

**ENHANCING LEARNING ORGANIZATION IN CRIME SUPPRESSION
DIVISION: EMPIRICAL STUDY OF CENTRAL INVESTIGATION
BUREAU, ROYAL THAI POLICE, THAILAND**

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Abstract

The development of an organization toward a learning organization is an important approach to enable it to perform most efficiently and to fulfill its goals. This study aims to identify the relationship between organizational factors, administrative factors and learning organization. It is an empirical study employing questionnaire as research instrument to collect 400 samples from police officers working in Crime Suppression Division, Central Investigation Bureau, Royal Thai Police. Data are analyzed using descriptive and analytical statistics particularly multiple regression (MRA). The results indicate positive relationship between organizational factors and learning organization for the Crime Suppression Division with leadership having the highest of association. Administrative factors also exhibit positive relationship with learning organization. These are in line with previous studies on learning organizations. Discussion and recommendations are presented.

Keywords: Learning Organization, Organization Factors, Administration Factors, Crime Suppression Division

1. Introduction

The world is witnessing a very rapid change especially in the technological sector. Modern organizations have to make adjustments in their operations in response to these changes and several others challenging factors (Drucker, 1999). In the Southeast Asian region the countries have agreed to form ASEAN Community by 2015 to integrate their development on economic, social, cultural and security dimensions to become one common market and production base. Consequently, many organizations including public ones have make preparation in response to the expected change. Royal Thai Police is one such organization that needs to make preparation in all aspects of its functions relevant to the efficient development of the country (draft Master Plan on Preparation for the Commencement of AEC, 2010). One of the approaches to increase efficiency in response to external changes for modern organizations is Knowledge Management within the organization (Lindner and Wald, 2011). According to this Knowledge-based view, the focus is on the knowledge best suited to enable the organization to achieve its goals and to build its competitiveness (Kogut and Zander, 1992; Conner and Prahalad, 1996). The Crime Suppression Division, as one of government units under Royal Thai Police designated to enforce the law, would also have to develop itself to keep up with the change. To strengthen the organization and increase its efficiency, it would embrace an important modern

management approach of developing into a learning organization which would contribute to high performance and long-run sustainability of the organization (Easterby-Smith, 1997). According to the Marquardt (1996) systemic approach, an organization would succeed in becoming a learning organization by coordination of five sub-systems of learning process, organization system, human resource, knowledge and technology. To succeed, an organization would not only have to constantly learn from its experience by also to recognize the importance of Knowledge Management thought to be an essential part of organization management and development at all level (Dickinson McGaw & George Watson. 1976: 415). Senge (1990) points to five factors contributing to the development of a learning organization. These are 1) Personal Mastery, 2) Mental Model, 3) Team Learning 4) Shared Vision, and 5) System Thinking. The approach has been employed by both modern public and private organizations in their operation and development. The factor most focused on is the leadership especially in the area of change management which is appropriate for the organizations relying on strategic management. Such leadership would arouse inspiration and organization-wide effort to bring about successful change and is thus the role of an effective leader in motivating and supervising the needed change (Robert S.K. and David P.N., 2004) in order to accomplish the set tasks and objectives.

This paper consists of five sections being: Introduction, Literature Review, Research Methodology, Results and Discussions, Conclusion and Recommendation. The research question is what factors would contribute to the development of the Crime Suppression Division into a learning organization. The objective of the study is to examine the relationships between organizational factors, administrative factors and learning organization contributing to efficiency and effectiveness in the operation of the Crime Suppression Division. The results would provide guidelines for the future development of the organization. The paper is limited to the presentation of organizational factors and administrative factors exhibiting relationship with learning organization. Literature review is undertaken on Learning Organization to examine relevant concepts and theories in order to develop a conceptual framework of the study specifying the relationships between the variables. Hypotheses are formed accordingly. Research methods include identification of population and sample, data collection, research instrument and statistical analysis of data. The results are reported as guidelines for the Crime Suppression Division to develop itself into a learning organization.

2. Literature Review

There are two main concepts or theories, these are: 1) Learning Organization (LO), and 2) Antecedents of Learning Organization.

2.1 Learning Organization (LO)

Learning organization is positively associated with organization development and high organizational performance (Arngón-Correa et al., 2007). It also is crucial to organizational survival and efficiently high performance (Senge, 1990; Zahay and Handfield, 2004), encourages creativity (Sánchez and Mahoney, 1996) and inspiration for new ideas and knowledge (Damanpour, 1991; Dishman and Pearson, 2003), enhances the ability to understand new concepts and apply them to current operations (Damanpour, 1991), and reflects the practices that deems Best Practices. The benefit of being a learning organization is not limited to the high organizational performance but also the provision of good organization image

contributing to trust and admiration from stakeholders (Bayraktarolu, 2001). Senge (1990) provides definition of learning organization as organization that has constantly increase its capability at individual, group, and organizational levels to truly accomplish their respective goals. It possesses new patterns of thinking that would bring about collective aspiration of organization members. It involves constant learning, shared learning, and collective learning for the organization. Garvin, D.A. (2000) describes learning organization as organization that is capable of skillful creation, knowledge transferring, and behavioral adjustment to reflect the inception of new knowledge. According to Richard Karash (2002), learning organization is one that exhibits learning and promotion of learning process through the exchange of information among its members to form work-relevant knowledge. It is flexible, receptive, and open to new ideas including changes arising from a shared vision. The people at all levels in the organization expand their capability to create results they truly desire. Senge (1990) identifies five components of a learning organization. These are: 1) Personal Mastery, emphasizing the importance of live-long continual learning through practice and acquiring of knowledge, 2) Mental Model, patterns of thoughts, beliefs and attitude gained from experience, 3) Shared Vision, holding a common view of the desired future and putting effort in the same direction 4) Team Learning, learning together through exchange and transfer of knowledge and experience, and 5) System Thinking, ability to link and see the relationship logically and understandably though the overall view of work before considering its elements. In summary, the research is of the view that the concept of Learning Organization has been widely accepted as a modern management tool essential for organization performance. Most of the studies up to now focus on issues related to learning organizations in the private sector. The studies of the concept as applied to the public sector are still limited. Public organizations seeking high performance could employ the learning organization approach as their management strategy to form good organization practices contributing to internal organizational learning conducive to effective and efficient performance. The promotion of internal organizational learning is an important factor for the sustainability of organizations (Easterby-Smith, 1997). The context of this study is the public sector, particularly the Crime Suppression Division entrusted with the function of looking after the well-being of people and society. Applying the approach of Senge (1990), learning organization in this study is defined as organization consisting of individuals and groups capable of utilizing available knowledge to support organization performance to accomplish its goals efficiently. These individuals are pro-active in learning new knowledge. Organizations planned to become learning organization would achieve highly efficient work performance.

2.2 Antecedents of Learning Organization

Past studies of organization behavior indicate that modern managers recognize that learning organizations could play important roles in organization development and efficient organizational work performance (Huber, 1991; Argyris and Schön, 1996). Thus they are seeking approaches to transform their organization into learning organization. These studies cover various approaches and factors contributing to becoming learning organizations. Bennett and O'Brien (1994) identifies 12 factors contributing to learning organizations, namely: Strategy or Vision, Executive Practices, Managerial Practices, Climate, Organization Structure, Information Flow, Individual and Team Practices, Work Process, Performance Goals, Training or Education, Individual and Team Development, and Rewards or Recognition. Study by Marquardt and Reynolds (1994) introduces factors facilitating the development of learning organizations consisting of Appropriate Structure, Corporate Learning culture, Empowerment, Environmental Scanning, Knowledge Creation and Transfer, Learning Technology, Quality, Strategy, Supportive Atmosphere, Teamwork and Networking, and Vision. Based on the

above studies, the conceptual framework for this study is developed by the researcher classifying the causal factors linking to learning organization of the Crime Suppression Division into two main groups of organizational factors and administrative factors as independent variables. The organizational factors include 5 variables, namely: Structure, Culture, Leadership, Communication, and Technology. Administrative factors also include 5 variables, namely: Climate Setting, Member Empowerment, Human Resource Development, Rewarding and Knowledge Management. The dependent variable is learning organization.

2.2.1 Organizational Factors

Facing increasingly changing and erratic environment, organizations have to counter the increasing pressures from various sources by developing greater flexibility, agility and adaptability (Terreberry, 1968). Thus the internal characteristics of the organization would play important roles in enabling it to achieve its set goals. In this study the organizational factors examined are the physical situations in the Crime Suppression Division including the behavior and characteristics of the leader that would have an effect to support and facilitate the learning of police officers in the Division. The organizational factors in this study consists of Structure, Culture, Leadership, Communication, and Technology.

- **Structure** refers to the lines of command which clearly defines the order, stage, and link of the tasks to be taken to achieve the goal of the Crime Suppression Division and to facilitate the development of learning-focus by personnel. In response to environmental changes, organizations would have to make changes to its structure to fit its operations, particularly to enable quick decision making and flexibility of command (Lawler, Mohrman and Ledford, 1995). In addition, organizations with adequate flexibility, not too tight command structure, and non-duplicate work practices would facilitate learning by people in the organizations (Marquardt and Reynolds, 1994).

- **Culture** refers to the work practices regularly held and followed by people in the Crime Suppression Division. These could facilitate the exchange of knowledge and learning within the organization. Organization Culture could explain the differences of events or outcomes in the organization (Skerlavaj, Song and Lee, 2010). It is the pattern of practices traditionally held by people in the organization. All members of the organization take part in forming this pattern which must be learned and accepted by new members (Jacques, 1952). Any organization with a Corporate Learning culture would force its members to recognize the importance to their own need to learn and contribute new ideas (Marquardt and Reynolds, 1994).

- **Leadership** refers to characteristics of leaders regarding the ability to support the development of learning focus among individual and group personnel of the Crime Suppression Division. The leadership characteristics in this study include vision of the future for the organization, ability to perform, ability to transfer professional knowledge and expertise, and ability to create trust and recognition among the workers. Leadership is very important in establishing trust, implementing changes and achieving high performance in the future (Hitt and Ireland, 2002). Characteristics of a good leader include cross-check of received information, transfer of knowledge for utilization, encouragement of learning and contribution to the development of organization capability (Ireland and Hitt, 1999).

- **Communication** refers to information exchange behavior between people in the Crime Suppression Division. The information is passed on from one person to another

through various media or channel of communications with the purpose of interpersonal or inter-unit communications directly and indirectly in such ways as to support or assist the development of learning ability of organization members. Communication factor in this study includes regularity of information exchange, clarity of information transfer, open and speedy access to information, availability of communication with team members, and organization-wide dissemination of learned knowledge to practical work situation. Appropriate internal organization communications would enable the efficient absorption of knowledge including the transfer of knowledge and information to various people in the organization (Jiménez-Castillo and Sánchez-Pérez, 2013). The efficiency of communication would affect the development of personnel with respect to ability to receive, absorb, transfer, and apply information usefully (Lenox and King, 2004; Lewin, Massini and Peeter, 2011; Volberda, Foss and Lyles, 2010). Thus communications within an organization play an important role in the learning of organization members.

- **Technology** refers to the acquisition, support and development of relevant technologies conducive to organization learning process. In this study this factor examines the clarity, consistency, continuity of possible utilization of technology and innovation in the work process, the resolving of problems arising from technology utilization, and the maintenance and development of information technology network. Past studies on organization efficiency found technology being one of the important factors affecting the efficiency of an organization (Itami and Nunagami, 1992; Pavitt, 1990). Technological capability would lead to the sharing of knowledge and information (Adler, 1990; Huber, 1991; Williams and Kotnour, 1993). Therefore, technological support and development significantly contribute to exchange of data, information and knowledge resulting in beneficial learning within the organization.

In this study it is postulated that organization factors of Structure, Culture, Leadership, Communication, and Technology are positively related to learning organization of the Crime Suppression Division.

2.2.2 Administrative Factors

Administrative factors here are defined as situations or behaviors related to the supervision, control, organizing, and facilitating of work efficiently, and contributing to learning and development of personal learning. In this study administrative factors include Organization Climate, Member Empowerment, Human Resource Management, Rewarding, and Knowledge Management.

- **Organization Climate** refers to the arrangement of physical and social environments supportive of efficient work performance and conducive to fostering of learning and development of learning orientation among organization members. In this study the factor is measured by the clarity, appropriateness, and regularity of such arrangement and the reception of employees and executives regarding office layout, working atmosphere, and work amenities. These working environments within an organization have considerable effect on the transfer of knowledge (Hammami, Amara and Landry, 2013). Successful organizations are those capable creation of new knowledge continually (Nonaka, 1991) and transferring to other people in the organization. The climate driving an organization to achieve its goals should be one of openness and trust; people are unafraid to share their ideas and speak their minds, whether positive or negative (Bennett and O'Brien, 1994). Thus the arrangement of organization climate to support, promote and facilitate learning process would help push the organization into a learning organization.

- **Member Empowerment** refers to organization policies and procedures that promote freedom of thought to support learning process of individual employees and teams. In this study the factor focuses on clarity, appropriateness, regularity and probability of the authoritative limits in functional operation within the rule of law. Organizations allowing its members to learn, to make decision freely regarding the work under their responsibility, and to reduce their dependency on others to solve their problems would expand their knowledge relevant to their work performance more efficiently resulting in learning organization (Marquardt and Reynolds, 1994).

- **Human Resource Management** refers to the provision of system and process for the development of individuals or work teams to improve quality and to adjust working conditions in response to economic and social changes. In this study the factor is measured by the clarity, continuity, and compatibility of strategic formulation and resulting strategies; the development of organization based on modern knowledge; the enhancement of personal mastery consistent with operation improvement and development; and the existence of operation plan, its implementation and assessment. The amount of learning within an organization occurs most at individual level. (Nonaka and Takeuchi, 1999). Learning by individual leads to learning of a team and is related to high performance of that team (Edmondson, 1999). Therefore, development of human resource through learning of individuals and teams could drive the organization to become a learning organization.

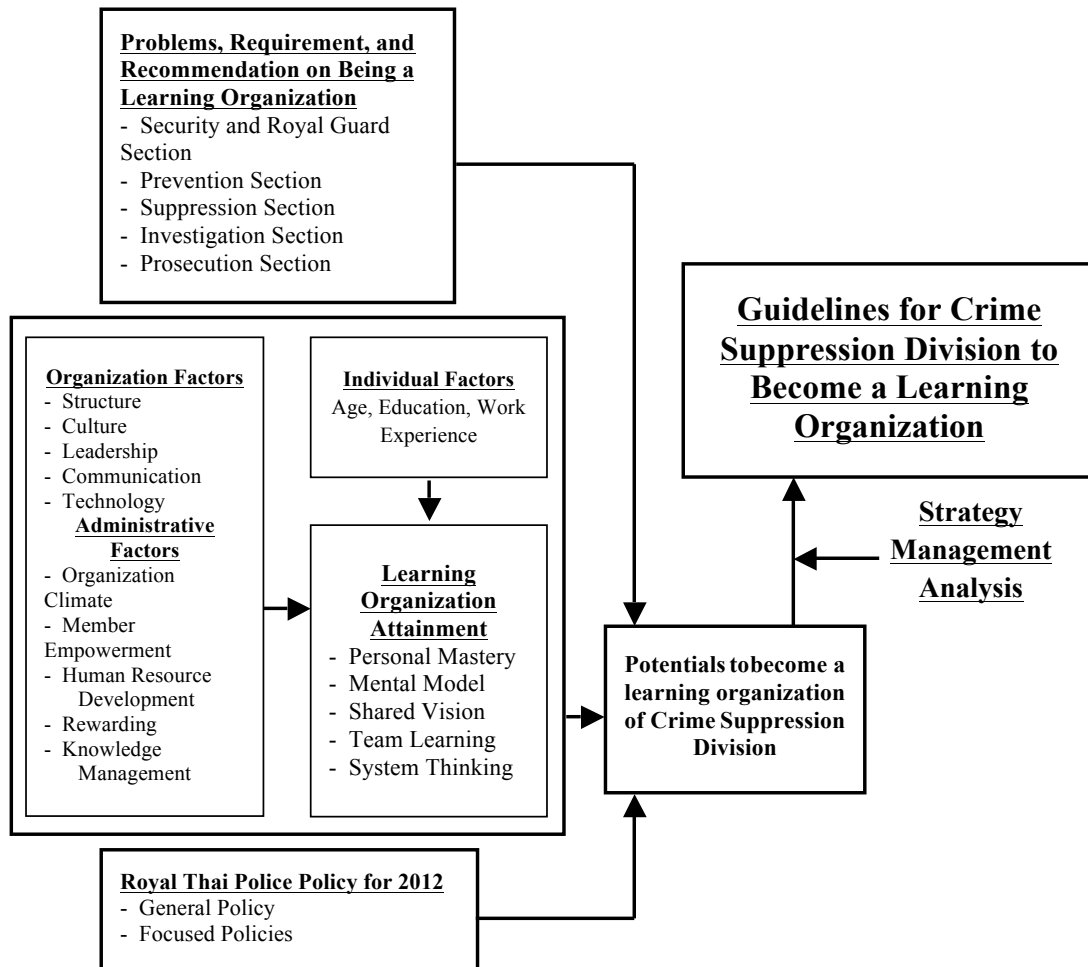
- **Rewarding** refers to the provision of operation system and process of high quality and efficiency by providing rewards both monetary and non-monetary. In this study the factor is measured by accuracy, regularity, suitability and satisfaction of rewards; executive attentiveness to rewarding; and rewards decision making. The granting of special rewards would facilitate innovations and promote learning from experience, unafraid of failure and continually learning in the area. If appropriate rewards are given while people are achieving given goals they would be encourage to learn, and acquire new useful knowledge and information (Marquardt and Reynolds, 1994). Therefore, rewarding is an important factor contributing to becoming a learning organization.

- **Knowledge Management** refers to the provision of system and process supporting the identification knowledge topics requisite for work operation and information exchange, the compilation and storage of useful information and knowledge for easy access, the transfer and dissemination of knowledge for development and formulation of management strategy, and the utilization of information and knowledge for operational decisions. In this study the factor is measured by regularity, probability, clarity and appropriateness of the system and process. If the organization has compiled the knowledge within the organization through an appropriate process, whether the knowledge exists in individual, documents or experiences, everyone in the organization would be able to access the knowledge and develop oneself as a learned member (Awad and Ghaziri, 2004). This also includes the compilation of knowledge and experience of individuals through Knowledge Management process (Nonaka, 1999; Spender, 1996) to create a knowledge bank for utilization and sharing within the organization (Probst et al., 1998), contributing to the overall image of being a learning organization.

It is postulated that the administrative factors consisting of Organization Climate, Member Empowerment, Human Resource Development, Rewarding, and Knowledge Management are positively related to Learning Organization of the Crime Suppression Division.

Based on the review of literatures on factors relating to becoming a learning organization, a conceptual framework is developed for this study on “Enhancing Learning Organization in Crime Suppression Division: Empirical Study of Central investigation bureau, Royal Thai Police, Thailand”. In this study the variables examined are limited to the organization factors, administrative factors and learning organization.

Figure 1 Research Framework showing relationships between Organization Factors, Administrative Factors and Learning Organization



3. Research Methodology

3.1 Population and Samples

The population of this study on factors related to learning organization attainment of the Crime Suppression Division are 1,309 police officers working in the Crime Suppression Division consisting of 332 commissioned officers and 977 non-commissioned officers. Sampling Table of Krejcie and Morgan (1970: 607-610) is used to set the sample size. A set of 400 samples are used in this study selected by Stratified Random Sampling, stratified according to the proportions of officers in the sub-divisions and by simple random sampling from each sub-division to obtain a good representation of the population. Data are collected by questionnaires 400 of which are sent to Sub-Division 1-16, Central Sub-Division, Special

Operation Sub-Division and Prosecution Section. All 400 questionnaires are received subsequently and found to be complete.

3.2 Measurement and Analysis Techniques

The instrument for data collection in this study is a questionnaire developed from relevant concepts and theories covering all issues to be examined. It is reviewed by 5 experts in the area for validity of its contents (Content Validity). Its reliability is analyzed by a pre-test of 30 samples with similar characteristics to the sample set, the Cronbach's Alpha are found to be between 0.77-0.95 being greater than 0.70 for all items (Nunnally and Berstein, 1994) indicating reliability. The questionnaire consists of 5 parts. Part 1 is about individual respondent data; Part 2 covers the 5 organizational factors of Structure, Culture, Leadership, Communication, and Technology. Part 3 deals with the 5 administrative factors being: Organization Climate, Member Empowerment, Human Resource Development, Rewarding, and Knowledge Management. Part 4 is on Learning Organization. The items in Part 2, 3 and 4 are 5-scale rating type questions. The last part is open-ended questions for respondents to express their opinions. Descriptive and inferential statistics are used to analyzed the data. Multiple regression is used to identify the relationship proposed in the framework.

4. Results and Discussions

In this study of factors affecting the attainment of a learning organization by the Crime Suppression Division, computer software is used to analyze the data producing descriptive statistics on personal data of the sample and inferential statistics from multiple regression to test the relationships of the variables.

The results show that most of the sampled respondents are non-commissioned officers, with average age of 42 years, bachelor-degree graduates, working ad Squad Leaders, with average working experience in the Crime Suppression Division of 13 years.

The relationships between the organizational factors, administrative factors, and learning organization are shown in Table 1 below.

Variable	1	2	3	4	5	6	7	8	9	10	11
1. Structure	1.00										
2. Culture	0.75 **	1.0 0									
3. Leadership	0.67 **	0.7 7**	1.0 0								
4. Communication	0.64 **	0.7 8**	0.7 1**	1.0 0							
5. Technology	0.55 **	0.6 9**	0.6 5**	0.7 8**	1.0 0						
6. Organization Climate	0.58 **	0.6 3**	0.6 4**	0.6 4**	0.6 1**	1.0 0					
7. Member Empowerment	0.62	0.7	0.6	0.7	0.7	0.7	1.0				

	**	1**	8**	6**	2**	1**	0				
8. Human Resource Management	0.64	0.7	0.7	0.7	0.7	0.6	0.7	1.0			
	**	4**	1**	9**	4**	8**	8**	0			
9. Rewarding	0.55	0.7	0.6	0.7	0.6	0.5	0.6	0.7	1.0		
	**	0**	6**	3**	9**	9**	9**	5**	0		
10. Knowledge Management	0.64	0.7	0.6	0.7	0.7	0.6	0.6	0.7	0.7	1.0	
	**	2**	4**	6**	1**	2**	8**	6**	6**	0	
11. Learning Organization	0.64	0.7	0.6	0.7	0.6	0.6	0.6	0.7	0.7	0.7	1.0
	**	1**	8**	4**	9**	5**	9**	6**	1**	8**	0

** Correlation is significant at the 0.01 level (2-tailed)

Table 1 Correlation matrix of all variables

From the correlation table in Table 1, learning organization is positively related to organizational factors of Structure, Culture, Leadership, Communication, and Technology and administrative factors of Organization Climate, Member Empowerment, Human Resource Development, Rewarding, and Knowledge Management. The correlation coefficients between dependent variable and each independent variable are in the range of 0.55-0.78. Testing for multicollinearity, the VIF values are between 2.38 – 3.99, much less than the criteria of 10 and the Tolerance values between 0.25 – 0.36, less than 1. It can be concluded that the relationships between independent variables would not cause problem of Multicollinearity (Hair et.al., 2006). Among the independent variables Knowledge Management is found to have the highest correlation coefficient with learning organization (0.78) followed by Human Resource Development (0.76 and Communication (0.74) respectively. These are the high relationship group of factors. The factor with the lowest correlation coefficient is Structure (0.64), followed by Organization Climate (0.65), and Leadership (0.68) respectively. These are factors may be considered to have less impact on the attainment of learning organization than the high group. This could be from the fact that the Crime Suppression Division is a public organization with long history and thus more difficult to change its structure (with lowest correlation), while Knowledge Management and Human Resource Development are important factors contributing to change.

Table 2 Regression results of organization factors and learning organization

Organization Factors	Learning Organization		β	t	p-value
	Standardized Coefficients	Standardized Error			
Constant	0.86	0.11		7.66	0.00***
Structure	0.15	0.05	0.15	3.30	0.00***
Culture	0.11	0.05	0.11	1.96	0.05*
Leadership	0.13	0.04	0.16	3.10	0.00***
Communication	0.23	0.05	0.29	5.00	0.00***
Technology	0.14	0.04	0.20	3.93	0.00***
Adjusted R ² = 0.64					

*p < 0.10, **p < 0.05, ***p < 0.01^a Beta coefficients with standard errors in parenthesis

Table 2 shows the results of regression analysis of Learning Organization with Organization Factors of Structure, Culture, Leadership, Communication, and Technology. Structure, Leadership, Communication, and Technology exhibit positive relationship at significant level of 0.01 ($\beta = 0.15, p < 0.01$; $\beta = 0.16, p < 0.01$; $\beta = 0.29, p < 0.01$; $\beta = 0.20, p < 0.01$), while Culture indicates positive relationship at significant level of 0.10 ($\beta = 0.11, p < 0.10$). This leads to the acceptance of Hypotheses 1a, 1b, 1c, 1d, and 1e consistent with past studies. Organization culture is an important factor contributing to the creation and sharing of knowledge within the organization (Szulansky, 1996). Leaders take important roles in promoting the participation of Knowledge sharing activities (Eppler and Sukowski, 2000; Fong, 2003; Liebowitz and Megbolugbe, 2003), facilitating the efficient internal communication for the transfers of knowledge and information (Jiménez-Castillo and Sánchez-Pérez, 2013). Technology management of the organization is a factor affecting the sharing of knowledge and information (Adler, 1990; Huber, 1991; Williams and Kotnour, 1993). Therefore, the organizational factors of Structure, Culture, Leadership and Technology are shown to be associated with the attainment of Learning Organization.

Table 3 Regression results of administration factors and learning organization

Administration Factors	Learning Organization		β	t	p-value
	Standardized Coefficients	Standardized Error			
Constant	0.91	0.09		9.91	0.00***
Organization Climate	0.09	0.03	0.13	3.20	0.00***
Member Empowerment	0.06	0.04	0.07	1.44	0.15
Human Resource Development	0.22	0.05	0.26	4.75	0.00***
Rewarding	0.08	0.04	0.10	2.18	0.03**
Knowledge Management	0.31	0.04	0.38	7.80	0.00***
Adjusted $R^2 = 0.69$					

* $p < 0.10$, ** $p < 0.05$, *** $p < 0.01$ ^aBeta coefficients with standard errors in parenthesis

Table 3 shows the results of Regression analysis of Administrative Factors consisting of Organization Climate, Member Empowerment, Human Resource Development, Rewarding, and Knowledge Management with Learning Organization. Organization Climate, Human Resource Development, and Knowledge Management exhibit positive relationship with statistically significant level of 0.01 ($\beta = 0.13, p < 0.01$; $\beta = 0.26, p < 0.01$; $\beta = 0.38, p < 0.01$) while Rewarding shows positive relationship with statistically significant level of 0.05 ($\beta = 0.10, p < 0.05$). Thus Hypotheses 2a, 2c, 2d and 2e are supported, consistent with past studies indicating that organization climate can influence transfer of knowledge (Hammami, Amara and Landry, 2013). Such a climate is one of openness, trust, willingness to express opinions and listen to others both positive and negative (Bennett and O'Brien, 1994) for achieving organization goals. Human Resource Development can encourage individual learning and subsequently team learning and finally organizational learning (Nonaka and Takeuchi, 1999). Appropriate rewarding given to workers could induce them constantly to learn, enquire, and seek relevant new information for the organization (Marquardt and Reynolds, 1994). A good Knowledge Management system could compile and produce a valuable knowledge bank for efficient use and sharing within the organization (Nonaka, 1999; Spender, 1996; Probst et al., 1998). Therefore, the four Administrative Factors of Organization Culture, Human Resource

Development, Rewarding and Knowledge Management are those affecting the attainment of Learning Organization. For Hypothesis 2b on the factor of Member Empowerment which is not supported by the data here, the explanation could be the context of the study being a public organization where the subordinates are familiar with following orders from their superior and team efforts are highly emphasized. Member Empowerment may thus not be related to the attainment of a Learning Organization.

5. Conclusion and Recommendation

The results of this study could provide guidelines for the executives of the Crime Suppression Division to develop the organization into a learning organization. The Organization Factors to be considered are those of Structure, Culture, Leadership, Communication, and Technology, while Administrative Factors are Organization Climate, Human Resource Development, Rewarding and Knowledge Management. These factors are shown to be positively related to the continued attainment of a learning organization which is appropriate for dealing with rapidly changing environment and for the commencement of the ASEAN Community in 2015. The guidelines would improve the operation efficiency of the Division whose functions are to maintain civil order and to foster well-being among the citizen, as well as to develop its members to be professional police officers consistent with the policies and strategies of the Royal Thai Police to develop its personnel and organization for operational readiness at all levels from the top down to Bureau, Division and Police Station. One of the strategies is to transform into a learning organization. Learning from the working conditions can occur constantly at all time, non-stop; and such learning could lead to personal mastery keeping up with the changing environments, contributing to continued organizational development. The results could also be used as indicative approach for other interested organizations wishing to become learning organizations, making them consistently seeking new knowledge and continued development beneficial to their own organizations and overall national development.

The Crime Suppression Division could utilize the results of this study in laying out its operational strategies for each annual budget consistently.

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