



Research Paper

**Assessing Organizational Readiness for Implementing Data-Driven Learning:
A Qualitative Study in Iran's Automotive Industry**

Ali Zakikhani

Department of Management, University of Industries and Mines, Tehran, Iran

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This qualitative research investigates the organizational readiness required for implementing data-driven learning (DDL) within Iran's automotive industry. Data-driven learning refers to a structured approach in which learning content, processes, and assessments are continuously adapted based on data collected from learners' behavior, performance, and engagement. Although DDL has emerged globally as a transformative strategy for corporate training, its successful implementation requires multidimensional readiness—technological, cultural, human, and structural. Using semi-structured interviews with 14 senior HR, learning and development, and digital transformation experts from five major automotive organizations in Iran, this study applied thematic analysis (Braun & Clarke, 2006) to extract key themes. The findings revealed 34 initial codes, categorized into 12 organizing themes and ultimately into four global themes: technological readiness, cultural readiness, human readiness, and organizational support. The final conceptual model developed through this process offers a framework to assess and enhance readiness for DDL implementation in industrial organizations.

Keywords:Data-Driven Learning,
Organizational Readiness,
Digital Transformation,
Learning Analytics,
Thematic Analysis.

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Corresponding Author: Ali Zakikhani	https://orcid.org/0000-0001-8532-1530	
Email: Ali.zakik@kntu.ac.ir	Creative Commons: CC BY 4.0	



Extended Abstract

Introduction

In today's digital economy, data-driven learning has become a strategic imperative for organizations seeking agility, precision, and employee empowerment. However, introducing DDL in traditionally structured industries such as automotive manufacturing faces both infrastructural and behavioral barriers. This research was motivated by the lack of localized frameworks for evaluating organizational readiness in this context.

Theoretical Framework

The conceptual model of the study is rooted in three theoretical foundations:

1. Technology Readiness Index (Parasuraman, 2000) – assessing willingness and preparedness for technology adoption;
2. Learning Organization Theory (Senge, 1990) – capturing the role of culture, shared learning, and systems thinking;
3. Human Capital Maturity Model (Armstrong, 2014) – focusing on individual capabilities for engaging with data and self-directed learning.

These frameworks were synthesized to construct a readiness matrix with four dimensions: technological, cultural, human, and structural readiness.

Research Methodology

The study employed a qualitative exploratory approach using semi-structured interviews. Participants were selected through purposive sampling, aiming for maximum variation in professional background and organizational role. Interviews continued until theoretical saturation was reached. Thematic analysis was conducted using MAXQDA 2022. Coding was performed at three levels: initial codes, organizing themes, and global themes. Credibility and trustworthiness were ensured via member checking, peer debriefing, and audit trails.

Findings

Thematic analysis revealed four major readiness areas:

Technological Readiness: Lack of LMS integration, underdeveloped learning analytics, and limited personalization;

Cultural Readiness: Resistance to transparency, reliance on intuition, and absence of data-driven dialogue;

Human Readiness: Low data literacy among HR professionals, weak self-directed learning, and disengagement;

Organizational Support: Absence of DDL strategy, budget constraints, and lack of formal roles for learning analytics.

A conceptual model was proposed to illustrate how these four dimensions interact and determine readiness for DDL.

Conclusion

The study concludes that successful DDL implementation is contingent on the co-evolution of digital infrastructure, organizational culture, employee capability, and leadership support.



Merely investing in software or platforms without cultural and human readiness leads to low utilization and resistance. The proposed model offers a practical diagnostic tool for HR leaders and policymakers to assess and develop their organization's DDL maturity.