

**ADOPTION OF THE LEARNING ORGANISATION CONCEPT: A STUDY OF
HOTELS IN HOSPITALITY INDUSTRY IN NAIROBI**

BY

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DECLARATION

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

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

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DEDICATION

This study is dedicated to my wife Costance and children Noni and Benja, whose interest in continuous education inspired me to pursue this course.

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I am very grateful to my family for giving me the invaluable support to concentrate on this research. I would also like to express my sincere thanks to Dr James Gathungu my supervisor for having agreed to supervise this research paper and his patience in reading the drafts and occasionally guiding me, without which the research would not have been a reality. Lastly I thank Almighty God as my source of all inspiration in allowing me to undertake this project that is too involving in terms of time and resources.

ABSTRACT

The learning organisation concept can be seen as appropriate for our times. In the first 85 years of this century, the range of tasks and associated skills asked of employees were generally limited and often accompanied by high levels of supervision and control. From the early 1980s there has been an increasing recognition that higher levels of skills are required to cope with new technology, new forms of work organisation and the demands of quality and customer service that by the late 1990s have become common place. It is widely understood that what might have passed previously for reasonably effective organisational strategies are quickly becoming outdated and ineffective in dealing with modern pressures and demands.

The purpose of this study was to establish the benefits of adopting the learning organization concept, to establish the scope of use of the learning organization concept in hotels in Nairobi and to establish challenges in implementation of learning organization concept among Hotels in Nairobi in the Kenyan context. A survey design was used so as to cover the target population of Hotels within Nairobi. The target population was limited to 26 Hotels. The study largely utilized Primary data. Data was collected using structured questionnaire and interviews with Human Resource Managers in the chosen organizations. Data was analyzed using descriptive statistics.

The study found that in the hotels there are different ways of compensating the employees' work and the hotels carry out research so as to get new outcomes. There are different ways of compensating the employees' work, organization carries out research so as to get new outcomes, learning new things is a way of life for everyone in the organization, the organization has a strategy that responds to the changing environment. The study concludes that all employees in the hotels are involved in team playing and learning and can access the organization databases. The study further concludes that the employees meet with other organizations and share ideas, the organization has strong future goals that they wants to accomplish and all employees help in formulating the future goals. This study therefore recommends that since the study has established that there are benefits of adopting the learning organization concept, the management of the hotels should ensure that there is intensified training of their employees in order to improve their performance and the performance of the hotels.

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CHAPTER ONE: INTRODUCTION

1.1 Background

Organizations today aim at offering excellent services, being intelligent, flexible and responsive to change, which happens both to public and private organizations. Many factors in society today have brought about rapid changes in the organizations environment and they have to keep pace and cope up with the challenges exposed to them, so as to accommodate the rapid dynamism in their environment.

The challenge facing managers today is to make the effort needed to learn some of the new skills and techniques, and to put in processes that engage their work force in programmes of continuous capability development. Learning should be integrated as part and parcel of everyday work with the aim of getting the best out of everybody to meet challenges ahead (Farago, 1995).

Organizations as living entities with a given life span, are expected to learn and as much as possible make it a continuous process. This is because business environment is very dynamic and for an organization to survive the turbulence, then it must keep itself abreast with the changes and adapt to them. There is a never ending quest to improve existing products and services and the need to continuous improvement and innovation within organizations is best achieved through human factors, such as skills, attitudes and appropriate organizational culture. There is a stiff competition in the environment and organizations appreciate that they must strive to learn and cope with the changing environment or die Karash, (1995).

The Learning concept has emerged from roots, which can be traced back to the 1950s and 1960s and has gained popularity from around the late 1980s. Whereas organisational

learning had been developed as a concept prior to that period, the use of the concept of learning organisation certainly became more popular both in the US and in the UK at this time. British authors were involved in the articulation of the concept at this relatively early stage. Mike Pedler, John Burgoyne and Tom Boydell developed their ideas during the 1980s, which were heavily influenced by action learning theories and organisational learning theories.

1.1.1 Learning Organizations

Learning is defined as the acquisition of knowledge or skill, through study, experience or being taught. Nonaka, (1991) argues that human knowledge is created and expanded through social interaction between tacit knowledge and explicit knowledge and the reason why people search for knowledge is to increase their ability to produce results in whichever area they choose. Further, according to Karash, (1995) tacit knowledge is one that an individual possesses and he can use it, but he cannot describe or transfer it to another. Explicit knowledge on the other hand, is the “how to” information that one can put into tangible formal language. The combination of tacit and explicit knowledge then means that one can do what is necessary and can also convey or pass on the knowledge to someone else who in turn internalizes the same. All this knowledge is gained through learning Karash, (1995).

Karash, (1994&1998) noted that the possibility of achieving extraordinary performance with satisfaction is anchored in the knowledge that learning to do something worthwhile is enormously rewarding and personally satisfying to those involved. Organizations have over the years been providing training programmes to their employees with the intention of equipping them as best as possible to perform their duties effectively. However,

entrepreneurs and managers today realize that changes in the environment are very fast and what was new in the previous year, is quickly overtaken by others in the market, therefore, the need to institute continuous acquisition of knowledge and concepts in order to be profitable and competitive. (Argrys & Schon, 1978).

While most organizations could argue that they are already learning organizations owing to the fact that they run a variety of training programmes for the staff; and others even have staff development activities linked to the appraisal processes, this might not be true. There is a significant difference between a learning organization and an organization that simply pays attention to training, even though the latter is still an important part of every learning organization.

In a traditional training culture, the programmes are determined, designed and administered by the management and the employees are only asked to attend the sessions as the management sees fit. Training is an activity given to employees by the organization which through the management and supervisory hierarchy determines the needs to be met, and then fulfils them through training programmes targeted at particular staff cadres.

This traditional approach leads to the training activities being seen as punitive or rewards to the employees by the supervisor or employer depending on the relationship or ensuing circumstances. This in effect erodes the expected gains and appreciation of the programme objectives, thereby failing to achieve the desired results (Berry J., 2000). Training is accessed sequentially just like studying from a text or script and most of the time remains physically and mentally separated from the work experience. It therefore required a clearly defined beginning, middle and ending, even as it places the

content responsibility on the educator or administrator. Training is also seen to convey little, if any, sense of relationship between the learner and the material. This is according to the Delphi Group Study on Enterprise E-Learning (2001).

Training which is loosely defined as any enhancement to an employee's skills is delivered in a classroom setting by an instructor. This method of acquiring knowledge and building skills is normally not systematic but rather ad hoc, and as a result there is little correlation between who needs the training and who gets trained, (Clark, 2005). Due to its ad hoc nature, traditional training is seen as one which perpetuates in some cases, bad habits, (John Berry, e-learning, 2000). Training uses different methodologies for example, lecturers, experimentation and others, but their objectives are very much the same; to equip the trainee with a desired skill or behaviour.

It gives the impression that there is only one way to achieve a given result and the trainee is restricted within the given path. This reduces his participation and possible creativity as all he has to do is follow the prescribed path or steps Brenda, (1998). Training to a large extent is reactive in the sense that it is a response by the management to bridge a recognized performance gap in the employees' skills or abilities. When an employee has been hired, it is assumed that he has the prerequisite skills to perform the given function, and training is then offered only if, if the performance is not up to the expected level. The ultimate aim of training is to enable the employee to perform his job as the employer desires.

Employees within a learning organization are likely to have some degree of self-determination of their own development rather than simply having the training imposed on them. A learning Organization is seen as one in which people at all levels,

individually and collectively are continually increasing their capacity to produce results they really care about (Karash, 1995). This definition gives two different sides: one that organizations have to increase their performance significantly and therefore, they need to capture and encourage the development of knowledge at all levels in order to keep with the pace. On the other hand, there is consideration for the individual's needs. Most people tend to derive great rewards and satisfaction when they learn to do something that they themselves are interested in. The learning organization is one which achieves remarkable levels of performance while also making it rewarding and satisfying for the people involved (Karash, 1995). In this setting then, employees are not viewed as a collection of passive, hired hands but are seen as the co-partners to the achievement of the firm's mission and objectives. On the other hand, a learning organization is one that builds and improves its own practice by consciously and continually devising and developing the means to draw learning from its own and other's experience (Taylor, 1998). This definition gives four elements for consideration.

One is that a learning organization is not one which just learns, but one that learns consciously. It is critical to have a conscious intention and commitment to the process of learning, so that the knowledge learnt is captured and used to change and improve future practice. The second element is one improved practice, which means that the test for whether learning is taking place lies in the extent to which the practice of the organization has been improved, thus the implementation of the action required. The third aspect is the ongoing nature of learning required of a learning organization.

Learning is not a one-off activity where an ultimate answer is found, but is a cumulative process which progresses at a pace dictated by the environment maintaining a balance

between reflection, learning and action. Finally, the definition gives the aspect of experience as a source of learning. While there are many sources of learning, it is useful that attempts made to exploit an organization's experience and actions as main sources of learning, at times even to learn from mistakes made along the way. Learning is therefore seen as a proactive activity where one is always looking for a different and hopefully better way to do something. It is the basis for discovery as with creativity; individuals always seek to improve what is or has been the status quo

1.1.2 The Kenyan Hospitality industry

Hotel institutions are arguably the most expressive aspect of hospitality. It has therefore become an important element in the management of destinations. In Kenya the Ministry of planning and National development report that hotels and restaurants accounted for 34 percent or Kenya shillings 13.483 billion in tourism earnings for 2005, attest to the significance of hotels and restaurants in Kenya's tourism industry. The accommodation and food component has always formed a large portion of the inclusive tour product and this aspect of the tour is arguably a key consideration in the customers' quality perception of the whole travel experience.

1.2 Research Problem

The learning organisation concept can be seen as appropriate for our times. In the first 85 years of this century, the range of tasks and associated skills asked of employees were generally limited and often accompanied by high levels of supervision and control. From the early 1980s there has been an increasing recognition that higher levels of skills are required to cope with new technology, new forms of work organisation and the demands

of quality and customer service that by the late 1990s have become common place. In the last decade, what began as a trickle of interest in the learning organisation concept has turned into a wave of theoretical research and practical implementation. It is widely understood that what might have passed previously for reasonably effective organisational strategies are quickly becoming outdated and ineffective in dealing with modern pressures and demands.

In recent years, concepts such as total quality management, business process re-engineering and just in time management, amongst others, have become common among researchers. The learning organisation concept is the latest in a long line of business related concepts that has generated a great deal of interest and debate. (Pearn,1996).What has changed in recent years is the increasing interest of large businesses in the learning organisation concept, international organisations such as Levi, Strauss ltd, 3M,Nokia,Raychem Corp and Skandia Insurance Co, Sara Lee, GlaxoSmithKline amongst others. What these organisations share is a belief in the power of the learning organisation concept to offer a positive image that facilitates the development of new people and organisational development policies and practices.

Creating organisations that support the learning of their employees will be an important factor in a lifelong learning era. However, the concept of the learning organisation is that it provides a positive framework for organisational change and that change is designed to improve organisational performance through learning. In addition, the pace of change in the Hotel industry has become so rapid that individuals require an adaptive capacity that can only be satisfied through leaning

A study has been carried out locally on Learning organisation by Kihara, (2007); The Learning Organisation Concept, a study of NGOs in Nairobi. The findings of the study was that majority of the NGOs in Kenya carry out organizational learning and that there are no many challenges as far as organizational learning in the organisation is concerned.

As observed above, and to the best of the researcher's knowledge, there is no known study that has been carried out in the adoption of learning organisation concept in the hotel industry in Nairobi. The study therefore seeks to fill the knowledge gap

The Research Questions will basically be on two areas, first is to establish how the organizational learning affects on the human capital and secondly to establish how the human capital affects the organizational performance

1.3 Research Objectives

- i. To establish the benefits of adopting the learning organization concept.
- ii. To establish the scope of use of the learning organization concept in hotels in Nairobi
- iii. To establish challenges in implementation of learning organization concept among Hotels in Nairobi in the Kenyan context.

1.4 Significance of the Study

Managers in both private and public organizations who want to keep pace with the development in the market will be interested in this study as they will instil, implement and use ideas brought out in it. Secondly Trainers who are in effect consultants for change, in the society and who now have to change their mode of delivery of subject matter from traditional training methodology to learning concepts. Thirdly Academicians,

who will be expected to introduce new techniques, influence management styles and also synthesis the ideas presented to develop new ways of impacting knowledge. This is especially true for academicians in the Project Management and Business related fields. Finally Employees will have to change their mind set on training.

CHAPTER TWO: LITERATURE REVIEW

2.1 Learning

Learning is a process within the organization which results in the capacity for changed performance which can be related to experience rather than maturation. It is now widely recognized that intelligence is not just a cognitive capacity as noted in the theory of multiple intelligence (Gardner, 1985 & 1999), and the recent interest in emotional intelligence (Pickard, 1999). Learning is not just a cognitive process that involves the assimilation of information in symbolic form (as in book learning), but also an affective and physical process (Binsted, 1980). Our emotions, nerves and muscles are involved in the process too. Learning leads to change, whether positive or negative for the learner. It is an experience after which an individual ‘qualitatively changed the way he or she conceived something (Mezirow, 1997). Learning can be more or less effectively undertaken, and it can be more effective when it is paid conscious attention.

The outcomes of a person’s learning and development are the way they think, feel and interpret their world (their cognition, affect, attitudes, overall philosophy of life); the way they see themselves, their self-concept and self-esteem; and their ability to respond to and make their way in their particular environment (their perceptual-motor; intellectual, social, and interpersonal skills). Some of the experience of learning can be seen in the description that Daloz, (1986) gives of development, the journey that starts from the familiar world and moves through confusion, adventure, great highs and lows, struggle, uncertainty, Toward a new world in which nothing is different, yet all is transformed, its meaning has profoundly changed. Learning and development therefore are significant experiences for individuals and for organizations.

According to Barrow & Loughlin,(1993) organizations increasingly need their employees to have: A high level of education, possibly up to degree level, so that employees can operate new technology, understand the contribution of their role to the company, and take decisions appropriate to their jobs; The ability to learn new skills and adapt to changing circumstances by taking responsibility for their own learning; keeping their skills up to date, learning new processes; The ability to work in organizations with flatter structures and fewer layers of management – to work without supervision, set their own objectives, monitor their own performance, correct failures; The ability to manage the interface customers and between departments, requiring a good level of interpersonal skills; The ability to solve problems, thinking creatively about future possibilities and contribute their own unique ideas.

According to Wisher, (1994), among the competencies that occur frequently in the most successful clusters of different organizations' are conceptual, 'helicopter' and analytical thinking. Organizations are thus demanding more of their employees in terms of enhanced task skills. They are requiring higher-order thinking skills that are not easily picked up within the constraints of existing jobs, or even, for many people, in every day life. However, there is a long way to go for many organizations. According to Myers & Davids,(1992):“Workers are a resource which has not been well understood by management in the past. Blue collar workers in particular have been regarded as a static commodity incapable of innovation and self-development. Consequently reservoirs of skill and ability remain untapped”.

Learning is a natural process in which we all engage. It is not just a cognitive activity, and it affects the person as a whole. From birth, humans, like all animals, learn and develop, and this learning and development lead to skilful and effective adaptation to and manipulation of the environment which is one element in a much-quoted definition of intelligence (Wechsler, 1958); (Ribeaus & Poppleton, 1978). Society fosters and facilitates these activities of its members but also channels and controls them through socialization and education so that they yield outcomes that contribute to and are acceptable to it. People continue learning throughout life, whether encouraged or not, whether formally taught or not, whether the outcomes are valued or not. They learn at work at home, in their hobbies and their social lives. Although individuals have a lifetime's experience of being learners, some of their experiences (especially those in formal education settings) may not have been happy ones, as some of those who responded to the Declaration of Learning(Honey, 1998).They may be experienced learners but not necessarily competent or confident learners.

Lifelong learning means continuous adaptation Daloz, (1986) Increased knowledge and improved skills enlarge the individual's capacities to adapt to the environment and to change that environment. External changes will lead to further internal changes and hence new possibilities for the individual emerge. Moreover, these changes feed the individuals self-esteem and confidence, and enhance social status. Hence learning generates potentially far-reaching changes in the individual and promotes development.

In his very warm hearted and insightful book on 'the transformational power of adult learning experiences',Daloz, (1986) draws on mythology to convey the nature of this development.

2.1.1 Barriers to Learning

Although learning is a natural process, it is not necessarily easily undertaken, particularly – as noted above – when undertaken in formal settings such as school or work. People can experience significant barriers to their learning and development, and human resource developers need to be aware of these. Writing primarily about managers, (Mumford, 1998) identifies significant blocks to learning. They are also relevant to other learners in the organization. They are listed in Table 1

Table 1: Blocks of Learning

Perceptual	-	Not seeing that there is a problem
Cultural	-	The way things are here.
Emotional	-	Fear or insecurity
Motivational	-	Unwillingness to take risks
Cognitive	-	Previous learning experience
Intellectual	-	Limited learning styles; poor learning skills
Expressive	-	Poor communication skills
Situational	-	Lack of opportunities
Physical	-	Place, time

Specific Environment Boss/colleagues unsupportive [Source: Mumford (1988)]

Anxiety and lack of confidence are frequently emphasized as significant impediments to learning Barry, (1988), for example, notes that the considerable apprehension felt by the fitters and electricians who were returning to college after 20 years was an obstacle in the introduction of the multi-skill programme. Their anxieties were dissipated once they learned that some of the tutors belonged to the same union and had the same craft

background as them. Personality characteristics, such as an external rather than an internal locus of control Rotter, (1996) may also make the individual less open to new learning. Human resource developers need to recognize that other people and the organization itself constitute the individual's learning environment and they may create barriers to effective learning.

2.1.2 Learning Stages

Fitts, (1962); Stammers & Patrick, (1975) distinguished three stages of learning, in particular of perceptual – motor skills acquisition. It is recognized that they may overlap. The first stage is the Cognitive Stage the learner has to understand what is required, its rules and concepts, and to achieve it. The second stage is the Associative Stage where the learner has to establish through practice the stimulus response links, the correct patterns of behaviour and gradually eliminating errors. The final stage is the Autonomous Stage where the learner refines the motor pattern of behaviour until external sources of information become redundant and the capacity simultaneously to perform secondary tasks increase.

Gagne, (1970) studied both the process of learning and the most effective modes of instruction, and has made several classifications of types of learning. For example, he identified the ability to make a general response to signal a chain of two or more stimulus-response links, including verbal chains and associations to make different responses to similar though different stimuli to achieve concept learning and identify a class of objects or events to learn rules through the acquiring a chain of two or more concepts and finally to combine rules and so achieve problem solving. Gagne's classification allows us to identify the processes whereby skills of all levels are acquired

and hence suggests how to facilitate learning and prevent failure to learn at the various levels.

Learning is the central issue for the 21st Century' asserts Honey, (1998) when setting out the Declaration of Learning drawn up by some of the 'leading thinkers on learning in organizations'. Dodgson, (1993) defines organizational learning as the way firms build, supplement and organize knowledge and routines around their activities and within their cultures and adapt and develop organizational efficiency by improving the use of the broad skills of their work forces.

2.1.3 Concept of Organization Learning

Learning is crucial to any organizations no matter what business it is involved in or whether it is purely competitive or not and organizations should balance between competition and co-operation so that the importance of learning is felt or experienced in the organizations. The world seems to be changing faster and faster from the technologies available to us, to the increasingly global scope of our interactions. Moreover, the problems facing us as a global community seem to be growing ever more complex and serious. The field of organization learning explores ways to design organizations so that they fulfil their functions effectively, encourage people to reach their full potential and at the same time help the world to be a better place. An organization is learning when it can bring the future to its most desires. In the business community, learning is much more than just a way to create the future you want, in today's fast-paced, highly competitive work world, it may actually give your organization the edge it needs to survive and thereby keep fulfilling its purpose.

The concept of organization learning is a perspective that sees organizations as needing to become more collaborative in the way they perceive problems and opportunities and how they attempt to answer or exploit them. Thus everyone throughout the organization is expected to reflect on practice, raise alternative better ways of doing things and find the will to work together to achieve results more effectively (Cole, 1997). The underlying philosophy of the learning organization is to enhance the achievement of collective goals by harnessing the reservoir of knowledge, skills and insights of all the members of the organization.

The goals for a business will include among others establishing a base of satisfied customers who will return for repeat business. Arising from this attention of goals individual employees may find opportunities for personal development, increase job satisfaction, and even enhanced career prospects. Depending on the level of commitment of top management to the idea of a learning organization, the benefits for employees may be regarded as central to the exercise or merely as by-product of it. Effective learning requires that trainees adapt a flexible style, sometimes serialist, and sometimes holist.

The concept of the learning organization therefore is capable of encompassing the best of modern learning theory (Gagne, 1990).

Organizational learning persons involve a different kind of learning that has been described in the past. “The process within the organization by which, knowledge about action-outcome relationships, and the effect of the environment on these relationships is developed” Duncan & Wess, (1979). In his view, “a more radical approach would take the position that individual learning occurs when people give a different response to the same stimulus, but organizational learning occurs when groups of people give the same

response to different stimuli.” Organizational Learning is the ability of an organization to gain insight and understanding from experience through experimentation, observation, analysis, and a willingness to examine both successes and failures. The essence or organizational learning is the organization’s ability to use the amazing mental capacity of all its members so as to create the kind of processes that will improve its own (Dixon, 1994).

Marksick,(1994) defined organizational learning as a process of coordinated system change with mechanisms built in for individuals and groups to access, build and use organizational memory, structure and culture to develop long term organizational capacity. It explores ways to design organizations so that they fulfil their functions effectively, encourage people to reach their full potential and at the same time help the world to be a better place.

Organizational learning is important because there is a deep learning cycle, team members develop new skills and capabilities, new awareness and sensibilities and over time people start to see and experience the world differently, new beliefs and assumptions begin to form which enable further development skills and capabilities. Focus has gradually changed from individual learning to organization learning. Since individuals constitute organizations, they must establish the necessary forms and processes to stimulate organization learning in order to facilitate change. However, organization learning is more than the sum of the parts of the individual learning (Dodgson, 1993), (Fiol & Lyles 1985). Thus an organization does not lose out on its learning abilities when some members leave it. According to Senge,(1990) Organizational learning takes place where people continually expand their capacity to create the results they truly

desire, where new and expensive patterns of thinking are nurtured, where collective aspiration is set free, and where people are continually learning to learn together.

Organizational learning is the way firms build, supplement and organize knowledge and routines around the activities and within their cultures and adapt and develop organizational efficiency by improving the use of the broad skills of their work forces Dodgson, (1993). Senge, (1990) argues that the leaders' role in the learning organization is that of a designer teacher and steward who can build shared vision and challenge prevailing mental models. He/she is responsible for building organizations where people are continually expanding their capabilities to share their future and leaders are responsible for learning.

2.1.4 Principles of Learning

According to Senge, (1990) organizational learning focused originally on the practice of five core principles or capabilities. These five principles as discussed below are the keys to achieving this type of organization.

First and Foremost is the Systems thinking which is a way of thinking about a language for describing and understanding the forces and interrelationships that shapes the behaviours of systems. This discipline helps us to see how to change system more effectively and to act more in tune with the large processes of the natural and economic world. Practicing this discipline involves learning to recognize significant systematic behaviours all around you, and familiarizing yourself with some special terminology and some powerful tools unique to this field.

Second is Team Learning which is transforming conversational and collective thinking skills so that groups of people can reliably develop intelligence and ability greater than the sum of individual members' talents. Practicing this discipline involves starting different kinds of conversations and a remarkable degree of honesty and mutual respect – all of which you can learn to do through familiarizing yourself with specific tools from this field.

Third is the Shared Vision which is building a sense of communication in a group by developing shared images of the future we seek to create, and the principles and guiding practices by which we hope to get there. It emerges when everybody in an organization understands what the organization is trying to do, is genuinely committed to achieving that vision and clearly grasps how his or her role in the organization can continue to make the vision real. Practicing this discipline involves knowing how all the parts of the organization work together and being clear about how your own personal goals align with those of your organization.

Fourth is Mental Models which are the deep beliefs and assumptions we hold about how the world works. These models shape the decisions we make in life, the actions we take in response to events. The ways in which we interpret others behaviour practicing this discipline involves surfacing and testing your deepest assumptions and beliefs and helping others do the same.

Lastly and fifth is Personal Mastery which is the art of identifying what makes you want to leave in the world during your lifetime. That is what your unique purpose in life is and how do you want to go about fulfilling that purpose. It involves learning to expand our personal capacity to create the result we most desire and creating an organizational

environment which encourages all its members to develop themselves towards the goals and purposes they choose. Practicing this discipline involves some honest explanation of your own life experiences and desires and a willingness to take some risks. Other disciplines that support and expand on the above include corporate culture, corporate social responsibility, dialogue, dialogue leadership, sustainability and work/life balance.

Organizational learning involves a deep learning cycle and its good in enhancing five tasks: First, systematic problem solving which rests heavily on the philosophy and method of the quality movement. Secondly, experimentation, which includes systematic search for the testing of new knowledge. Third, learning from past experience by reviewing their success and failures. Fourth, learning from others which involve looking outside and immediate environment to gain new perspective. Fifth, transferring knowledge quickly and efficiently throughout the organization.

2.1.5 Reasons for Adopting Organization Learning

According to Senge, (1993), Organizations adopt the organization learning concept for various reasons as discussed below:-

To gain a Superior Performance: Where an organization has an energized and committed workforce hence employers must learn to make contributions and act in the interest of the whole enterprise and for the senior managers who must learn how to extend Mastery and self determination throughout the organization.

To Improve Quality: Quality Management Companies are seeking to improve existing products and services (continuous improvement) and innovation (breakthrough strategies). This has resulted in such initiatives as TQM (Total Quality Management) and BPR (Business Process |Reengineering). But companies are finding that such

programmes succeed or fail depending on human factors such as skills, attitudes and organizational culture. With the pace of change ever quickening, the need to develop mechanisms for continuous learning and innovation is greater than ever.

The only sustainable source of competitive advantage is an organization's ability to learn faster than its competitors so as to meet needs of the community hence gaining competitive advantage through organization Learning. Organization learning helps people embrace and manage change. People in learning organizations react more quickly when there are environmental changes because they know how to anticipate changes that are going to occur and how to create the changes they want. Change and learning are inextricably linked.

The technological changes that spin out into everyday life demand that organizations learn. The economies of scale may also diminish. People in learning organizations will hence be able to look forward to creating instead of merely reacting to the new world that emerges. There are various changes that are taking place in society and if we are going to address these conditions significantly, it will have to be at the level of collective thinking and understanding at the level of organizations, communities and society hence the recognition of interdependence. Huber, (1991) further clarifies that learning need not be conscious or intentional. Further learning does not always increase the learner effectiveness even potential effectiveness. Moreover, learning need not result in observable changes in behaviour. Taking a behavioural perspective, Huber (1991) notes: "An entity learns, through its processing information the range of its potent behaviours changed."

2.1.6 Processes of Organization Learning

In his literature review on organization learning, Huber (1991) describes the following processes or constructs that contribute to organizational learning namely; Knowledge, Acquisition, Information Distribution, Information Interpretation and Organization Memory. Any organization that has adopted the concept has to have the following processes in place and functioning.

Knowledge Acquisition is when an organization acquires knowledge and learning occurs. It occurs not only due to knowledge acquisition from outside the organization but also due to the rearrangement of existing knowledge, the revision of previous knowledge structures and the building and revision of theories. The acquisition of declarative knowledge or facts and information is achieved by monitoring the environment, using information systems to store, manage and retrieve information, carrying out research and development, carrying out education and training, patent watching and bibliometrics.

Information Distribution is the process by which an organization shares information among its units and members, thereby promoting learning and producing new knowledge or understanding. Greater sharing or distribution of information leads to greater organizational learning. Knowledge in the form of tact, know-how, letters, memos informal conversations and reports are captured and distributed. Very often learning in an organization takes place by members sharing stories or anecdotes of actual work practice as opposed to what is mentioned in formal job descriptions or procedure manuals.

Information Interpretation is done so that it is shared. It's hence the process by which distributed information is given one or more commonly understood meanings. Greater

learning occurs when more and more varied interpretations are developed. Huber (1991) states that individuals and groups have prior belief structures, which shape their interpretation of information and thus the formation of meaning. The deep beliefs and assumptions shape the way we interpret information, the decisions we make in life, the actions we take in response to events, and the ways in which we interpret others behaviour. Sense making or the formation of meaning is called procedural knowledge by Dodgson, (1993).

Organization Memory refers to the situation where knowledge is stored for future use. It is also called Corporate Knowledge or Corporate Genetics by Prahalad & Hemel (1994). Organizational memory plays a critical role in organizational learning. Both the demonstrability and usability of learning depend on the effectiveness of the organizations memory. The major challenge for organizations exists in interpreting information and creating organizational memory that is easily accessible.

The Learning Organization has four types of factors which are: Learning culture, which is an organizations climate that nurtures learning; Processes, which encourage interaction across boundaries and they include infrastructure, development and management processes; Tools and techniques which are methods that aid individual and group learning such as creativity and Problem solving techniques and skills and motivation which help to learn and adopt.

Learning organizations promotes a culture of learning, a community of learners, it ensures that individual learning enriches and enhances the organization as a whole. It's seen as a conscious attempt on the part of the organizations to retain and improve competitiveness, productivity and innovativeness in an uncertain environment. This

means that the greater the uncertainties, the greater the need for learning. Organizations learn in order to improve their adaptability and efficiency during times of change (Dodgson, 1993). Grantham (1993) states that learning enables quicker and more effective responses to a correspondence and dynamic environment.

Learning increases information sharing, communication, understanding and the quality of decisions made in organizations. In their research, “an organization as a learning system”, Nevis et al., (1995) report all the firms they observed were learning systems. The authors describe how learning has changed organizations such as a Motorola, fiat Auto Company, Federal Express among others. All these firms had both formal and informal structures and processes of acquisition, sharing and utilization of knowledge and skills. Due to the continuous learning process, organizational learning create dialogue and enquiry and individuals in organizations are in constant dialogue. Communications and enquiry so as to exchange idea and spread the knowledge acquired. People in organizations are empowered towards greater Vision. All organizational personnel have a common vision, which they strive to achieve.

Organizational learning connects the organization to the environment and all that is taking place in the organizations. It provides a strategic leadership for learning. Due to this concept the staffs of the organization have greater Commitment and they increase their energy levels. The learning helps them to boost their commitment and morale.

The staff through the organizational learning develops creative thinking hence they result in new thinking and new response to the environmental turbulence. The organizational learning is a means of enhancing organizational intellectual capital. Due to the innovations and improvement of the organization and result of the learning process, the

company improves this provision of goods and services and offer competitive goods and services and hence gains super global reputation. Learning is seen as a conscious attempt on the part of the organization to retain and improve competitiveness, productivity, and innovativeness in an uncertain environment. Organization cannot and will not make any effective progress unless, of course, they take their learning processes further by deliberately including their human resources.

2.1.7 Factors influencing Organization Learning

There are various factors that influence organization learning in any organization. Influencing factors can be analyzed in three levels: Organizational, Functional and Personal. These include the organization of work, the culture of the organization, resources available for learning activities and skills, attitudes and motivation of managers and learners. (Tsang, 1997)

A lack of learning culture impedes the organization learning. The lack of learning culture is inhibiting factor. It's difficult to develop a learning culture and insufficient knowledge sharing hence it becomes difficult to motivate employees to share knowledge or engage in learning processes if they are not used to this or perhaps even reluctant to do so. If an organization has a culture open to learning this makes it easier to change the human resource development practices such as development practices such as developing responsibility to managers and employees and creating opportunities for learning within work activities (Smith, 1999). The availability of resources influences learning. This includes both financial and human resources. Work pressure is so great that it is difficult for employees to find time for learning in their daily work routine. Other opportunities for learning such as courses are cancelled or postponed to ensure the workload is

completed. The motivation of staff is another factor that influences organization learning. The limited involvement of managers and employees in learning issues was linked to lack of motivation for learning. When managers are involved in the learning process, they then become motivated to adopt the organization learning.

Another factor that influences organization learning is a search for clarity within an organization. This includes clear communication, clear training systems, procedures or policy and a widely shared understanding of the importance of learning and personal development (Moncheaux, 1993).

The structure of the organization also influences organization learning. A centralized, mechanistic structure tends to reinforce past behaviours while decentralized structures promotes double-loop learning. The centralized creates a more Fragmented Structure which does not support people to think for themselves thus individuals do not have a comprehensive picture of the whole Fiol & Lyles (1985). The environment also affects organization learning. Organizations must align themselves with the environment so as to remain competitive and innovative. Alignment implies that the firm must have the potential to learn, unlearn, or relearn based on its past behaviours. If the external and internal environments are complex and dynamic, learning may not take place. It can only occur only when there is a balance between change (the new) and stability (the old) (Mason, (1993). Technology has a great impact and influence on organizational learning. Granthj,(1993) states that technology can be used to clarify assumptions, speed up communications, elicit tacit knowledge and construct histories of insights and catalogue them. Information systems can indirectly influence organization learning by effective contextual factors such as structure and environment which in turn influence learning.

2.2 Learning Organization

There has been a growing interest in the learning organization concept, but even with various research papers written, there is no popular consensus on the definition of learning organization. Some interpret it in a limited way as detection and correction of errors or learning from experience, while others present it as developing the organization's capacity to restructure problems (Argis, 1977). Learning organizations are also seen as those that scan and anticipate change in their environment, thereby developing an ability to question, challenge and change either operation methods, so as to allow an appropriate strategic direction for the organization (Morgan, 1977).

Learning organization has also been said to be a place where people increase their capacity to generate results that they desire, as new thinking and innovations are nurtured, and the individuals continually learn how to learn together (Senge, 1990). The last two definitions emphasize the idea of accepting and anticipating change as well as allowing individuals in the firm to develop ways of coping with the ensuing change.

The definitions as varied as they are, have some agreement on the issues of individuals and group learning as distinct processes, the relationship between knowledge and values or attitudes and the need for an organization to have an open system to so that it learns from the environment. (Cibulka et al., 2000). The authors highlight the importance of the relationship between knowledge and values within organizations and the need for learning organizations to go beyond learning how to do things or learning, why things are done the way they are done. This is important as it allows the organizations to scratch below the surface of their value to determine if there are steps in a different direction which could yield same or better results.

Learning organizations could be said to have different meanings depending on the usage. One it could refer to an organization which learns the acceptance of a firm's processes and structures as organization of learning, (Franz, 1995). In the former case, organization is viewed an adjective while in the latter case, it is a verb and organization is seen as a process led by the process of learning, where the organization both wants and aids people and itself as a whole to successfully cope with ensuing challenges. Organizations are then understood as larger social organisms constituted by members and groups of people with formal and informal structures bound together by rules, purposes and values. The organisms then only come to life when the structures, rules, values and purposes are enacted by people.

The above argument brings in the question of who learns, is it the individuals or the organizations and can organizations per se learn? When we look at organizations as structures, then the answer to the question would be no, but when we consider organizations to be purposeful interaction of people who apply and modify these structures, then the answer to the question would be no, but when we consider organizations to be purposeful interaction of people who apply and modify these structures, then the answer would be yes (Franz, 1995). It is the researcher understands that organizations being structures that encompass people can only learn for as long as their members learn both individually as well as collectively. In pursuant of the desire to be learning organizations, a number of organizations and countries have taken up the learning organizations concept. In Europe and specifically the United Kingdom, the government has developed policies and initiatives to create a learning society through a consultancy document for a learning age, which advocates for adding value and keeping

the people up to date, so that the country's intellectual capital continues to be the nation's competitive strength in the development and growth environment (Learning Age, 1998).

In Wales, a government paper on lifelong learning has been written setting out a National Strategy emphasizing individual's learning with provision of support and guidance, (Learning is For Everyone, 1998). The United Kingdom's department for Education and Employment sponsors a network of learning cities which develop new ideas and practices for the promotion of the community through learning, (European Consortium for the Learning Organization, E.C.L.O). Organizations and companies being social entities have also been studied with varied results on whether they are learning organizations.

These include the following: Schools as Learning Organizations (Cibulka et al., 2000) and it was found that for organizations to be learning organizations, they need support in the desired attributes, a strong leadership to build and sustain the conditions and opportunities, a culture of learning characterized by an ethic of caring by all members and finally that learning is a continuous task as the organization has to learn how to learn and provide lifelong learning. Through the Community Development Resource Association (CDRA), which is based in Cape Town in South Africa, NGOs as learning organizations have been studied (Taylor,1998), with the conclusion that learning organization concept calls for changes in behaviour which are often resisted, organizations need to have times for reflection and not always action, an environment of providing challenge, support and trust is crucial for learning unlike the commonly found atmosphere of undermining and threatening others. International Organizations (Bernd, 2003) noted that there are internal factors: structural, personal, cultural and external elements which influence learning in these organizations and need to be researched on

and synthesized from a learning organization perspective. Private enterprises like Apple Computers of Japan (Gerard, 1999); which emphasized that while perfect learning organization is not an attainable goal but a desirable concept, there is no correct or wrong implementation of the learning organization.

Every organization can continuously adapt, adjust and learn something new in order to survive today's global market place which has continuous changes. Comparison of European Countries by (Sambrook & Stewart, 1999); concludes that key players in the development of learning organization are the management who need to facilitate, coordinate and support individuals' learning rather than merely provide training, secondly the organization culture and thirdly the structural and set up of the organization and the resources availed. Since the learning organization concept is being embraced widely especially in the developed countries, it is hoped that this research gives an insight into the practice of the concept in the developed world, specifically within the Hotel industry in Kenya.

CHAPTER THREE: RESEARCH METHODOLOGY

3.1 Introduction

The focus of this chapter is the research process which was followed in the collection and interpretation of data for the purpose of this study. It discusses the rationale for the selected approach, the process and the expected output. The sub-topics covered include: research design, target population, sampling strategy, data collection, data analysis and expected output.

3.2 Research Design

A survey design was used so as to cover the target population of Hotels within Nairobi. Survey methodology was used to collect data in regard to the various factors that influence the adoption of the Learning Organization Concept by Hotels, specifically based in Nairobi, Kenya.

3.3 Population of the Study

The target population was limited to 26 Hotels of different kinds, sizes and focus in service provision, so long as they are based in Nairobi, Kenya as per the Ministry of Tourism registered hotels in Nairobi.

3.4 Sample Size and Selection procedures

The study used simple random procedure to select the research sample of organizations from the total registered in Nairobi. Simple random sampling ensured selection of the organizations which represent the different categories without bias. The purpose was to

select a random representative sample which ensured that each member of the target population has an equal and independent chance of being included in the sample.

3.5 Data Collection

The study largely utilized Primary data. Data was collected using structured questionnaire and interviews with Human Resource Managers in the chosen organizations. The questionnaire was semi structured and was administered through personal interviews. The questionnaire was divided into 5 sections. Section A sought bio-data of the respondents while Section B to F addressed aspects of learning organisation mainly the extent to which the various factors namely the organisational, functional and personal factors apply to the Hotels.

3.6 Data Analysis

The nature of data collected was quantitative. The researcher perused completed questionnaires and document analysis recording sheets. Quantitative data collected was analyzed by the use of descriptive statistics using SPSS and presented through percentages, means, standard deviations and frequencies. The information was displayed by use of bar charts, graphs and pie charts and in prose-form. This was done by tallying up responses, computing percentages of variations in response as well as describing and interpreting the data in line with the study objectives and assumptions through use of SPSS. Content analysis was used to test data that is qualitative nature or aspect of the data collected from the open ended questions. According to Baulcomb, (2003), content analysis uses a set of categorization for making valid and replicable inferences from data to their context.

CHAPTER FOUR: DATA ANALYSIS AND INTERPRETATIONS

4.1 Introduction

This chapter presents analysis of the data found on the adoption of the learning organisation concept: a study of hotels in hospitality industry in Nairobi. The data targeted a sample of 26 respondents based on their functional categories from which only 23 filled in and returned the questionnaires making a response rate of 88.4%. This response rate was good and representative and conforms to Mugenda and Mugenda (1999) stipulation that a response rate of 50% is adequate for analysis and reporting; a rate of 60% is good and a response rate of 70% and over is excellent. The study also collected secondary data on the subject matter from the data at company records and internet.

4.2 General Information

The study sought to establish the current job title of the respondents. According to the responses given, all the respondents were Human Resource Managers in the hotels. this shows that the respondents were conversant with the subject matter given that they are in charge of Human Resource in the hotels.

Table 4.1 presents the number of years that the respondent had been employed by their respective hotels.

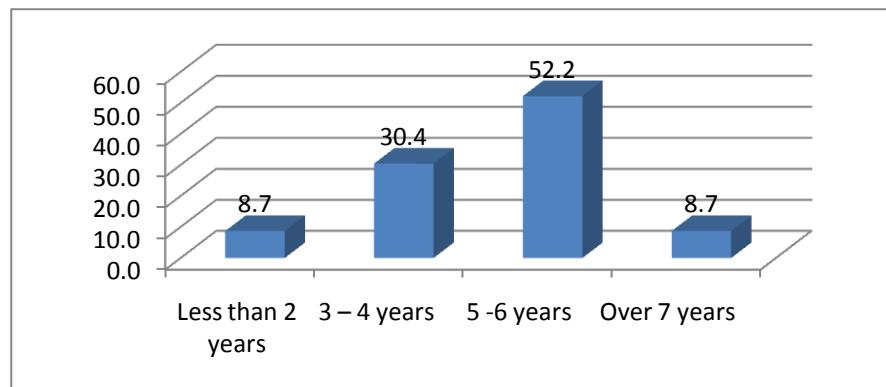
Table 4.1: Duration of employment by the organization

	Frequency	Percentage
Less than 2 years	2	8.7
3 – 4 years	7	30.4
5 -6 years	12	52.2
Over 7 years	2	8.7
Total	23	100.0

The respondents were also required to indicate the number of years that they had been employed by their respective hotels. From the study 52.2% of the respondents had been working for a period between 5 -6 years, 30.4% of the respondents said 3 – 4 years, while 8.7% of the respondents reported that they had been working in their respective hotels for less than 2 years and over 7 years respectively.

Figure 4.1 presents the number of years that the respondent had been employed by their respective hotels.

Figure 4.1: Duration of employment by the organization



The figure above presents the duration of employment by the respondent.

Table 4.2 presents the age bracket of the respondent.

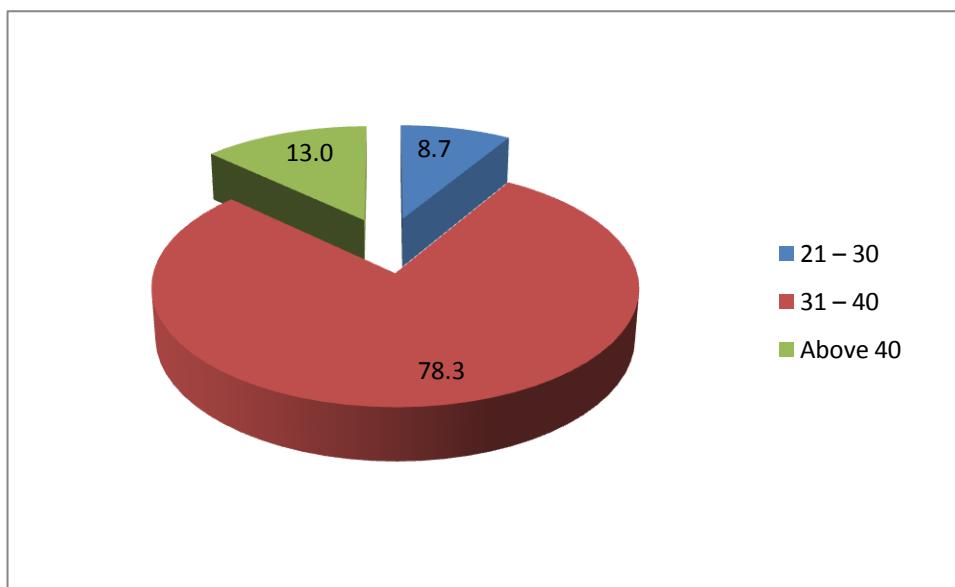
Table 4.2: Age bracket of the respondent

	Frequency	Percentage
20 or below	0	0.0
21 – 30	2	8.7
31 – 40	18	78.3
Above 40	3	13.0
Total	23	100.0

On the age of the respondents, the study found that the majority of the respondents were between 31 – 40 years as shown by 78.3%, 31.3% were above 40 years, while a small proportion of respondents as indicated by 8.7% were between 21 – 30 years old.

Figure 4.2 presents the age bracket of the respondent

Figure 4.2: Age bracket of the respondent



Presentation of the age bracket of the respondent

Table 4.3 below presents the gender of the respondent

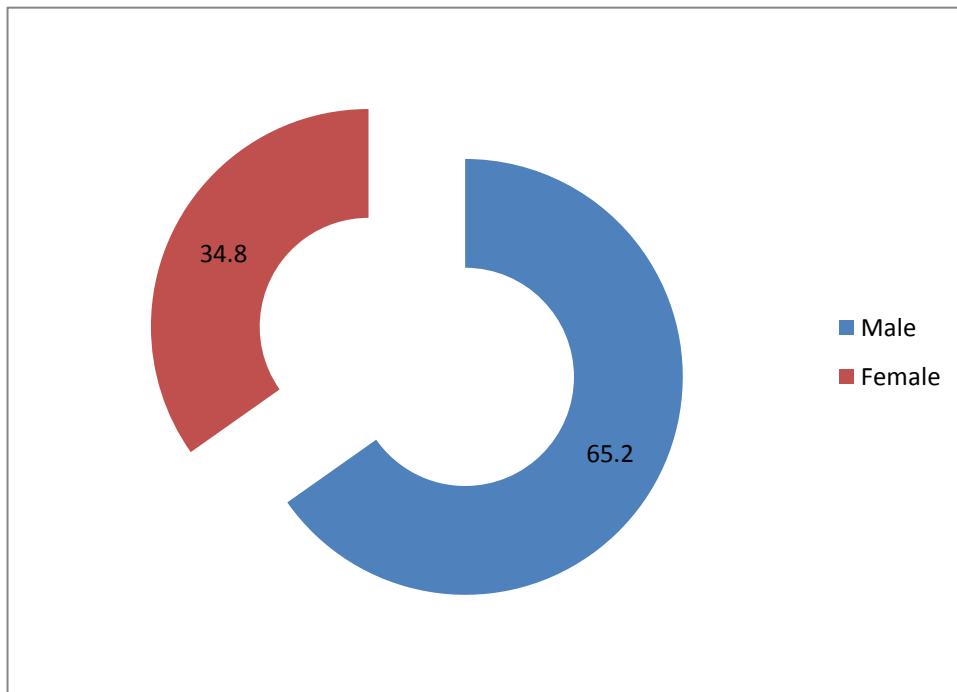
Table 4. 3: Gender of the respondent

	Frequency	Percentage
Male	15	65.2
Female	8	34.8
Total	49	213.0

The findings in the above table show the gender of the respondents. From the findings, the study established that the majority of respondents were males as shown by 65.2%, while females were 34.8%.

Figure 4.3 below shows the gender of the respondent

Figure 4.3: Gender of the respondent



Presentation of the gender of the respondent

Table 4.4 below presents the marital status of the respondent

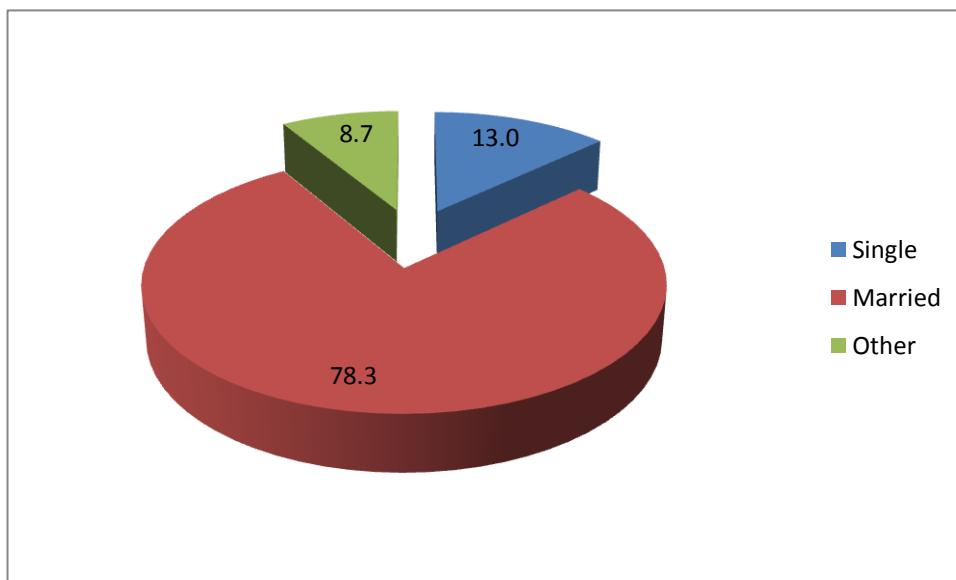
Table 4.4: Marital Status of the respondent

	Frequency	Percentage
Single	3	13.0
Married	18	78.3
Other (please state)	2	8.7
Total	72	313.0

On the marital status of the respondent, 78.3% of the respondents were married, 13.0% were single while 8.7% of the respondents were either divorced or separated.

Figure 4.4 below shows the marital status of the respondent

Figure 4.4: Marital Status of the respondent



Marital status of the respondent

Table 4.5 depicts the level of education of the respondent

Table 4.5: Level of Education of the respondent

	Frequency	Percentage
Secondary/High School Certificate	0	0.0
Post-Secondary Certificate	2	8.7
Post-Secondary Diploma	4	17.4
Undergraduate Degree	14	60.9
Postgraduate Degree	3	13.0
Total	23	100.0

The study also sought to establish the respondents' highest level of education. According to the findings, the majority of respondents had an undergraduate degree as shown by 60.9% of the respondents, 17.4% had a Post-Secondary Diploma, 13.0% had a Postgraduate Degree while a small proportion of respondents as indicated by 8.7% had a Post-Secondary Certificate as their highest level of education.

Figure 4.5 represent the level of education of the respondent

Figure 4. 5: Level of Education of the respondent

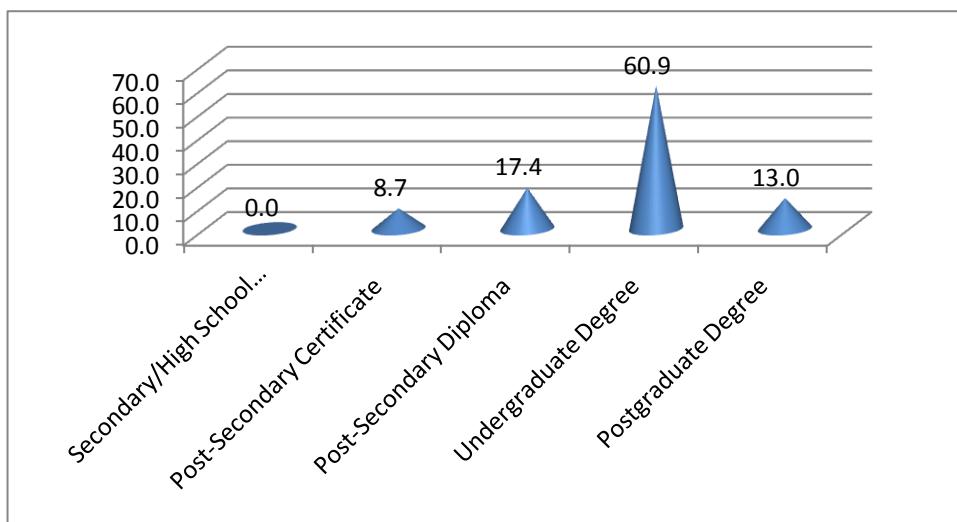


Table 4.6 shows the extent that various organisational factors apply to the organization

Table 4.6: Extent that various organisational factors apply to the organization

Statement	Mean	Std dev
Employees in the organization are continually expanding their abilities through learning	3.0606	.99040
My organization has a strategy that responds to the changing environment	4.1061	.86164
Learning new things is a way of life for everyone in the organization	4.2284	.81345
Policies and Strategies are reviewed often	3.4061	.91364
Organization carries out research so as to get new outcomes	4.5000	.92819
There is a strictly followed training programme in my organization	4.1667	.90441
People in the organization are involved in key decision making processes	3.4424	.72982
All members of the organization play a part in policy and strategy formulation	3.1515	.36130
There is flexible organization structure that changes frequently	4.0303	.84069
There are different ways of compensating our work	4.6727	2.61090

The respondents were also requested to indicate the extent that various organisational factors apply to the organization. According to the finding, majority of the respondents as

indicated that to a very great extent, there are different ways of compensating our work shown by a mean score of 4.6727 and organization carries out research so as to get new outcomes shown by a mean score of 4.5000 while majority also agreed to a great extent that learning new things is a way of life for everyone in the organization shown by a mean score of 4.2284, the organization has a strategy that responds to the changing environment shown by a mean score of 4.1061, there is a strictly followed training programme in the organization shown by a mean score of 4.1667 and there is flexible organization structure that changes frequently shown by a mean score of 4.0303.

Further, majority of the respondents agreed to a moderate extent that people in the organization are involved in key decision making processes shown by a mean score of 3.4424, policies and strategies are reviewed often shown by a mean score of 3.4061, all members of the organization play a part in policy and strategy formulation shown by a mean score of 3.1515 and employees in the organization are continually expanding their abilities through learning shown by a mean score of 3.0606.

Table 4.7 depicts the extent that of agreement on various functional factors

Table 4.7: Extent that of agreement on various Functional Factors

Statement	Mean	Std dev
Participatory policy and strategy reviews by all employee in my organization	2.9445	.59308
Employees are encouraged to think together	3.1212	.83233
All employees are involved in team playing and learning	4.4242	.86488
All employees can access the organization databases	3.9545	1.02929
There is always feedback on financial consequences of action as soon as they are known by accounting system	3.3909	.85444
Departments and sections in organizations all understand each others importance	4.4409	.65580
Information is received from people and organizations stakeholders	4.1394	.92618
We participate in joint ventures with our guarantees and stakeholders	3.9091	.92366
We meet with other organization and share ideas	3.4788	.92012
Various methods of communications are used in the organization	4.0758	.99708

The study also wanted to establish the extent that the respondents agreed with various functional factors. From the results in the above table, the majority of respondents agreed to a great extent that departments and sections in organizations all understand each other's importance as shown by a mean score of 4.4409, all employees are involved in team playing and learning shown by a mean score of 4.4242, information is received from people and organizations stakeholders shown by a mean score of 4.1394, various methods of communications are used in the organization shown by a mean score of 4.0758, all employees can access the organization databases shown by a mean score of 3.9545 and they participate in joint ventures with our guarantees and stakeholders shown by a mean score of 3.9091.

Majority of the respondents also agreed to a moderate extent that they meet with other organization and share ideas shown by a mean score of 3.4788, there is always feedback on financial consequences of action as soon as they are known by accounting system shown by a mean score of 3.3909, employees are encouraged to think together shown by a mean score of 3.1212 and that participatory policy and strategy reviews by all employee in their organization shown by a mean score of 2.9445.

Table 4.8 represent statement that best describes the organizations position on various personal factors

Table 4.8: Statement that best describes the organizations position on various personal factors

Statement	Mean	Std dev
All people in the organization give a meaning to any information that is received in the organization	4.2727	2.61090
All people in the organization have shared goals and vision that they want to achieve	4.0606	.99040
All employees clearly understand the relationship between their personal goals and those of the whole organization	3.6303	.84069
The organization has strong future goals that it wants to accomplish	4.1061	.86164
All employees help in formulating the future goals	3.9242	.86488
Employees are free to give meaning to information and situations in organization	3.8939	.70446
Information technology is not only used for automating processes but helps innovation	3.9545	1.02929
We meet with other organizations and share ideas	4.5409	.65580
Various methods of communications are used in the organization	2.9394	.92618

The respondents were therefore requested to indicate the extent to which they agreed with various personal factors. From the study, majority of the respondents agreed to a very great extent that they meet with other organizations and share ideas as shown by a mean score of 4.5409 while others agreed to a great extent that all people in the organization give a meaning to any information that is received in the organization shown by a mean score of 4.2727, the organization has strong future goals that it wants to accomplish shown by a mean score of 4.1061, all people in the organization have shared goals and vision that they want to achieve shown by a mean score of 4.0606, information technology is not only used for automating processes but helps innovation shown by a mean score of 3.9545, all employees help in formulating the future goals shown by a mean score of 3.9242, employees are free to give meaning to information and situations in organization shown by a mean score of 3.8939 and all employees clearly understand the relationship between their personal goals and those of the whole organization shown by a mean score of 3.6303. further, majority of the respondents agreed to a moderate extent that various methods of communications are used in the organization shown by a mean score of 2.9394.

Table 4.9 below shows the extent of agreement with organizations factors

Table 4.9: Extent of agreement on organizations factors

Statement	Mean	Std dev
In my organization our vital information is stored	3.9091	.92366
The information is passed through from one generation to another	3.3545	.59308
In case of any managerial changes, the practices do not change there is continuity	4.1212	.83233
All contacts used by the organization are kept in a database for future use	2.8788	.92012
All past information records are accessible to all staff	3.0758	.99708

The study also sought to establish the extent that the respondents agreed on various organizations factors. From the study, majority of the respondents agreed to a great extent that in case of any managerial changes, the practices do not change there is continuity as shown by a mean score of 4.1212 and in the organization the vital information is stored shown by a mean score of 3.9091 while others agreed to a moderate extent that the information is passed through from one generation to another shown by a mean score of 3.3545, all past information records are accessible to all staff shown by a mean score of 3.0758 and all contacts used by the organization are kept in a database for future use shown by a mean score of 2.8788.

The respondents were also requested to indicate other factors that have contributed to the adopting of organization learning concept in the firm. From the results of the study, the majority of the respondents indicated that other factors at have contributed to the adopting of organization learning concept in the hotels were such as changing environment and also increased customer demand on quality coupled with competition in the industry.

Table 4.10 present the extent that various factors have contributed to adopting the organization learning concept in the hotels

Table 4.10: Extent that various factors have contributed to adopting the organization learning concept in the hotels

Statement	Mean	Std dev
To improve the quality of service by the organization	4.0909	.85444
To improve the commitment and morale of the workforce so as to cope with change/turbulent environment	3.0606	.89234
Adaptation of technological changes so as to attract and retain qualified	4.1515	.98046
To place organization in a competitive edge and enhancement of communication	4.5667	.88723
To understand and make quality decisions in the organization stability of the organization	3.1364	.87506
Knowledge acquisition, exchanges and spread in the organization	4.4848	.93220

The study further sought to establish the extent that various factors have contributed to adopting the organization learning concept in the hotels. From the study findings, the factors that have contributed to adopting the organization learning concept in the hotels to a great very extent include to place organization in a competitive edge and enhancement of communication shown by a mean score of 4.5667 while those that have contributed to a great extent include knowledge acquisition, exchanges and spread in the organization shown by a mean score of 4.4848, adaptation of technological changes so as to attract and retain qualified shown by a mean score of 4.1515 and to improve the quality of service by the organization shown by a mean score of 4.0909. Further, other that have contributed to a moderate extent include to understand and make quality decisions in the organization stability of the organization shown by a mean score of 3.1364 and to improve the commitment and morale of the workforce so as to cope with change/turbulent environment shown by a mean score of 3.0606.

CHAPTER FIVE: SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

The chapter presents a summary of the data findings on the factor affecting adoption of the learning organisation concept in hotels in hospitality industry in Nairobi. Based on the findings in chapter four, the study gives recommendations on what hotels management can do to improve learning organisation concept. The limitations of the study and suggestion for further research are also discussed.

5.2 Summary

From the findings, the study established that on organisational factors, there are different ways of compensating the employees' work, organization carries out research so as to get new outcomes, learning new things is a way of life for everyone in the organization, the organization has a strategy that responds to the changing environment, there is a strictly followed training programme in the organization and there is flexible organization structure that changes frequently.

On functional factors, departments and sections in organizations all understand each other's importance, all employees are involved in team playing and learning, information is received from people and organizations stakeholders, various methods of communications are used in the organization, all employees can access the organization databases and they participate in joint ventures with our guarantees and stakeholders.

On personal factors, the study established that the employees meet with other organizations and share ideas, all people in the organization give a meaning to any

information that is received in the organization, the organization has strong future goals that it wants to accomplish, all people in the organization have shared goals and vision that they want to achieve, information technology is not only used for automating processes but helps innovation, all employees help in formulating the future goals, employees are free to give meaning to information and situations in organization and all employees clearly understand the relationship between their personal goals and those of the whole organization.

On organisational factors, the study found that in case of any managerial changes, the practices do not change there is continuity and in the organization the vital information is stored. On functional factors, the study established that other factors at have contributed to the adopting of organization learning concept in the hotels were such as changing environment and also increased customer demand on quality coupled with competition in the industry. The factors that have contributed to adopting the organization learning concept in the hotels include placing organization in a competitive edge and enhancement of communication, knowledge acquisition, exchanges and spread in the organization, adaptation of technological changes so as to attract and retain qualified and to improve the quality of service by the organization.

5.3 Conclusion

Based on the findings, the study concludes that in the hotels there are different ways of compensating the employees' work and the hotels carry out research so as to get new outcomes. Organization has a strategy that responds to the changing environment and there is a strictly followed training programme in the organization. The study also concludes that all employees in the hotels are involved in team playing and learning and

can access the organization databases and they participate in joint ventures with the guarantees and stakeholders.

The study further concludes that the employees meet with other organizations and share ideas, the organization has strong future goals that they want to accomplish and all employees help in formulating the future goals. Employees are free to give meaning to information and situations in the hotels. Further, there is continuity and in the organization as the vital information is stored.

The study finally concludes that placing organization in a competitive edge and enhancement of communication is the main factors that have contributed to adopting the organization learning concept in the hotels.

5.4 Recommendations

This study therefore recommends that since the study has established that there are benefits of adopting the learning organization concept, the management of the hotels should ensure that there is intensified training of their employees in order to improve their performance and the performance of the hotels. The managers should also increase the scope of use of the learning organization concept in hotels in Nairobi.

The study also recommends that the training programme in the hotels should be based on a training needs and competency surveys to as to include the employees views in the programmes.

5.5 Limitations of the study

A limitation for the purpose of this research was regarded as a factor that was present and contributed to the researcher getting either inadequate information or responses or if

otherwise the response given would have been totally different from what the researcher expected.

The main limitations of this study were: Some respondents refused to fill in the questionnaires. This reduced the probability of reaching a more conclusive study.

However, conclusions were made with this response rate.

The small size of the sample (26) could have limited confidence in the results and this might limit generalizations to other situations. Most of the respondents were busy throughout and had to continuously be reminded and even persuaded to provide the required information. Time- Due to official duties time was a major concern.

5.6 Suggestion for Further Studies

The study recommends that further studies should be done on the adoption of the learning organisation concept in other sectors such as banks. Further studies should be done on the effect of the learning organisation concept on the performance of the company.

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APPENDICES

Appendix 1: Letter of Introduction from the University

Appendix II: Letter of Introduction

University of Nairobi

School of Business,

P.O. Box 30197

NAIROBI

Dear Respondent,

RE: COLLECTION OF RESEARCH DATA

I am a postgraduate student in the above mentioned University undertaking a Management Research Project on “The Learning Organization Concept: A study of Hotels in hospitality industry in Nairobi

You have been selected to form part of this study. You are kindly requested to assist in data collection by responding to the questions in the accompanying Questionnaire. The information provided will exclusively be used for academic purposes only and will be treated with utmost confidence.

You will also be provided with a copy of the final report upon your request.

Your cooperation is highly appreciated.

Yours faithfully,

Benson K. Mbuthi

Dr. James Gathungu

MBA STUDENT

UNIVERSITY SUPERVISOR

RESEARCHER

SCHOOL OF BUSINESS

Appendix III: Questionnaire

SECTION A: PERSONAL DATA

Name of the Organization

What is your current job title

How long have you been employed by this organization?

- Less than 2 years ()
- 3 – 4 years ()
- 5 -6 years ()
- Over 7 years ()

Please check the basic that indicates your age bracket.

- 20 or below ()
- 21 – 30 ()
- 31 – 40 ()
- Above 40 ()

Gender Male () Female ()

Marital Status Single () Married () Other (please state) ()

Education (please indicate appropriate level)

- Secondary/High School Certificate ()
- Post-Secondary Certificate ()
- Post-Secondary Diploma ()
- Undergraduate Degree ()
- Postgraduate Degree ()
- Any other(please specify) ()

SECTION B: ORGANISATIONAL FACTORS

To what extent do the following apply to your organization?

Please tick as appropriate

1. Not at all
2. To a little extent
3. To a moderate extent
4. To a great extent
5. To a very great extent

Statement	1	2	3	4	5
Employees in the organization are continually expanding their abilities through learning					
My organization has a strategy that responds to the changing environment					
Learning new things is a way of life for everyone in the organization					
Policies and Strategies are reviewed often					
Organization carries out research so as to get new outcomes					
There is a strictly followed training programme in my organization					
People in the organization are involved in key decision making processes					
All members of the organization play a part in policy and strategy formulation					
There is flexible organization structure that changes frequently					
There are different ways of compensating our work					

SECTION C: FUNCTIONAL FACTORS

Please tick the number that best describes the extent to which your organization practices the following: (Use the scale below for the most appropriate response).

Please tick as appropriate

1. Not at all
2. To a little extent
3. To a moderate extent
4. To a great extent
5. To a very great extent

Statement	1	2	3	4	5
Participatory policy and strategy reviews by all employee in my organization					
Employees are encouraged to think together					
All employees are involved in team playing and learning					
All employees can access the organization databases					
There is always feedback on financial consequences of action as soon as they are known by accounting system					
Departments and sections in organizations all understand each others importance					
Information is received from people and organizations stakeholders					
We participate in joint ventures with our guarantees and stakeholders					
We meet with other organization and share ideas					
Various methods of communications are used in the organization					

SECTION D: PERSONAL FACTORS

Which statement best describes your organizations position on the following:

(Use the scale below to tick the most appropriate response)

Please tick as appropriate

1. Not at all
2. To a little extent
3. To a moderate extent
4. To a great extent
5. To a very great extent

Statement	1	2	3	4	5
All people in the organization give a meaning to any information that is received in the organization					
All people in the organization have shared goals and vision that they want to achieve					
All employees clearly understand the relationship between their personal goals and those of the whole organization					
The organization has strong future goals that it wants to accomplish					
All employees help in formulating the future goals					
Employees are free to give meaning to information and situations in organization					
Information technology is not only used for automating processes but helps innovation					
We meet with other organizations and share ideas					
Various methods of communications are used in the organization					

SECTION E: ORGANISATIONAL FACTORS

Which statement best describes your organization's position on the following

(Use the scale below to tick the most appropriate response)

Please tick as appropriate

1. Not at all
2. To a little extent
3. To a moderate extent
4. To a great extent
5. To a very great extent

Statement	1	2	3	4	5
In my organization our vital information is stored					
The information is passed through from one generation to another					
In case of any managerial changes, the practices do not change there is continuity					
All contacts used by the organization are kept in a database for future use					
All past information records are accessible to all staff					

SECTION F: FUNCTIONAL FACTORS

What other factors have contributed to the adopting of organization learning concept in your firm?

.....

.....

To what extent have the following factors contributed to adopting the organization learning concept in your organization? (Use the scale below to circle the most appropriate response)

Please tick as appropriate

1. Not at all
2. To a moderate extent
3. To a great extent
4. To a very great extent

Statement	1	2	3	4	5
To improve the quality of service by the organization					
To improve the commitment and morale of the workforce so as to cope with change/turbulent environment					
Adaptation of technological changes so as to attract and retain qualified					
To place organization in a competitive edge and enhancement of communication					
To understand and make quality decisions in the organization stability of the organization					
Knowledge acquisition, exchanges and spread in the organization					

SECTION: G

Thank you very much for completing this questionnaire. Please provide below any other comment you wish to include which is relevant to the subject of study.

.....

THANK YOU FOR YOUR COOPERATION

Appendix IV: List of Hotels

1. Ambassadeur
2. Boulevard Hotel
3. Fairview
4. Grand Regency/CTC
5. Holiday Inn
6. Hotel Inter-Continental
7. Land Mark (Jacaranda)
8. Lenana Mount
9. Marble Arch
10. Meridian Court
11. Nairobi Hilton
12. Nairobi Serena
13. Oakwood
14. Panafric Hotel
15. Safari Park
16. Sagret Hotels
17. Silver Springs
18. Six Eighty
19. Sport View Kasarani
20. The Nairobi Safari Club
21. The Norfolk
22. The Stanley
23. Sarova Panafric Hotel