

**ORGANIZATIONAL LEARNING PRACTICES IN STATE CORPORATIONS IN
KENYA**

BY

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**A Management Research Project Submitted In Partial Fulfillment of the
Requirements for the Award of the Degree of Master of Business Administration,
School Of Business, University of Nairobi**

NOVEMBER, 2010

DECLARATION

This management research project is my original work and has not been presented for a degree in any other university

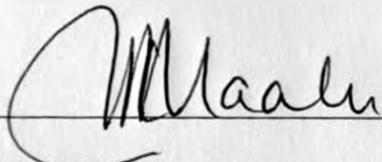
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This management research project has been submitted with my approval as University Supervisor.

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DEDICATION

To my beloved parents who inspired and instilled in me the value of education.

Maria Alejandra

ACKNOWLEDGEMENT

My special thanks go to my Supervisor Mr. Maalu for his support and insightful guidance through out the project. My appreciation to my workmates at the National Hospital Insurance Fund whose determination to excel in performance despite many challenges prompted me to do this research. I also acknowledge the support and encouragement that my parents accorded me during the years I undertook this program.

I also wish to appreciation the University Of Nairobi for allowing me the opportunity to undertake the MBA postgraduate program. My heart felt gratification goes to my MBA colleagues in Mombasa – Bandari College for their motivation and encouragement. Many thanks go to my loving wife Catherine Wanjiku Ilovi for her unwavering support during this period. There are many I have not mentioned that contributed to my study and research that I wish to thank immensely such as the librarians at the Bandari College, and University of Nairobi, and the entire administrative team. Lastly I give thanks to God Almighty for His favor and goodness in allowing me to successfully complete my MBA.

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ABSTRACT

Organizational Learning is practical when the management can identify actual activities that can be undertaken and implemented to enable the organization excel in innovation, competition, efficiency and performance. State corporations in Kenya have been under immense pressure to reform driven by economic, political, global and technology driven imperatives. Various key reforms have been undertaken by the government over the years in these corporations to increase performance and efficiency in light of the changing environment.

This study set out to identifying the various organizational learning practices adopted by state corporations in Kenya and on documenting the factors that influence the adopting of these practices. A census survey was carried out using an online questionnaire. The questionnaire targeted one respondent per organization in any of the working levels within state corporations. Findings indicated that state corporations adopt practices such as: skills management, continuous learning, dialogue and inquiry, open communication. They however do not successfully adopt, mentorship, motivation, training and development and knowledge management.

The factor that was noted to greatly influence learning was management support. However factors such as motivation, organization culture, and structure of the organization were also recognized to be important in influencing implementation of learning practices. It was also observed that when motivation in the form of rewards is adopted as a practice, learning would be enhanced in state corporations.

CHAPTER ONE: INTRODUCTION

1.1 Background

1.1.1 Concept of Organizational learning

Organizational learning can be defined as a dynamic process of creation, acquisition and integration of knowledge aimed at the development of resources and capabilities that contribute to better organizational performance (Danton, 1998). Organizational learning is also defined as the process of improving actions through better knowledge and understanding (Fiol and Lyles, 1985). According to Tsang (1997), organizational learning is concerned with improving the behavior and capability of individuals so that they can more effectively respond to its environment. These definitions emphasize the need for organizations to change and adapt, the need to continuously analyze the external environment, and that learning must result in a change in the organizations behavior or action patterns.

The term organizational learning is often used interchangeably with the term learning Organization. A Learning organization is an organization that is skilled at creating, acquiring and transferring knowledge, and at modifying its behavior to reflect new knowledge and insight (Garvin, 1993). Learning organizations are described as organizations where people continually expand their capacity to create the results they truly desire, where new and expansive patterns of thinking are nurtured, where collective aspiration is set free, and where people are continually learning to see the “whole together” (Senge, 1990). Organizational learning is the distinctive organizational behavior that is practiced in a learning organization. It describes attempts by organizations to becoming

learning organizations by promoting learning in a conscious, systematic and synergistic fashion which involves everyone in the organization (Tsang, 1997).

The factors that have spurred the interest of organizational learning include: shift in the relative importance of the factors of production away from capital towards labor, particularly intellectual labor; the increasing acceptance of knowledge as a prime source of competitive advantage; the increasingly rapid change in the business environment; increasing dissatisfaction among managers and employees with the tradition, command and control management paradigm; increasing competitive nature of global business; and the greater demands being placed on all businesses by their customers (Danton, 1998). Organizational learning establishes a link between the organization and the environment that encourages proactive rather than reactive behavior (Danton, 1998).

Firms that are able to learn about customers, competitors and regulators stand a better chance of sensing and acting upon events and trends in the marketplace (Tippins and Sohi, 2003). The wish to learn by organizations leads to the establishment of relationships with customers, suppliers and other market agents so that favorable attitudes towards collaboration and conflict solution are generated (Webster, 1992). Organizational learning is valuable to a firm's customers because it focuses on understanding and effectively satisfying their expressed and latent needs through new products, services and ways of doing business. This leads directly to superior outcomes, such as greater new product success, superior customer retention, higher customer-defined quality, and, ultimately superior growth and/or profitability (Slater and Narver,

1995). Learning-oriented organizations are also able to quickly reconfigure their structures and reallocate their resources to focus on emergent opportunities or threats. Hence they become adaptive and innovative and are able to achieve success in the changing environment. Learning, through better knowledge and understanding, facilitates behavior change that leads to improved performance (Fiol and Lyles, 1985).

Competitive pressures brought about by globalization have also generated interest in organizational learning. This was epitomized in the 1970s to 1990s and even by the penetration of Western markets by Japanese corporations. One of the main strengths of the Japanese companies was the speed with which they could gather information on markets and competitors, disseminate and act upon this information internally. This ability to learn, adapt and develop also extended to their commitment to continuous improvement in processes as well as products both internally and jointly with customers and suppliers. It was this ability to translate individual learning into organizational learning which gave the Japanese the reputation for producing the right product, in the right time at the right price (Nonaka, 1988).

1.1.2 Overview of State Corporations in Kenya

State corporations (also government parastatals or public corporations) are quasi government agencies linked to government ministries or departments. The state corporations are established by a statute or an Act of parliament in pursuance of government policy or various Acts with reference to State Corporation Act Cap.446. They extend performance of certain services of central government to the nation. These

corporations make a surplus in order to sustain themselves while meeting their objectives. The overall responsibility for coordination of state corporations is under Inspectorate of State corporations, Office of the Prime Minister (DPM, 2006).

State corporations in Kenya can be traced to the period of colonial rule. During this time state corporations were established mainly in transport, communication and agriculture to enable exploitation of colonial territory. After independence, the new government through (Sessional Paper No 10 of 1965) laid out a series of policy initiatives that emphasized the complementary roles of the public and private sectors in national development (PSCGT, 2002). In 1979 the government's participation in commercial activities grew rapidly and broadly resulting in State dominance in various forms including (monopolies). The establishment of parastatals was driven by a national desire to: accelerate economic and social development; redress regional and economic imbalances; increase Kenyan citizens' participation in the economy; promote indigenous entrepreneurship; promote foreign direct investments - through joint ventures (Sessional Paper No. 10 of 1965).

Comprehensive reviews on Public Enterprise Performance were carried in 1979 (the Report on the Review of Statutory Boards), and 1982 (the Report of the Working Party on Government Expenditures). The review in 1979 concluded that: growth in the parastatal sector was not accompanied by development in efficient systems; there was clear evidence of prolonged inefficiency, financial mismanagement, waste and malpractices in many parastatals; many of the parastatals had moved away from their

primary functions, especially the regulatory boards most of which had translated their regulatory role into executive one, resulting in waste and confusion; and there was danger of over-politicizing production and distribution through establishment of too many parastatals. The review that followed in 1982 observed that: - Kenyanization had remained merely presentational through government ownership; State corporations' operations had become inefficient and unprofitable, partly due to multiplicity of objectives; existence of parastatals in commercial activities had stifled private sector initiatives; and many of the joint ventures had failed, requiring the Government to shoulder major financial burden (DPM, 2002).

Since 1992 the government has initiated Public Enterprise Reforms such as: Privatization of State Corporations and Investments; Rapid Results Approach; Performance Contracting; Citizen Service Delivery Charters; and Institutional Capacity Building; to address the above concerns. The privatization strategy of state corporations is an integral part of the public sector reforms that are intended to spur the recovery of the Kenyan economy, improve the social economic indicators and help Kenya to move toward the Millennium Development Goals (MDGs). Through privatization and various forms of Public Private Partnerships, the Government intends to mobilize resources to rehabilitate, modernize and expand Kenya's productive capacity. Rapid Results Approach focuses on developing and building Results Based Management (RBM) that is required for successful implementation of the Economic Recovery Strategy (ERS). This initiative aims at enabling people to collaborate in a new team spirit and enables them to tap into their full potential of energy and creativity (DPM, 2006).

Performance Contracting is part of the broader Public Sector Reforms aimed at improving efficiency and effectiveness in the management of the public service. A Performance Contract is a freely negotiated performance agreement between the Government, acting as the owner of a Government Agency, and the management of the Agency. It clearly specifies the intentions, obligations and responsibilities of the two contracting parties. It is therefore a management tool for ensuring accountability for results by public officials, because it measures the extent to which they achieved targeted results (DPM, 2006).

In the context of governance, the citizen service delivery charter or “customer service delivery charter,” is a written statement prepared by a public institution which outlines the nature, quality and quantity of service that citizens should expect from the institution. It sets out what the institution does, what services users can expect, and the standard of the service to be provided. The charter also sets out details of any user charges, how users may seek redress if they are dissatisfied with the service or in the event the institution does not live up to the commitments in the charter. All service-based government institutions are required to develop and implement citizen service delivery charters (PSRPC, 2008 -2009).

Institutional Capacity Building for Results for Kenyans is one of the components of the Institutional Reform and Capacity Building Technical Assistance Project funded by the World Bank. This component has two sub-components, Capacity Building Facility and Transformative Leadership and Ethics for Results Based Management (RBM). The

Capacity building component supports the overall shift toward effective management of key parts of the economy. This is to achieve the government commitments under Vision 2030 and the Medium Term Plan 2008 – 2012 (Strategy for National Reconstruction), and related performance contracts for relevant ministries. The Transformative Leadership and Ethics for RBM aims to enhance the change management capacity of leaders in the Public Service and their teams in delivering Results for Kenyans and development and promotion of a value system and code of ethics from the existing legislation and global best practice (PSRPC, 2008 -2009).

1.2 Statement of the Problem

According to Lopez et al (2005), there is a positive relationship between organizational learning and performance. Organizational learning in state corporations will provide the necessary environment for a performance oriented - reform culture through: removing bureaucratic structures, cultivating talents, and continuously improving on governance systems (Simmy and Zairi, 2009).

The continuous need to improve efficiency and effectiveness of state corporations in light of scarce resources, competition, and raising public expectations remains a major challenge in these corporations in Kenya. The increased pressure for performance driven reforms has been brought about by the need for good governance, public accountability, and to address the varied interests of the public and multiple stakeholders. These concerns have necessitated the government to introduce comprehensive reforms such as performance contracting to promote efficiency and productivity by measuring performance (DPM, 2006).

Organizational learning has been a long-running area of concern in the study of private sector firms. Kim (1998) in his research on organizational learning in the motor industry observed that corporations such as Hyundai were able to use OL practices to expand their knowledge base and enabled the corporation to shift learning orientation from imitation to innovation and become the most dynamic auto producer in developing countries.

Literature on organizational learning within the public sector corporations is relatively under researched (Smith and Taylor, 2000). Currently no research has been undertaken on organizational learning in state corporations in Kenya. This study aims at documenting the extent to which organizational learning practices are used in parastatals in Kenya. The research will seek to do this by filling the existing knowledge gaps in this area of study and answering the following questions; What are the organizational learning practices adopted by state corporations in Kenya? How do State corporations in Kenya learn and how is this learning achieved?

1.3 Objectives of the Study

The objective of the study will be:

- i. To determine the organizational learning practices adopted by State Corporations in Kenya.
- ii. To establish the factors that influence the application and implementing of organizational learning practices within the State Corporations in Kenya.

1.4 Significance of the Study

To researchers and academicians, this research will provide an insight and understanding of the organizational learning practices adopted by State Corporation in Kenya. The research will also provide information on how learning has influenced implementation of reforms in parastatals. The research will also provide an opportunity for researchers to investigate the effectiveness of the learning models adopted by parastatals. In so doing, they can contribute to the available body of knowledge.

To Senior Executives in State Corporations and Managers, the study is expected to provide an understanding of the benefits of investing in learning initiatives and the importance of adopting learning practices in their core business. This study will enable top management to devise strategies of integrating learning into the wider parastatal reform initiatives such as Performance Contracting, Citizen Service Delivery Charters, and Institutional Capacity Building. This will lead to good governance, improved creativity and innovativeness, and improved performance.

To Policy Makers (State Corporation Advisory Board, Inspectorate of State Corporations, and Board of Governors in State corporations) this study will improve the policy making capacity and also apply innovation in policy implementation in areas of: training and capacity building; financial management; performance management; and pay and benefits. Policies will be geared towards removing bureaucracy, decentralization, and which are global and information technology driven.

CHAPTER TWO: LITERATURE REVIEW

2.1 Concept of Learning in Organizations

The concept of organizational learning and learning organizations did not emerge until 1980's, but its principles are rooted into many perspectives of management (Garra, 1999). The application of learning at the organizational level was primarily conditioned as a collectivity of individual learning, training, and development. Learning starts from individuals. A learning organization is founded on the learning process of individuals in the organization (Senge, 1990). In order to understand the concept of this concept, five perspectives or focuses have been identified. These are: focus on collectivity of individual learning; focus on process or system; focus on culture or metaphor; focus on knowledge management; and focus on continuous improvement (Wang and Ahmed, 2003). Table 1 shows the summary of these and their corresponding practices.

2.1.1 Focus on collectivity of individual learning

Organizational learning occurs when individuals within an organization experience a problematic situation and inquire into it on the organizational behalf (Argyris and Schon, 1996). Organizational learning should be where the individuals consciously interact with others through the process of education and as a result of experience (Kolb, 1984). Under this perspective, Organizational learning is the collectivity of individual learning within the organization. Collective learning (Golub, 1988) is essentially "a social process that produces intellectual synergy of many minds coming together to bear on a problem, an the social stimulation of mutual engagement in a common endeavor.

Table 1: The concept of Organisation leaning

Focus	The concept of Organizational Learning	Practices
1. Individual Learning	“Organizational Learning occurs when individuals within an organization experience a problematic situation and inquire into it on the organizational behalf” (Argis and Schon, 1996).	Staff training and development
2. Process or system	“Organizational Learning is the process whereby organizations understand and manage their experiences” (Glynn et al., 1992).	Enhancement of information processing and problem solving capability
3. Culture / metaphor	“A Learning Organizations should be viewed as a metaphor rather than a distinct type of structure, whose employees learn collectively to improve performance of the organizational system” (Drew and Smith, 1995)	Creation and maintenance of a corporate culture: collaborative team culture, employee empowerment, involvement, etc.
4. Knowledge Management	“Organizational Learning is the changes in the state of knowledge. It involves knowledge acquisition, dissemination, refinement, creation and implementation” (Lyles, 1992)	Facilitation of interaction and strengthening of knowledge base.
5. Continuous Improvement	“a learning organization should consciously and intentionally devote to the facilitation of individual learning in order to continuously transform the entire organization and its context” (Peddler, Burgoyne, Bodell (1991).	The adoption of TQM practices: employee relation, leadership, customer / supply relations, product /process management

Adopted from: “A summary of OL concepts and practices” by L.W. Catherine and K. A. Pervaiz 2003, *Learning Organizational*, p10.

Through this social process of learning, the people in a group, whether at a meeting, multi-stakeholder event, community gathering or organizational retreat, share, analyze and generate information, developing collective insight and understanding around the mutual issue, and aligning and building their capacity together to create the results they desire. A learning organization evolves as a result of the learning and behavior of its people (Senge, 1990). The ability of a work force in an organization to learn faster than those in other organizations constitutes the only sustainable competitive advantage at the disposal of a learning organization (Strata, 1989).

2.1.2 Focus on Process or System

Organizational learning is regarded as the process whereby organizations understand and manage their experiences (Glynn et al, 1992). Organizations are referred to information processing systems, acquiring, and interpreting, distributing, and storing information within the organization. Four components of the organizational learning process are proposed; knowledge acquisition, information distribution, information interpretation and organizational memory (Huber, 1991). There are two sub-streams within the system view: organizations as a closed system or an open system (Wang and Ahmed, 2003).

Under the view of organizations as a closed system, organizational learning is restricted within an organization itself. These organizations emphasize on achieving efficiency in internal functions. They are closed entities unaffected by the outside world which is a reflex of the classical approach to organizational management (Burns et al, 2003). The viewpoint of organizations as an open system takes into account the situational factors

and includes inter-organizational learning as an important part of the whole organizational learning system. Knowledge is acquired widely both within and outside of the organization. The open system viewpoint reflects the Contingency approach to organizational management and some practices from the new organizational paradigms (Wang and Ahmed, 2003).

2.1.3 Focus on Culture or Metaphor

Organizational culture is a set of shared philosophies and common fundamental values. Culture guides and shapes the values, behaviors and attitudes of employees. Culture defines how organizations should behave in a given set of circumstances. An organizational culture supportive of learning is one that enables, encourages, values, rewards and uses the learning of its members both individually and collectively (O'Reilly and Chatman, 1996). Drew and Smith (1995), comments that a learning organizations should be viewed as a metaphor rather than a distinct type of structure, whose employees learn collectively to improve performance of the organizational system. Organizations need to change to a collaborative team culture and focus on the process and involvement of people within the organization (Mintzberg, 1994).

2.1.4 Focus on Knowledge Management

Knowledge management is the planned combination of management awareness, attitudes and practices, systems, tools and techniques designed to release the power of knowledge within the organization. Organizational knowledge creation is a process that

organizationally amplifies knowledge created by individuals and crystallizes it as part of the knowledge assets of the organization (Nonnaka and Takeuchi, 1995).

Organizational knowledge is stored partly into individuals in the form of experience, skills and personal capability, and partly into the organization, in the form of documents, records, rules, regulations and standards (Weick and Roberts, 1993). Part of knowledge between an organization and individuals is complementary and part of it incongruent to each other's belief systems. Organizational memory maintains the organizational knowledge-base, acts as the foundation of knowledge accumulation and creation, and reflects the absorptive capability of the organizations. In particular, recognizing, formalizing and storing knowledge is only going to be effective if it is linked to a capacity to recall that this stored knowledge exists and could be relevant to a newly (or apparently newly) occurring problem. Management should therefore create a learning environment between individuals and the organization to facilitate interaction and strengthening of each others knowledge base (Adler et al, 1999).

2.1.5 Focus on Continuous Improvement

A learning organization should consciously and intentionally devote to the facilitation of individual learning in order to continuously transform the entire organization and its context (Pedler et al, 1991). In this sense, the adoption of Total Quality Management (TQM) is an important stage towards a learning organization. Total Quality Managements' main tenets are the pursuit of continuous improvement. Practiced both as a philosophy and a set of techniques, TQM enables organizations to focus on meeting and

satisfying customer needs by: improving processes; understanding the internal customer concept; involving each individual employee; implementing organizational wide training and development; and concentrating on improvements in cost, quality and customer satisfaction (Luthans, 1998).

It has been thus argued that TQM and learning organizations are mutually dependent (Ford, 1991). Organizational learning is an intended outcome of TQM, and there is a correlation between process improvement and organizational learning. Continuous improvement is aimed to achieve incremental innovation, therefore, a learning organization dedicates to incremental innovation through effective learning mechanisms (Barrow, 1993).

2.2 Organizational Learning Levels

2.2.1 Individual Level

Individual learning is the change of skills, insights, knowledge, attitudes and values acquired through self study, technology and observation (Marquardt, 2002). Researchers such as Argyris and Schon (1978; 1986) concentrate mainly to individual learning, stating that the main actor in organizational learning is always the individual. Nonaka (1998) says that new knowledge begins with the individual.

According to Kolb (1984) new individuals learn from experience which involves the practices of doing, reflecting, connecting and testing in a continuous cycle. In this model, learning starts by : taking action (doing); then reflecting on the outcomes of the action;

we then make connections with what we already know and understand then testing those connections with new ideas through further action.

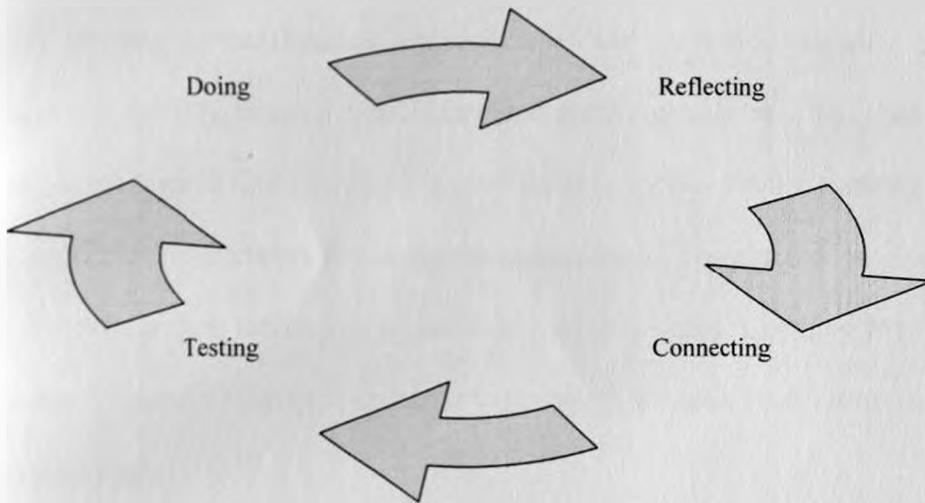


Fig1: Kolb's Learning Cycle. Adopted from Experiential Learning p16, by D.A. 1984, Eaglewood Cliffs, N.J: Prentice Hall.

The doing and reflecting stages of the cycle belong more to the concrete real world whereas connecting and testing are more abstract. The doing and testing stages are more action oriented whereas the reflecting and connecting stages are more reflective in nature. The learning cycle model underpins the concept of individual 'learning styles': the idea that each person has preferences for one or more stages in the learning cycle. For example, when asked to take on a new area of work, some people will read as much theory as possible in order to make connections with what they already know (Theorists), whereas others will "jump in at the deep end" and try things out in practice first (Activists). By being aware of their preferences individuals can choose to strengthen their ability to use all stages in the learning cycle in order to make themselves all around learners (Pickles, 1996). This model however assumes that learning is formal and ignores informal and incidental learning (Marsick and Watkins 1993).

2.2.2 Team Level

Team learning is transforming conversational and collective thinking skills, so that people can reliably develop intelligence and ability greater than the sum of individual member's talents. Team learning is one of the foundations for the learning organizations and unless teams can learn, organizations cannot learn. Teams need creative tensions and productive conflicts which can to encourage team learning. Learning practices in teams involve encouraging dialogue by exploring complex difficult issues from the many points of view (Senge, 1990).

Groups learn when they monitor the effectiveness of the process of group interaction, while at the same time focussing on getting the work done (Anders, 2000). Kolb's learning cycle, although developed to explain the learning of an individual, has often been used to explain learning of groups. For groups to have actually learnt something, they must go through a full cycle, turning their actions and their results into experiences, complete reflection on these experiences (what can be learnt here), develop a plan for new actions, decide on a course of action, and change their actions to the solutions decided on (Anders, 2000).

Successful teams learn to be successful through practice. Practice can be achieved by establishing a practice field where teams consider problems before they become crises, and learn to operate more effectively (Senge et al, 1999). The practice fields should provide an informal environment where teams meet to talk candidly about strategic

business issues, evaluate potential threats and opportunities, and plan collective action. Dialogue sessions are emphasised and designed to foster team skills. Dialogue involves learning how to recognize the patterns of interaction in teams that undermine learning. If recognized and surface creatively, dialogue can accelerate learning (Senge, 1990).

2.2.3 Organizational level

All organizations learn, whether they consciously choose to or not, because it is a fundamental requirement for their sustained existence (Kim, 1993). Marsick and Watkins (2003) pointed out that at the organizational level, learning is now a collective experience. For learning at this level, it is necessary to attend to structures and the organization of work, as well as the culture and processes (Finger and Brand, 1999).

The framework, *Four Dimensions of Learning Organization*, by Finger and Brand (1999), addressed the following areas: embedded systems, system connections, empowerment, and leadership for learning. For embedded systems, the learning organization uses two-way communication on a regular basis; enables people to get needed information at any time quickly and easily; maintains an up-to-date database of employee skills; creates systems to measure gaps between current and expected performance; makes its lessons learned available to all employees; and measures the results of the time and resources spent on training.

For system connections, the learning organization recognizes people for taking initiative, gives people choices in their work assignments; invites people to contribute to the organization's vision; gives people control over the resources they need to accomplish

their work; supports employees who take calculated risks; and builds alignment of visions across different levels and work groups. For empowerment, the learning organization helps employees balance work and family; encourages people to think from a global perspective; encourages everyone to bring the customers' views into the decision making process; considers the impact of decisions on employee morale; works together with the outside community to meet mutual needs; and encourages people to get answers from across the organization when solving problems.

According to Senge (1990), learning at the organizational level requires adoption of the systems thinking approach in its management practice. Systems thinking is the conceptual framework that underlies the four learning principles and integrates them into a body of knowledge and practice. These learning principles are: shared vision, mental modes, team learning, and personal mastery. Building shared vision fosters a commitment to the long term; mental modes focus on the openness needed to unearth shortcomings in the present ways of seeing the world; team learning develops skills of groups of people to look for the larger picture beyond individual perspectives; and personal mastery fosters the personal motivation to continually learn how our actions affect the world (Senge, 1990).

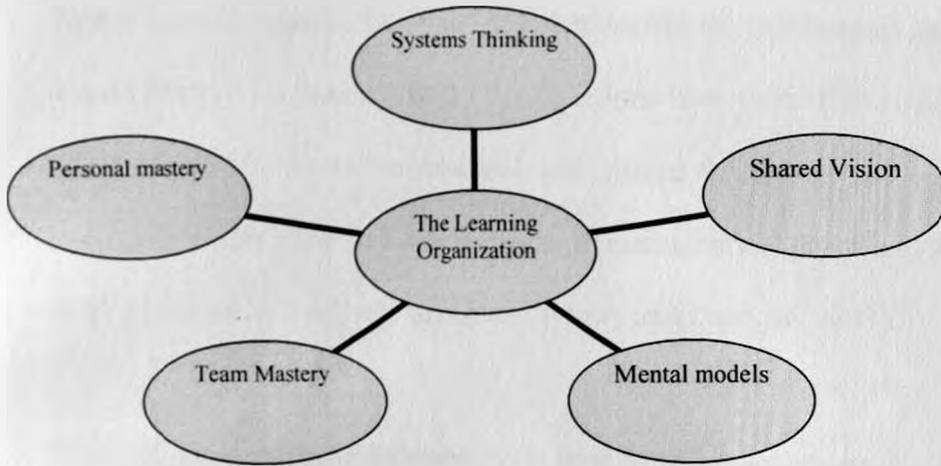


Fig 2: The Five disciplines of learning, *The Fifth Discipline* (pg. 32), by P. Senge, 1990. New York, Century Business.

2.3 Benefits of Organizational Learning

2.3.1 Development of the People

Learning organizations support and are committed to the growth of their people. This leads to members improving their personal skills and qualities. People are appreciated for own skills, values and work. By being aware of their role and importance, members of the organization become motivated which encourages creativity and free thinking leading to novel solutions to problems (Lopez et al, 2005).

Since continuous and generative learning (learning that enhances capacity to create) is encouraged, people learn skills and acquire knowledge beyond their specific job. This enables them to appreciate or perform other roles and tasks. Flexibility is encouraged which removes barriers associated with rigidity structured companies (Senge et al, 1999).

Within learning organizations and teams in particular, information and knowledge flow around freely. This is because the organizations have created procedures that allow key forms of knowledge to be captured and shared throughout the organization. Social interaction is also improved leading to high productivity within teams and between teams as they built on each other's strengths (Murray and Donegan, 2003).

There is increased interdependency within these organizations by people leading to improved performance. Interdependency leads to alignment of teams and groups. When teams are aligned a commonality of direction emerges and individuals' energies are harmonized as synergy develops. By knowing about other people's roles, needs and tasks, members can manage their time better and plan their work more efficiently (Senge, 1999).

2.3.2 Organization Benefits

Traditional hierarchical structures are broken in learning organizations. According to Child (1984), an organizations performance is dependent on matching its structure to the nature of the environment which it operates. Organizational learning enables companies to better understand the nature of the environment in which they operate and to respond quickly by developing distinct practices, policies and structures to meet the external challenges and thus improve flexibility to market dynamics (Burns et al, 2003).

Organizational learning enables firms to excel at creating a shared vision amongst its people that fosters commitment. The commitment focuses their energy hence creating a

common identity amongst many diverse people (Senge, 1990). These firms have succeeded in developing of a collective discipline that focuses on mutual purpose. Hence there are shared images of the future the individuals of these firms seek to create, and the principles and guiding practices by which they hope to get there.

Organizations relying simply on traditional competence in cost and differential strategy find it increasingly difficult to sustain competitive advantage (Burns et al, 2003). In turbulent organizational environments, competitive advantage is anchored in the company's ability to innovate its way temporarily out of relentless competitive pressures (Ghosal et al, 1999). Organizational learning firms conform to systems thinking and stress the capacity of problem solving or information- processing, which leads to incremental improvement. These firms create an environment where creativity is enhanced which motivates individuals to continuously generate new ideas. As a result they continuously experience unexpected leaps of creativity and insight (Burns et al, 2003).

A firm's competitive advantage can be increased as a result of competencies that are established from a learning culture (Murray and Donegan, 2003). Superior learning through advanced belief systems underlies the creation of organizational competency. Competencies of a firm are what it can do as a result of resources (people, systems of technology, formal and cultural elements) working together and the complex patterns of coordination between people and these resources that lead to sustainable competitive advantage (Grant, 1991). As firms continue to learn they develop industry specific

capabilities or core competencies. Core competencies are a set of differentiated skills, complementary assets, routines, that provide the basis of for the firm's competitive capacities, and sustainable advantage in a particular business (Teece et al, 1990).

Learning organizations know their current customers needs and are continuously learning on how meet and exceed these customers and their future customers. Hence they are able to improve their competitiveness through better understanding of customers and creation of and delivery of superior customer value. These firms also experience mutual beneficial relationships with its suppliers which lead to sharing of knowledge, values and understanding (Slater and Narver, 1995).

2.4 Factors that influence Implementing Organizational Learning Practices

2.4.1 Time-frame

Having a realistic time frame may influence the successful implementation of OL initiatives by a firm. Every successful learning initiative requires key people that must allocate hours to new types of activities: reflection, planning, collaborative work, and training. Organizations must be prepared to spend time investing in people, helping their employees unlearn and relearn new skills to achieve the required competence. Management needs to map out a learning and development plan for the entire organization but the implementation of each learning initiative should be done stage-by-stage, not through a compressed time-frame (Senge et al, 1999).

2.4.2 Leadership Qualities

Cognitive structures such as: embedded beliefs, values, preferences, and expectations predetermine managers' perception and interpretation of situations that hinder implementation of learning practices. An organization needs to have effective leadership to trigger the successful operation of the different levels of learning. A strong participatory approach is key to motivating its members to act, learn and perform as a collective will. This is a case of leading by example and if there is something that a leader needs to unlearn to make room for new skills, he/she must take the initiative to walk the talk. This way, members will be convinced that learning first takes place at the managerial level. This will further influence more people to learn, leading to productive team learning (Senge et al, 1999).

2.4.3 Organizational Strategy and Purpose

Organizational learning initiatives are challenged if the strategic direction and purpose of the organization is not well communicated and continuously revitalized (Morgan, 1993). Communicating the strategic direction of the business is one way of fostering shared vision among its members. Once an employee feels involved in the success of the organization's business operations, he/she will change the mindset to contribute towards the strategic goals. On this basis, the management needs to reconsider the positioning of the organization's business from time to time. It is a competitive response to the external environment and will necessarily prepare their members adequately to meet changing demands. In turn, employees will be sufficiently motivated to expand their job scope to accept new challenges (Senge et al, 1999).

2.4.4 Learning culture

People learn best in an innovative environment (Britton, 1999). Lack of an institutionalized leaning culture that is supportive of innovativeness can be a challenge in implementing organizational learning in an organization. Employees should be given the space and time to think up fresh perspectives in the way they do things, produce goods, solve problems and so on. It is only through the renewal of ideas and a constant exchange of perspectives that people will engage themselves in a generative mode to learn continuously (Senge et al, 1999).

CHAPTER THREE: RESEARCH METHODOLOGY

3.1 Research Design

The study adopted a descriptive survey design. This survey design is concerned with providing descriptions of the population under study in order to answer the research questions, and a further describes the findings in detail of research studies. The design was best suited for this kind of study since it allowed the researcher to identify: 'What' kind of learning practices are adopted by State Corporation; 'how' this learning is achieved; 'what' factors influence learning; and 'who' influences learning in state corporations.

3.2 Population

The population under the study is was all the state corporations in Kenya. Records from the website of the office of the prime minister (www.primeminister.go.ke/corps.) as at May 2010 indicated that there are a total 127 state corporations in Kenya. A census survey was used as apposed to sampling as it was possible to access a complete list of the whole population (all state corporations) with their respective contact addresses and emails. This list from the above source has state corporations under the following categories: revenue collection; cultural and social services; development or promotional agencies; commercial; regulatory; educational & professional; and research institutions.

3.3 Data Collection

Primary data was collected in the survey using an online questionnaire. The questionnaire consisted of both closed and open ended questions. An online questionnaire was designed

and used to target one respondent for each state corporation. This method was appropriate as it possible to reach the state corporations that were located in the various parts of the country. To increase the response rate, follow up was carried out through email and telephone contacts.

3.4 Data Analysis

The data analysis sought to identify the organizational learning practices adopted by state corporations in Kenya, as well as establishing factors that influence their implementation. The analysis was carried out by focusing on organizational learning at the Individual, Group (or Team) and Organizational levels. After all questionnaires were fully completed and received, they were checked and verified to ensure consistency, exhaustiveness and completeness in the information expected. Measures of central tendency were used to analyze the findings. In order to describe the findings adequately, presentation of the data was done using tables. A bar chart was used to present findings on the practices that need to be adopted to enhance learning.

CHAPTER FOUR: DATA ANALYSIS AND FINDINGS

4.1 Profile of Respondents

A census survey was carried out whereby official requests were seeking permission to carry out the research, were initially made to all the listed 127 state corporations in Kenya. Out of the 127 targeted state corporations, 33 of these did not grant us permission to proceed. Online questionnaires were then send to the remaining 94 state corporations of which 29 were successful representing a response rate of 31%.

Respondents were categorized into five major groups which were: senior management, middle management, supervisory, non-management (technical, professional, or working under supervision). One respondent per State Corporation under any of the categories was targeted as they could all provide useful information necessary to undertake the research. Out of the 29 respondents, 52% were women while 48% where men.

Table 2: No. of Respondents according to their levels in the organization. (Research data 2010)

Level of staff in organization	Gender		No. of respondents	Percentage
	Male	Female		
Senior management	0	0	0	0.00
Middle management	1	1	2	6.90
Supervisory	7	6	13	44.83
Non-management	4	10	14	48.28
Support staff	0	0	0	0.00
Total	12(48%)	17(52%)	29	100.00

4.2 Strengths and Weaknesses of Organizational Learning Practices

This study sort to determine the OL practices adopted by state corporations in Kenya within the Individual, Team (or Group), and at the Organizational levels. Respondents were asked to respond to the various statements that describe organizational learning practices used in their organization. The findings by respondents were gathered and ranked on a scale of between 1 (strongly agree) and 5 (strongly disagree) where 1 represented strongly and 5 represented (strongly disagree). Measurers of central tendency used were mean and standard deviation as they measured the strengths of the scores that for analysis of the findings. The data was then presented in tables to create a clear picture and understanding of how the various variables under study were analyzed

4.2.1 Individual Level

The findings of the results at this level indicated that state corporations have a moderate level of strengths in the practices of staff training and development, continuous learning, and knowledge performance. High levels of strengths were noted in the practices of dialogue and inquiry, while low scores were identified in the areas of staff motivation. Motivation (rewards for coming up with innovative ideas) had the highest variation of 2.04.

Table: 3 Findings on Individual Learning practices. (Research data, 2010)

Organizational Learning Practices	Max	Min	Mean	Std Dev
People openly discuss mistakes in order to learn from them.	1	5	2.82	1.71
People Identify skills they need for future work tasks.	1	5	2.76	1.69
Having a regular training & development program for its staff across the board.	1	5	3.03	1.72
Individuals encouraged and supported to pursue further studies.	1	5	3.10	1.79
Individuals rewarded for coming up with innovative ideas	1	5	4.00	2.04
Individuals giving open and honest feedback to each other.	1	5	3.27	1.842
Matching skills, and abilities with the current job demands.	1	5	3.28	1.843

4.2.2 Team / Group Level

On the basis of the responses, scores at this level indicated high strengths in the practices of discussion and reflection in teams and Knowledge performance in teams (focus on how well the group is doing). Moderate scores were noted when it came to the practices of treating members with in teams equally. A low score of 3.89 was indicated in team motivation which also had the highest variation of 2.0. The findings are represented in table 4.

Table 4: Findings on learning practices by teams / groups. (Research data, 2010)

Organizational Learning Practices	Max	Min	Mean	Std Dev
Teams/groups treat members as equals, regardless of rank, culture, or other differences.	1	5	3.24	1.83
Teams/groups focus both on the group's task and on how well the group is working.	1	5	2.66	1.65
Teams/groups revise their thinking as a result of group discussions or information collected.	1	5	2.69	1.67
Teams/groups are rewarded for their achievements as a team/group.	1	5	3.89	2.00
Teams/groups are confident that the organization will act on their recommendations.	1	5	3.55	1.92

4.2.3 Organizational Level

The scores at this level indicated high scores in OL practices in the following areas: communication, maintaining a skills data base system, continuous learning, and leadership. Moderate scores in OL practices were noted when it came to ensuring those lessons learnt by the corporations were accessible to all employees; maintaining an organizational knowledge base; and staff empowerment. The lowest score ranked had a mean of 3.55 and was on staff motivation by the corporation. It had the highest standard deviation of 1.92. Below is the table on the findings.

Table 5: Findings on learning practices at the organizational level. (Research data, 2010)

Organizational Learning Practices	Max	Min	Mean	Std Dev
Uses of a two-way communication on a regular basis, such as suggestion systems, electronic bulletin boards, e.t.c	1	5	2.79	1.70
Needed information is accessible at any time quickly and easily.	1	5	3.03	1.77
Making its lessons learned available to all employees.	1	5	3.00	1.76
Creating systems to measure gaps between current and expected performance.	1	5	2.51	1.61
Recognizing people for taking initiative.	1	5	3.55	1.92
Giving people control over the resources they need to accomplish their work.	1	5	3.20	1.82
Being alert to what is happening in its external environment and trying positively to influence it.	1	5	2.41	1.58
Managers balance getting things done with bringing the best out of people	1	5	2.89	1.73
Accountability to the public as the strongest influence on how we work	1	5	2.34	1.56
Giving people control over the resources they need to accomplish their work.	1	5	3.20	1.82

4.3 Factors influencing the implementation of organizational learning practices

This study also sort to find out the factors that influence the implementation of organizational learning practices within state corporations in Kenya. Respondents were required to identify factors from a listed selection and tick against one or more factors. Respondents were also at liberty to add other factors that were not among the list

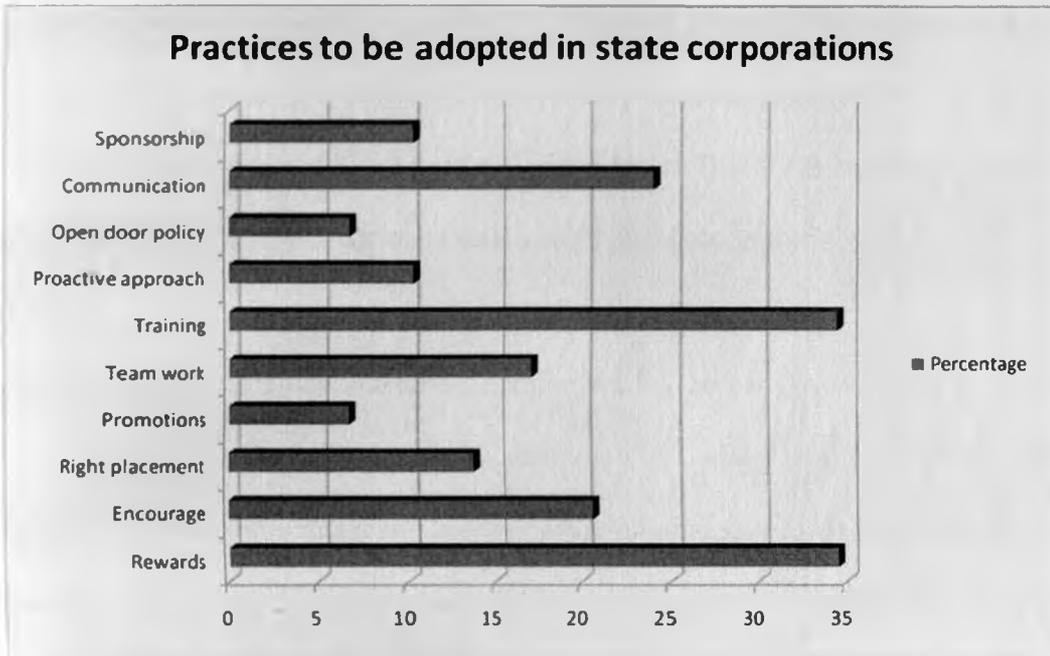
provided. For analysis, measures of dispersion used were the mean, standard deviation, median and the mode. From the findings, the majority of the respondents (28.36%) felt that management support was an important factor that influenced implementation of OL practices. The findings further revealed that the scores were centered around the mean (16.75) with a variation of 2.217, and the median (17).

Table 6: Findings on factors that influence implementation of organizational practices. (Research data 2010)

Factors	Freq	%
Management support (such as training, mentoring, availing resources)	19	28.357
Organization structure (such as bureaucracy, communication systems)	14	20.896
Motivation of both individual and teams (such as recognition, rewards for innovations, autonomy, involvement in decision making)	18	26.867
Organizational culture (does the values, and accepted behaviors' support learning)	16	23.880

Respondents were further required to give their views on the organizational learning they would like to see adopted in their organizations to enhance learning. This was an open ended question. Patterns from the findings were identified and a common theme established. Results of these findings are represented in percentages in the figure below:

Fig 3: Respondents views on learning practices that need to be adopted. Research data on Organizational learning practices in state corporations in Kenya, 2010



The findings revealed that regular and consistent training together with individual and group rewards were the highest scores of 34% each. The average was 5.44 while the standard deviation was a high score of 3.08.

4.4 Discussions

The findings reveal a level of experiential learning at the individual and team levels as theorized in the Kolb's learning cycle. Openly discussing mistakes, shows action being carried out by members of a group as a result of previous tasks. This also shows that there is an environment critical for reflecting on outcomes from tasks undertaken. Individuals in state corporations are also able to identify skills needed for future work. This is as a result of self evaluations by individuals by identifying a gap in skills between what they

already know and what is expected in terms of skills for future work. This is the connecting stage in the Kolb's learning cycle. Our findings also reveal that teams and groups are able to revise their thinking as a result of groups' discussions or information collected. This further reveals shows the existence of an environment that allows for both innovation and creativity by groups and individuals. This leads to further action being taken by testing the new ideas collected to solve problems encountered.

Findings from studies undertaken on learning within the not governmental care facilities in the United Kingdom observed that dialogue and inquiry was a weak area in these facilities for both individuals and groups. When compared with findings from this study, dialogue and inquiry is a strong area in state corporations in Kenya. The same studies showed concern by both management and staff about the need to develop team skills. Our study shows that there is an existence of a culture conducive for learning that supports cohesiveness among individuals in teams. However, both findings concur that empowerment of leaders and workers is lacking, and resources should be provided to support learning at all levels in the organization. Research findings by Action Aid on linking learning to decision making by Owusu, (2008) revealed that adoption of learning was mostly constrained by lack of clear goals that made it difficult for individuals to agree on the direction learning should take. Our findings reveal that lack of management support is the factor that constrains adoption of learning in state corporations

CHAPTER FIVE: SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter presents a summary of the research findings where the main objectives were to determine the organizational learning practices adopted by state corporations in Kenya and to establish the factors that influence their implementation. Summary of findings and conclusions based on the study findings are also discussed in this chapter. Finally, limitations of the study, suggestions for further research and recommendations for policy and practice are discussed.

5.2 Summary of Findings

This study has established that state corporations in Kenya incorporate a wide of organizational learning practices. The organizational learning practices that have been identified by respondents are: dialogue and inquiry, staff empowerment, training and development, continuous learning, mentorship, regular communication, knowledge-base management, discussion and reflection, and skills development. Practices that border on neutrality (neither agree nor disagree) are regular training and development, support for learning.

It is also clear from the findings that there is a culture conducive for asking questions without fear in state corporations. There are also efforts to match individual skills with the current demands of the job as well an existence of a good communication structure. However, respondents were neutral on whether they could access needed information in

easily and in a timely manner (maintaining a proper knowledge base management). Another observation of the findings is lack of motivation practices in state corporations. It was also noted that Implementation of organizational learning practices in state corporations is mainly influenced by management support. However, other factors such as motivation of individuals and organizational culture also influence the implementation of organizational learning practices as attested by the scores of respondents.

5.3 Conclusion

In light of the many challenges that have dogged state corporations in Kenya over the years, these corporations have been able to adopt organizational learning practices to varying degrees. These corporations have achieved learning by improving individual skills through training. Use of open communication channels has enabled managers to use interpersonal skills to communicate to employees. They have also attempted to create a culture conducive for learning by encouraging honest feedback. This has allowed employees to openly discuss mistakes without fear or intimidation. However, the application of learning in these corporations has not been fully achieved. This is because state corporations have failed to incorporate motivation and knowledge creation systems in their management practice. In the application and implementation of learning, management support has been one of the main factors that has influenced effective learning from taking place.

5.4 Recommendation

State corporations in Kenya need to focus on directing their resources to expanding the learning capabilities of its employees. Leaders should be empowered to allocate appropriate resources towards influencing and motivating workers to achieve shared goals. This would enable employees to know where the organization is headed and consequently motivate them to perform. Leaders should also be empowered and supported to create a culture where proper organizational planning can take place. This would encourage everyone feel part of the decision making process, and also feel valued by knowing that their views and contributions are considered by management.

Leaders in these corporations should also create ways of performing work functions that are truly innovative and that encourage continuous improvement across all operations. This could be done through investing in individual and team training methods so as to eventually create innovation in the way work is carried out. Resources should also be directed towards enhancing Information technology systems. This would ensure that appropriate technology is used in creating procedures that allow key forms of knowledge to be captured and shared throughout the organization.

5.5 Limitations of the study

State corporations in Kenya are under six categories based on their area of focus. The challenges faced by corporations in one category may not necessarily be the same challenges faced by another. This research studied all the state corporations as a group, which is a limitation to the study. A second limitation was the time constraint. This study

was being undertaken within a specified time frame and was intended to collect data from all state corporations in Kenya of which many are located in various counties. This meant that feed back from respondents in all these corporations was required within this period. If adequate time was allocated, more efforts would have been made to access these corporations to retrieve data, and also in ensuring that respondents represent the various work categories.

A third limitation to the study was the low response rate received within this period of study from the data collection tool used. Although an online questionnaire was the appropriate tool to use for this study, it is usually associated with a low response rate as follow –up was also limited to telephone calls and emails only. Personal follow –up was only effective in corporations that had their premises within Nairobi. This was further compounded when a number of these corporations especially those not within Nairobi, opted not to undertake the study. Personal persuasion using face to face would have probably increased the response rate.

5.6 Suggestion for further study

Further study can be undertaken on finding out the application of system thinking theory of organizational learning in Kenya. A specific category can be studied, e.g. those within the regulatory sector in Kenya. The researcher can determine if employees in these corporations are able to challenge their own assumptions and the assumptions driving most decisions. Another area for further study can be in determining if there are empirical linkages between organizational learning and the actual performance of state corporations. This study can also be extended to firms within the private sector. Further

study can also be carried out in determining if an organization's competences could lead to learning in both private and public companies. Lastly, studies can also be carried out in determining how state owned corporations and private firms in Kenya have used learning as a competitive advantage.

5.7 Recommendation for policy and practice

The focus on organizational learning in state corporations needs to incorporate the perspective of creativity and innovation to sustain competitive advantage in light of the current changing and unpredictable environment. The design and implementation of the appropriate structures to enable learning to take place should be rooted in the strategic objectives of state corporations. Processes to unlearn the bureaucratic culture have to be put in place so that re-learning can take place. Leaders have to take ownership and accountability for this process to be a success. This will eventually lead to identifiable actions of commitment towards continuous learning and the establishment of a sustained learning culture.

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APPENDICES

Appendix I: Letter of Introduction

Dear Respondent,

REF: MBA MANAGEMENT RESEARCH PROJECT

I am a student at the University of Nairobi currently conducting a research study as a requirement for the fulfillment for the Award of Masters of Business Administration Degree. The research is a survey on the Organizational Learning Practices adopted by state corporations in Kenya.

I believe that you have information that will be of value to this research and would like to know your views on the various organizational learning practices used by your corporation (questionnaire is attached). The findings of this research will be purely for academic purposes and will be treated with outmost confidentiality. A copy of the report on these findings will be availed to you through the university at your request.

I will be grateful for your assistance.

Yours faithfully

Boniface K. Kamuti

MBA student –University of Nairobi

Appendix II: List of State Corporation in Kenya

1.	Agricultural Development Corporation
2.	Agricultural Finance Corporation
3.	Agro-Chemical & Food Company Ltd
4.	Athi Water Services Board
5.	Bomas of Kenya Ltd
6.	Capital Markets Authority
7.	Catchment Area Advisory Committee
8.	Catering Tourism and Training Development Levy Trustees
9.	Central Water Services Board
10.	Chemilil Sugar Company Limited
11.	Coast Development Authority
12.	Coast Water Services Board
13.	Coffee Board Of Kenya
14.	Coffee Research Foundation
15.	Commision for Higher Education
16.	Communication Commission of Kenya
17.	Consolidated Bank of Kenya
18.	Cooperative College of Kenya
19.	Council for Legal Education
20.	Deposit Protection Fund Board
21.	East African Portland Cement Co.
22.	Egerton University
23.	Ewaso Ng'iro South Development Authority
24.	Export Processing Zone Authority
25.	Export Promotion Council
26.	Gilgil Telecommunications industries
27.	Higher Education Loans Board
28.	Horticultural Crops Development Authority
29.	Horticulture Crops Development Authority
30.	Industrial and Commercial Development Corporation
31.	Industrial Development Bank
32.	Investment Promotion Centre
33.	Jomo Kenyatta University of Agriculture and Technology
34.	KASNEB
35.	Kenya Agricultural Research Institute
36.	Kenya Airports Authority
37.	Kenya Anti-Corruption Commission
38.	Kenya Broadcasting Corporation
39.	Kenya Bureau of Standards
40.	Kenya Bureau of Standards (KEBS)
41.	Kenya Civil Aviation Authority
42.	Kenya College of Communication & Technology

43.	Kenya College of Communications Technology
44.	Kenya Dairy Board
45.	Kenya Electricity Generating Company
46.	Kenya Ferry Services Limited
47.	Kenya Forestry Research Institute
48.	Kenya Industrial Estates
49.	Kenya Industrial Property Institute
50.	Kenya Industrial Research & Development Institute
51.	Kenya Institute Of Administration
52.	Kenya Institute of Public Policy Research and Analysis
53.	Kenya Literature Bureau
54.	Kenya Marine & Fisheries Research Institute
55.	Kenya Maritime Authority
56.	Kenya Meat Commission
57.	Kenya National Assurance Company
58.	Kenya National Examination Council
59.	Kenya National Library Service
60.	Kenya National Shipping Line
61.	Kenya National Trading Corporation Limited
62.	Kenya Ordinance Factories Corporation
63.	Kenya Pipeline Company Ltd
64.	Kenya Plant Health Inspectorate Services
65.	Kenya Ports Authority
66.	Kenya Post Office Savings Bank
67.	Kenya Railways Corporation
68.	Kenya Re-insurance Corporation
69.	Kenya Revenue Authority
70.	Kenya Roads Board
71.	Kenya Safari Lodges & Hotels
72.	Kenya Seed Company Ltd
73.	Kenya Sisal Board
74.	Kenya Sugar Board
75.	Kenya Sugar Research Foundation
76.	Kenya Tourist Board
77.	Kenya Tourist Development Corporation
78.	Kenya Utalii College
79.	Kenya Water Institute
80.	Kenya Wildlife Service
81.	Kenya Wine Agencies Limited
82.	Kenyatta International Conference Centre
83.	Kenyatta University
84.	Kerio Valley Development Authority
85.	Lake Basin Development Authority
86.	Lake Victoria South Water Service Board
87.	Lake Victoria South Water Service Board

88.	Local Authority Provident Fund
89.	Maseno university
90.	Moi University
91.	National Aids Control Council
92.	National Bank of Kenya
93.	National Cereals and Produce Board
94.	National Council for Law Reporting
95.	National Environmental Management Authority
96.	National Hospital Insurance Fund
97.	National Housing Corporation
98.	National Irrigation Board
99.	National Museums of Kenya
100.	National Oil Corporation of Kenya Ltd
101.	National Social Security Fund(NSSF)
102.	National Water Conservation and Pipeline Corporation
103.	Natonal Co-ordinating Agency for Population and Development
104.	New K.C.C
105.	NGO's Co-ordination Bureau
106.	Numerical Machining Complex
107.	Numerical Machining Complex
108.	Nyayo Tea Zones Development Corporation
109.	Nzoia Sugar Company
110.	Pest Control Products Board
111.	Postal Corporation of Kenya
112.	Prethrum Board of Kenya
113.	Retirement Benefits Authority
114.	Rift Valley Water Services Board
115.	School Equipment Production Unit
116.	South Nyanza Sugar Company
117.	Sports Stadia Management Board
118.	Tana and Athi Rivers Development Authority
119.	Tea Board Of Kenya
120.	Tea Research Fountation Of Kenya
121.	Teachers Service Commission
122.	Telkom (k) Ltd
123.	University of Nairobi
124.	University of Nairobi Enterprises & Services Ltd
125.	Water Resources Management Authority
126.	Water Services Regulatory Board
127.	Western University College of Science and Technology

Appendix III: Questionnaire

A PROFILE OF PARTICIPANT

1 Please indicate by ticking (✓) the appropriate box the level you are at in your organization.

Senior Management []

Middle Management []

Supervisory []

Non – Management []

Support staff []

2 Please indicate by ticking the appropriate box your gender.

Male []

Female []

B INDIVIDUAL LEVEL

Using a scale of 1 – 5 where 1 is Strongly agree, 2 – Agree, 3 – Neutral, 4 – Disagree and 5 strongly disagree, respond to the following statements that describe individual learning within your organization: please tick in the appropriate box Provided.

		1	2	3	4	5
3	In my organization, people openly discuss mistakes in order to learn from them.					
4	In my organization, people identify skills they need for future work tasks					
5	My organization has a regular training & development program for					

	its staff across the board.					
6	In my organization, individuals are encouraged and supported to pursue further studies					
7	In my organization, people are rewarded for coming up with innovative ideas					
8	In my organization, people give open and honest feedback to each other.					
9	In my organization, efforts are made to match my skills, and abilities with the current demands of my job					

C TEAMLEVEL

Using a scale of 1 – 5 where 1 is Strongly agree, 2 – Agree, 3 – Neutral, 4 – Disagree and 5 strongly disagree, respond to the following statements that describe group or team learning within your organization by ticking in the appropriate box:

		1	2	3	4	5
10	In my organization, teams/groups treat members as equals, regardless of rank, culture, or other differences.					
11	In my organization, teams/groups focus both on the group's task and on how well the group is working.					
12	In my organization, teams/groups revise their thinking as a result of group discussions or information collected.					
13	In my organization, teams/groups are rewarded for their achievements as a team/group.					
14	In my organization, teams/groups are confident that the organization will act on their recommendations.					

D. ORGANIZATIONAL LEVEL

Using a scale of 1 – 5 where 1 is Strongly agree, 2 – Agree, 3 – Neutral, 4 – Disagree and 5 strongly disagree, respond to the following statements that describe group or team learning within your organization. Tick in the boxes provided where appropriate.

		1	2	3	4	5
15	My organization uses two-way communication on a regular basis, such as suggestion systems, electronic bulletin boards, or town hall/open meetings.					
16	My organization enables people to get needed information at any time quickly and easily.					
17	My organization makes its lessons learned available to all employees.					
18	My organization creates systems to measure gaps between current and expected performance.					
19	My organization recognizes people for taking initiative.					
20	My organization gives people control over the resources they need to accomplish their work.					
21	My organization supports employees who take calculated risks.					
22	My organization encourages everyone to bring the customers' views into the decision making process.					
23	In my organization, leaders mentor and coach those they lead.					
24	My organization is alert to what is happening in its external environment and tries positively to influence it.					
25	Managers balance getting things done with bringing the best out of people					
26	In my organization, being accountable to the public is the strongest influence on how we work					

27. In your opinion, what factor(s) do you think influence learning at the Individual level, Team level or Organizational level? Tick in the boxes(s) provided.

	1	2	3	4	5
Management support (such as training, mentoring, availing resources)					
Organization structure (such as, bureaucracy, communication systems)					
Motivation of both individual and teams (such as recognition, rewards for innovations, autonomy, involvement in decision making)					
Organizational culture (does the values, and accepted behaviors' support learning?)					

Other(s) please specify.....

28. In general, what practices do think need to be adopted in your organization to enhance learning.....

.....

Thank you for your time in filling this questionnaire. Kindly check the questionnaire to ensure that you have not skipped any questions.