”, but show no

difference in the measurement of other culture categories. From Scheffe’s post hoc test, it could be known that the performances with educational background no higher than junior high schools are better than employees with university degrees.

- (c) Employees with different genders all show no significant difference in clan culture, adhocracy culture, hierarchy culture, and market culture of corporate culture.

1.2. Corporate culture and corporate background variable:

- (a) The scales of the corporates (with employee number more than 400 is large scale and with employee number fewer than 400 is small scale)

show no difference in the four culture categories of corporate culture.

- (b) Employees in different departments all show no significant difference in clan culture, adhocracy culture, hierarchy culture, and market culture of corporate culture, which indicate that working in different departments will not cause differences in four categories of corporate cultures.
- (c) Employees with different seniority shows significant difference in “hierarchy culture” and “clan culture” of corporate culture but show no significant difference in “market culture” and “adhocracy culture”. Scheffe is applied for post hoc test.

Table 5. Analysis of variance in corporate culture in insurance industry in Taiwan

| | Clan culture | | Adhocracy culture | | Hierarchy culture | | Market culture | |
|-------------------------|--------------|---------|-------------------|---------|-------------------|---------|----------------|---------|
| | F-value | P-value | F-value | P-value | F-value | P-value | F-value | P-value |
| Age | 2.106 | 0.033* | 2.570 | 0.012* | 1.485 | 0.121 | 1.991 | 0.043* |
| Gender | 0.000 | 0.873 | 2.065 | 0.112 | 2.949 | 0.060 | 0.119 | 0.628 |
| Company scale | 1.294 | 0.199 | 0.032 | 0.747 | 2.772 | 0.068 | 0.392 | 0.444 |
| Educational background | 1.249 | 0.201 | 1.128 | 0.244 | 0.657 | 0.493 | 2.921 | 0.010* |
| Marital status | 2.689 | 0.072 | 5.355 | 0.012* | 1.507 | 0.169 | 0.636 | 0.348 |
| Position | 0.371 | 0.649 | 1.675 | 0.114 | 0.660 | 0.460 | 1.163 | 0.236 |
| Seniority | 3.137 | 0.004* | 1.639 | 0.089 | 2.572 | 0.012* | 0.759 | 0.445 |
| Subordinate departments | 1.066 | 0.268 | 0.355 | 0.744 | 0.531 | 0.613 | 1.204 | 0.209 |
| The gender of directors | 1.276 | 0.202 | 0.003 | 0.840 | 0.134 | 0.613 | 0.000 | 0.874 |

Note: * indicates that the difference reaches significance when the significant level is 0.05.

2. Organizational learning

2.1. In the aspects of population statistic variables and organizational learning:

- (a) Employees with different marital status have no difference on open-mindedness and promise on learning. However, the perspective of shared vision has significant difference. Those who are married perform better than those who are unmarried.
- (b) Employees with different educational backgrounds have no outstanding difference in the three perspectives of organizational learning: commitment to learning, open-mindedness, shared vision.
- (c) Employees with different genders have no outstanding difference in the three perspectives of organizational learning: commitment to learning, open-mindedness, shared vision.

2.2. In the aspects of corporate background variables and organizational learning:

- (a) Employees of different seniority show no outstanding difference in the two perspectives of organizational learning of commitment to learning and open-mindedness. It is not available to find in what range of seniority performances better or worse from Scheffe’s post hoc test.
- (b) Employees of different departments show no outstanding difference in the three perspectives of organizational learning of commitment to learning, open-mindedness and shared vision.
- (c) Employees of different positions show no outstanding difference in the three perspectives of organizational learning of commitment to learning, open-mindedness and shared vision.

Table 6. Analysis of variance in organizational learning in insurance industry in Taiwan

| | Commitment to learning | | Open-mindedness | | Shared vision | |
|------------------------|------------------------|---------|-----------------|---------|---------------|---------|
| | F-value | P-value | F-value | P-value | F-value | P-value |
| Age | 2.753 | 0.009* | 0.421 | 0.713 | 1.306 | 0.181 |
| Gender | 3.353 | 0.048 | 0.008 | 0.827 | 0.319 | 0.493 |
| Company scale | 3.548 | 0.042* | 4.461 | 0.023* | 0.862 | 0.292 |
| Educational background | 0.891 | 0.366 | 0.366 | 0.717 | 2.001 | 0.058 |
| Marital status | 1.778 | 0.143 | 0.591 | 0.373 | 4.494 | 0.023* |

Table 6 (cont.). Analysis of variance in organizational learning in insurance industry in Taiwan

| | Commitment to learning | | Open-mindedness | | Shared vision | |
|-------------------------|------------------------|---------|-----------------|---------|---------------|---------|
| | F-value | P-value | F-value | P-value | F-value | P-value |
| Position | 0.580 | 0.593 | 0.106 | 0.883 | 0.381 | 0.742 |
| Seniority | 2.433 | 0.018* | 2.080 | 0.038* | 1.349 | 0.167 |
| Subordinate departments | 1.643 | 0.126 | 1.007 | 0.303 | 1.441 | 0.167 |
| The gender of directors | 0.030 | 0.763 | 0.304 | 0.502 | 1.058 | 0.249 |

Note: * indicates that the difference reaches significance when the significant level is 0.05.

Conclusions and suggestions

Conclusions. The purpose of this study is to investigate the mutual relationships between the corporate cultures of insurance industry and organizational learnings in Taiwan. With the empirical methods and adding research variables such as demographic variables and corporate background variables, the empirical relations between corporate culture and organizational learning could be investigated. The empirical results are described as below.

1. The mutual relationships between the corporate cultures and organizational learnings

Correlations could be observed in the recovered data of this study. It could be found that there are high correlations between the three perspectives of organizational learning and four culture categories of corporate culture. Therefore, according to the observations mentioned above, what could be inferred is that there are close relations between the organizational learning and corporate cultures of electronics industry in Taiwan.

2. Interaction relationship in corporate organizational culture and corporate organizational learning

After the discussion on the most preliminary correlations between organizational learning and corporate culture, this study then turned to the discussion on the mutual influence relations between organizational learning and corporate culture to figure out the deeper relations between them.

The influences of corporate culture on organization learning. For canonical correlation analyses, the results from canonical correlation analyses are consistent with the results from standard regression analyses, so the results would be merged in regression analyses to discuss in this study. Taking three perspectives of organizational as dependent variable and four categories of corporate cultures as independent variables, the results after analyses showed that “adhocracy culture” reaches significant level in the three perspectives of organizational learning. “Clan culture” and “hierarchy culture” shows significance only in a certain perspective of organizational learning. And “market culture”

shows no significance in all the perspectives. Therefore, in this study, all corporate cultures except “market culture” of textile industry all show influence capability on organizational learning.

The influences of organization learning on corporate culture. For canonical correlation analyses, the results from canonical correlation analyses are consistent with the results from standard regression analyses, so the results would be merged in regression analyses to discuss in this study. Taking four categories of corporate cultures as dependent variable and three perspectives of organizational learning as independent variables, the results after analyses showed that “commitment to learning” and “shared vision” perspectives of organizational learning all reach significant level regardless of which categories of corporate cultures. “Open-mindedness” perspective shows no significance in any of the category of corporate culture. From the observation mentioned above, “commitment to learning” and “shared vision” are thought to have influence capability on corporate cultures in textile industry in this study.

Suggestions. This study investigates on the top 4 corporates in insurance industry in Taiwan announced in May 2010 by Common Wealth Magazine. The results not only could provide further understanding about the organizational learning situations and corporate cultures of industry for related industry but also could serve as the accordance for related industry to make management decisions. The results could also serve as the references for scholars undergoing researches on organizational learning situations and domestic corporate cultures. The suggestions proposed in this study are listed below.

1. Since “open-mindedness” perspective did not show significant results in the analyses on the corporate cultures of textile industry, it is suggested that the managers of corporates in textile industry should open their mind in the management affairs and leadership behaviors and accept different opinions to encourage employees to go beyond conventions and make creative thinking.
2. This research also discovered that different variables of “age” and “seniority” would cause

differences in the measurement of each perspective of organizational learning and corporate cultures. Older employees and senior employees show better performances. So, it is suggested that the management authority of

textile industry should adopt corresponding management measures to hire or preserve those employees probably with better performances in staff selection or personnel management according to the results of this study.

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