# LEARNING ORGANIZATION AND EMPLOYEE MOTIVATION: A CASE STUDY OF EQUITY BANK, KENYA

## BY

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# DECLARATION

This research project is my original work and has not been presented for an award of a degree in any other university.

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This research project has been submitted for examination with my approval as the university supervisor.

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## DEDICATION

I dedicate this project to my parents, brothers and sisters who have supported me all the way and have been a great source of motivation and inspiration. Special mention to each and every individual who has guided me and provided me with guidance and moral support. .

# ACKNOWLEDGEMENTS

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# LIST OF ABBREVIATIONS AND ACRONYMS

CBK (Central Bank of Kenya)

ELT (Experiential learning theory)

IT (Information technology)

TQM (Total Quality Management)

# ABSTRACT

The purpose of this study was to find out the relationship between learning organization and employee motivation. The study was guided by two objectives; to establish the elements of learning organization that are employed at Equity bank and to find out whether there is a relationship between the elements of a learning organization and employee motivation at Equity bank. The respondents included bank officers in selected branches in Nairobi. The theories employed as the theoretical framework for this study were the Watkins and Marsick's framework of learning organization, Kolb's experiential learning theory and the expectancy theory of Victor Vroom. The research adopted a case study research method with Equity bank being the subject of study. Data was collected using questionnaires and analyzed using both descriptive and inferential statistics. The analyzed data was presented using frequency tables .A correlation analysis was conducted to measure the level of significance between the two variables of study. The study found out that some of the learning organization practices at Equity bank were leaders empowering employees, having a shared vision, communicating business directions and challenges to employees, encouraging and supporting learning, working as a team, building trust among others. On motivation the study found out that the feeling of being involved , job security , supervisors help on personal problems , wages ,discipline ,promotions and career development , good working conditions , gratitude for job well done as well as public celebration for job well done were rated as important motivating factor by the respondents. The study further found out that learning organization practice had a strong influence on employee motivation with a significant positive path coefficient and therefore concluded that there is a strong relationship between learning organization practices and employee motivation which in turn influences performance. The study recommends further research to be done on the relationship between employee motivation and financial performance in the banking sector. Further study should be done on the level of contribution of each of the dimensions of learning organization on employee performance.

# CHAPTER ONE: INTRODUCTION

## 1.1 Background of the study

Globalization has brought about with it immense changes in the business environment which have forced organizations to adapt to changes in order to survive and succeed. According to Johnson, Johnson, & Holubec, (1998), this accelerating environmental change has allowed theorists and practitioners to envision an organization entity known as the learning organization. As defined by Senge (1990) a learning organization is one where people continuously expand their capacity to create 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 how to learn together. The presence of committed and motivated employees in an organization results in reduction of absence, delay and transfers and also leads to increase in organizational performance, employees happiness and the achievement of goals. Learning organization is conceptualized and come to existence in such cases. All learning organization must have capacity for learning and adaptation with changes and those processes of learning must be developed, managed and coordinated in that organization with the aim of employee motivation (Masoudi Nadoushan et al, 2005).

This study adopts Watkins and Marsick's (1996) concept of a learning organization as its theoretical framework. They defined a learning organization as one that captures, shares and utilizes knowledge to change the manner in which an organization responds to challenges Watkins and Marsick's (1996). They indicated that learning organization

design depends on seven complementary imperative actions which include continuous learning, dialogue and inquiry, team learning, embedded system, system connections, empowerment and leadership (Watkins and Marsick ,1996). The expectancy theory of Victor Vroom (1964) will be used to study employee motivation. The expectancy theory relates an individual's increased effort and performance to the deserved and wanted rewards (Hahn & Kleiner 2002). Employees act in a certain manner with the expectation that such act will be followed by a given outcome. Kolb's experiential learning and Senge's adaptive and generative learning and assimilation theory will be used to relate the two variables of study

Empirical studies emphasize the relationship between motivation and learning culture within an organization as strong and significant in terms of predicting the motivational behaviors of employees. It has been evident from research that the highly motivated ambitious, energetic, enthusiastic and passionate employees strategically maintain core competencies of the organizations. Argyris (1999) stated that among learning organizations, the employees serve as the agents in external environment proclaiming the significance, impact and value of their respective organization to its stakeholders. The standardized performance and quality management are resultant outcomes of the efficient system of learning because the more the employees learn and gain the more they may possess the ability to handle the sophisticated and unknown problems. As a matter of fact, learning enhances employees' performance and increases their gratitude of working (Dirani, 2009). According to Joo and Lim (2009) it is the learning within an organization that influences the employees' behavior and binds them strongly into unified workforce

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for organizational vision accomplishment. It's against this background that this study seeks to find out the relationship between learning organization and employee motivation.

### 1.1.1 Learning organization

The learning organization as a concept was developed with a view to improving overall organizational performance. The philosophy underpinning this concept as argued by Garvin (1993) is that learning is an essential ingredient for the survival of organizations. Garvin (1993) argues that learning organizations ensure that they learn from experience, develop continuous improvement programmes, use systematic problem solving techniques and transfer knowledge quickly and efficiently throughout the organization by means of formal training programmes linked to implementation. The key principles of the learning organization as espoused by Miller and Stewart (1999) are aimed at ensuring improved organizational performance through the individuals within the organization.

The changes within the global business environment which include great advancements in information technology, increased competition as the world becomes a global village, a more informed and demanding global population demands that organizations should redefine the manner in which they conduct business to ensure that they survive. Currently learning is considered to be the only way of obtaining and keeping a competitive edge. The capacity for change and continuous improvement to meet the challenges in the environment in which organizations operate has been associated with the capability of the organizations to learn (Armstrong & Foley, 2003; Senge, 1990).Watkins and Marsick

(1996) noted that learning organizations are where learning and work are integrated in an ongoing systematic manner in order to support continuous individual, group and organizational improvements.

Various studies indicated that learning organization have strong relationship with organizational performance (Akhtar et al., 2012) whereby learning organization is represented by seven dimensions developed by Watkins and Marsick (1993). The dimensions are continuous learning, dialogue and inquiry, team learning, embedded system, system connections, empowerment and leadership. This was attributed to the parallel improvement of performance of organization and change subsequently leading to improved organizational performance. This is because in a learning organization, there is a continuous and harmonious learning environment.

Nonaka (1991) states that when markets shift, technologies proliferate, competitors multiply and products become obsolete almost overnight, successful companies are those that consistently learn and create new knowledge, disseminate it widely throughout the organization and quickly embody it in new technologies and products. These activities define the learning organisation whose sole business is continuous adaptation. While a study noted that learning organization always seek ways to capture learned concepts to function continuously (Alipour, Khairuddin, & Karimi, 2011), another suggested that a vital component of building a learning organization is team learning (Norliya & Azizah, 2007). Additionally, Norashikin and Noormala (2006) suggested that learning helps to improve organization's competitive advantage and responsiveness to change, subsequently sparking interest to develop organizations that promote and foster learning.

**1.1.2 Employee Motivation**

Motivation is an important component in the performance of employees in any organization because it is iterative process which influences the needs of an individual that energize, direct and maintain the behavior as described by Richard (1983). It is an effort that directs an individual towards the attainment of an objective. It has been realized that motivation is a significant predictor of performance. In this manner, motivation has become an important issue for the managers. There are two kinds of motivations that affect the performances of employees as well as organization. The first kind is associated with external environment and second one is the result of direct relationship between an employee and his/her task. Pay, fringe benefits and polices of the companies are the extrinsic motivational factors which are applied by the managers within a work environment. While on the other hand, intrinsic motivational factor is a relationship between worker and his/her work and therefore it is self-applied involving the emotions related to accomplishment and competence that are necessary for effective and satisfactory completion of a particular job.

Motivation refers to forces that energize, direct and sustain a person's efforts (Kasser and Ahuvia, 2002). If employees have everything they need to perform well, they will be able to do the job, however, they must be willing and this is where the question of motivation enters the picture. Different banks use different employee motivational strategies on its employees. Some of the motivational strategies include; promotion, monetary and non-monetary rewards like token of appreciation and recognition among others. Other

motivational strategies include salaries, and pension, medical cover, commuting allowance, scheme of service and hardship allowance, employee trainings etc. It would therefore be important to investigate whether the employee motivational strategies adopted by different banks enhances their job performance.

A study that was carried out in 2001 and published in Personnel Psychology examined whether employee motivation influence business outcomes. The findings from the study support the idea that employee satisfaction, behavior, and turnover predict the following year's profitability, and that these aspects have an even stronger correlation on customer satisfaction (Daniel, 2001). Sears using an "employee-customer -profit chain" found that a five percent increase in employee satisfaction drives a 1.3% in customer satisfaction, which results in 0.5% increase in revenue growth for an organization (Rucci, Kirn and Quinn, 1998).

Amabile (1993) adds to this by arguing that it is important that managers and organisational leaders learn to understand and deal effectively with their employee's motivation; since motivated employees are necessary to let the organization be successful. She also argues that unmotivated employees are likely to expend little effort in their jobs, avoid the workplace as much as possible, exit the organization and produce low quality of work. In the case that employees are motivated; they help organizations survive in rapidly changing workplaces (Lindner, 1998). Lindner also argues that the most complex function of managers is to motivate

employees; because what motivates employees changes constantly .

### 1.1.3 Banking industry in Kenya

The Kenyan banking sector currently comprises over forty banks all under the supervision of the Central Bank of Kenya. The sector has experienced very many radical changes especially in the last ten years (2000 – 2013).This period had been marked by great technological advancements as banks moved from manual to wholly automated systems with the advent of the automated teller machines, banking technology software and the concept of internet banking. The period had also been marked by increased competition among banks as they sought to provide an ever increasingly informed and demanding customer base with more innovative products. Banks have also been forced to become more creative in income generation especially with the decline in the Treasury bill interest rates, after the year 2003. They have been forced to focus more on non-funded sources of income as well as creating innovative loan products for their customers.

Other more recent changes include the proposed requirement that banks increase their capital base from Ksh.250 million to Ksh.1 billion over a three year period from 2008 to 2011 as provided for in the Kenyan budget for the year 2008. This has resulted in mergers and acquisitions in the banking sector, the largest being the merger of CFC and Stanbic Banks and the takeover of the East African Building Society by Ecobank. The other changes involve the entry of other players into the banking sector with huge amounts of capital such as the entry of Ecobank and more recently United Bank of Africa. Other challenges that have arisen include competition from outside the financial

sector such as the development of "M-pesa" and the "zap "products introduced by Safaricom and Airtel in the telecommunications sector. M-pesa has especially given banks a run for their money as it has provided a cost effective and efficient means of transferring money and holding accounts that do not involve as complicated and expensive a process as required by the banks. This particular service has opened up the massive potential of the unbanked population of about 17 million people within Kenya (CBK 2008a).

Banks have been forced to reinvent themselves in order to compete in the increasingly volatile and ever changing environment. The big players in the market namely Kenya Commercial Bank, Barclays Bank and Standard Chartered banks have been forced to revise their strategies to counter the threat by small banks' like Equity, NIC, CFC Stanbic that have risen to become major players in the market. While some banks have flourished and experienced phenomenal growth, others have been unable to compete and have experienced a steady decline in their performance over the years. To establish the reasons for this disparity the study examines how Equity bank have evolved and made a significant growth in the sector by employing key employee motivation practices such as the learning organization practices.

### 1.1.4 Equity Bank in Kenya

Equity Bank was started in 1984, as a building society in Murang'a, with a focus on the mortgage sector. Its expansion necessitated the conversion to a bank in December

2004.The Bank is one of the biggest indigenous local banks, a status it has managed to achieve in just a space of 25 years. Its initial target market was Muranga's tea zone. The tea zones were an easy target, as they had no powerful cooperatives offering banking services. The bank has been focusing on small-scale farmers, individual customers and small and medium scale businesses. The bank has now moved to other segments like corporate banking, mortgages, and investment banking. The bank has continued to consolidate its position in Kenya, as at the end of February 2014 the bank had 3 million customers and 106 branches (Equity Bank, 2007).

The Bank has 7 Board committees that guide and govern its management. These committees are Audit, Credit, Risk management, Strategy and investment, Tendering and procurement, Governance, board nomination and staff remuneration, and board executive. The Chief Executive oversees the day-to-day running of the bank and is assisted by several whole time executive directors. Equity Bank mission is to Mobilize savings, term deposits and other funds for the efficient provision of loan facilities to the micro finance and missing middle sector, especially small and medium enterprises, to generate sufficient and sustainable profits, in order to contribute to the members' welfare and to the national economy. This strategy is geared towards making banking services accessible to a vast majority of poulation. This diversification will be achieved through both acquisitions of existing businesses and organic growth (Equity Bank, 2007).

The banks five-year financial summary shows that the bank profits before tax grew from KES 218 M in 2004 to KES 5,022 M in 2008 or 2304%. The bank sector's profit before

tax increased by 34.6 percent from KES 20.4 billion in July 2007 to KES 27.4 billion in July 2008 while Equity bank's grew by KES 2.643 Billion(111.10%).This growth was the highest among the listed banks in 2008. Equity Bank Group total assets grew from KES 6.7 Billion to KES 78.8 Billion. The growth from 2007 to 2008 was KES 25.7 Billion (48.39%), this better than the industry that expanded by KES 288.9 billion (33.8%) from KES 853.7 billion as at July 2007 to KES 1,142.6 billion as at July 2008. It also has the lowest nonperforming loans to total loans ratio in the industry (CBK 2008a).

Equity Bank's business model is anchored on access, convenience and flexibility that has enabled the Bank to evolved to become an all-inclusive financial services provider with a growing pan African footprint. Equity Bank's business model and its visionary leadership has continued to earn local, regional and global accolades and recognitions. The model is also studied in some of the leading business schools in the world, as other developing countries in Africa and Asia seek to learn from Equity's low margin, high-volume model

This kind of growth demands a lot of emphasis on the human resource aspect of the banks. As a result employee motivation strategies must be in place to guide the organization to success. Under such competitive environments Equity bank employees have had a lot of pressure to try and come up with creative ideas and products that will enable it survive in such an extremely turbulent and competitive environment. The bank has also embarked on creating an enabling environment that will motivate the employees. It is based on the recent successes and improved performance of the bank that the

researcher   selected the bank for a case study on how learning organization practices influences the employee motivation.

## 1.2 The Research Problem

In an ever-changing business world, the need to gain a competitive advantage is extremely important for companies to survive in the age of globalization. Organizational leaders and theorists increasingly view learning as a key element in maintaining and developing a competitive advantage (Armstrong & Foley, 2003). A new emphasis on learning has arisen due to rapid changes in the business climate, including uncertain market conditions, increasing complexity, changing demographics, and global competition(Kontoghiorghes, Awbrey, Feurig, 1997). It is no longer possible for a business to survive in the market if all its employees are not innovating and learning. Case studies undertaken by Richard Karash in the 1980's and early 1990's in the developed world, have shown that the acceptance and establishment of the concept and practices of the learning organization has been crucial in directing organizations down the path of success. This is especially so, given the ever changing global business environment within which organizations operate. Organizations need to maintain the level of their employees' job satisfaction as high as possible, something which is strongly favored by learning orientation (Dirani, 2009; Goh, 2003).

In Kenya, however, there is hardly any information on studies that have been done on the concept and practice of the learning organization among commercial banks. Studies done

in the past have focused on total quality management (TQM) and teamwork all of which form an important basis for the concept and practice of the learning organization. This study focuses on the Kenyan banking sector because it is a dynamic sector that has been forced to adjust to the major changes that are taking place both globally and locally in a bid to survive and remain competitively viable organizations. In view of these changes, banks and their employees have had to embrace learning new ways of doing things in order to remain competitively viable institutions. Besides that, there is also lack of literature on the effect of learning organization on both employee motivation and organizational performances. Therefore, this paper proposes potential links between learning organization, employee motivation and organization performance.

Despite the wide acceptance of the benefits of becoming a learning organization, there are still clear gaps that call for further investigation. First, it is surprising that the concept has not been popularized in Africa. Little is known about African organizations vis-à-vis learning organizations (Nakpodia, 2009). Secondly, the banking sector, which is supposed to play a key role in improving the economy of any country, is not well represented in studies relating to learning organizations (Bui & Baruch, 2012). Thirdly, while Watkins' and Marsick's (1993) contribution has attracted the attention of other researchers and practitioners, there is still a need to either test the model or validate the instrument developed for assessing the learning organization's practice. A recent study established that the instrument has not been validated in the African context (Song, Chermack, & Kim, 2013).

In view of the above, this study sought to investigate the relationship between learning organization and employee motivation at Equity bank, Kenya. A number of researchers underlie that learning oriented operation has a beneficial impact on work outcomes, such as job performance and job satisfaction (Dirani, 2009). A workforce that is empowered and motivated is able to work effectively and hence help an organization realize its vision. A number of empirical studies indicate an intense positive correlation between major characteristics of learning organization and employee motivation (Goh, 2003). However, the interplay between learning organization and employee motivation has been studied to a limited extent. The question that the study will seek to answer is; what is the relationship and impact of learning organization on employee motivation?

## 1.3 Research Objectives

i. To establish the elements of learning organization that are employed at Equity bank, Kenya.

ii. To find out whether there is a relationship between the perception of employees on learning organization and employee motivation at Equity bank, Kenya.

## 1.4 Value of the Study

The study will be of benefit to academicians in the area of strategic change management and learning organization. Academicians will be expected to obtain an insight into the importance of creating a learning organization as a means of dealing with the rapid and

complex environmental changes and how it relates to employee motivation and organizational performance. The research will add to the body of knowledge on learning organizations, relationship between adapting and creating a learning organization and employee motivation which will be of value to those studying learning organizations in Kenya. The results of the study also add to the existing body of knowledge on the issue of motivation and productivity in the bank sector.

Practitioners will benefit from the study as they may also apply lessons learnt in facilitating strategic change management not only in Equity bank but also for senior managements in those other organizations undergoing strategic changes. The study will be important to Bank managers who will find the recommendation and results from the study useful in determining how best to motivate employees and enhance their performance hence maximizing on the talents of the employees within their disposal.

The study will be of benefit to fellow students who are interested in studying the concept of learning organization as the findings will provide information on the significance of creating an organization that is pro-actively seeking change that will help organizations realize their goals and objectives. The research is also expected to have various limitations and recommendations that can be used as a basis for further research

# CHAPTER TWO: LITERATURE REVIEW

## 2.1 Introduction

This chapter reviews literature on studies done by other researchers in the same area of learning organization and employee motivation. The specific areas covered here are the theoretical review, learning organization elements, the relationship between learning organization and employee motivation and difference between learning organization and organizational learning.

## 2.2 Theoretical review

This study adopts Watkins and Marsick's (1996) concept of a learning organization and the expectancy theory of Victor Vroom (1964) and Kolb's experiential learning as its theoretical framework.

### 2.2.1 Watkins and Marsick's integrated model

This study adopts Watkins and Marsick's (1996) concept of a learning organization as its theoretical framework. They defined a learning organization as one that captures, shares, and utilizes knowledge to change the manner in which an organization responds to challenges. Watkins and Marsick (1996) proposed an integrated model for a learning organization .This model proposes that learning activities should occur at different organizational levels: individual; team and/or group and system. Although the three distinct levels are identified, they are all interdependent upon each other and are encouraged and maximized in learning organizations (Marqurdt, 1996). Watkins and

Marsick (1996) further indicated that learning organization design depends on seven complementary imperative actions as shown in the figure below

This learning organization model consists of two major components: people who comprise an organization and the structures and culture created by social institution of the organization. Within this learning organization model, the three levels of organizational learning are expanded. The individual level is comprised of two dimensions of organizational learning: continuous learning and dialogue and inquiry. The team and/or group level consists of team learning and collaboration. Lastly, the organizational level consists of four dimensions of learning: embedded systems, systems connection, empowerment, and provide leadership for learning.

The initial stage of the learning organizational level is the individual level. This level is crucial within an organization as it forms the foundation for team and organizational learning. According to Senge (1990), individual learning does not guarantee organizational learning, but without it no organizational learning occurs. Within this level, Marsick and Watkins (2003) asserts that learning takes place when disjuncture, discrepancies, surprises or challenges act as triggers that stimulate a response. Depending upon the outcome of the plan or strategy, the cycle is repeated (when the plan does not work, it is repeated until it is successful). At this distinct level, the individual actions are determined by factors such as skills, knowledge and authority. Some triggers within the banking sector that may prompt learning at an individual level include being transferred to a new division or station which may prompt learning, challenging assignments and

incorporating advanced technological equipment to enhance policing practices and techniques.

Team/groups play an integral component in learning and are interrelated. Within a bank, teams/groups are overwhelmingly evident and can be identified as departmental partners, officers that work the same shift together, the station and/or selected teams. Marquardt (1996) identified a few characteristics that make learning at the team level successful. They include teams/groups must think and learn as an entity, they must learn how to create and capture learning and team/group learning should occur every time the team/group interacts..

### 2.2.2 The expectancy theory

The expectancy theory of Victor Vroom (1964) will be used as the foundation of this study as this theory is generally accepted as a most comprehensive explanation of an employee motivation. The expectancy theory relates an individual's increased effort and performance to the deserved and wanted rewards (Hahn & Kleiner 2002). Based on this theory, an individual is inclined to act in a certain manner with the expectation that such act will be followed by a given outcome as well as on the attractiveness of such outcome to an individual .

The expectancy theory also suggests that people usually join organizations with certain values and expectations .A strong premise of the theory is when expectations are met, individuals are motivated and exert a high level of effort to achieve organizational and personal goals and usually stay with the organization for a longer period of time.

Otherwise, if there is a substantial gap between what an individual wants from his or her work (i.e., 'wants'), and what he or she gets from the work (i.e., 'gets'), such individuals are likely to leave the organisation sooner (Jurkiewicz & Massey 1996). An important assumption is that an individual would strive to balance the wants and gets.

Motivation remains a difficult factor to manage because employees' aspirations and targets do not always match with what their employers may provide .Moreover, not all jobs can be made as interesting as what the employees would expect and more importantly, what is interesting to one person might not be interesting to another (Kovach 1995). Therefore, organizations and managers should not limit themselves with only one specific motivational factor, but are obliged to consider instead, diverse motivational models in order to realize the different needs of their employees .

### 2.2.3 Kolb's experiential learning

Kolb's (1984) experiential learning theory (ELT) is based in psychology, philosophy and physiology and has significantly leadership and organizational development and contributed to the principles of the learning organization principles since its introduction. Kolb's ELT model influenced scholar Peter Senge who evolved another cognitive theory that prominently identified mental models as a crucial component.

Kolb's learning theory sets out four distinct learning styles (or preferences), which are based on a four-stage learning cycle. In this respect Kolb's model is particularly elegant, since it offers both a way to understand individual people's different learning styles and also an explanation of a cycle of experiential learning that applies to us all.

Kolb includes this 'cycle of learning' as a central principle his experiential learning theory, typically expressed as four-stage cycle of learning, in which 'immediate or concrete experiences' provide a basis for 'observations and reflections'. These 'observations and reflections' are assimilated and distilled into 'abstract concepts' producing new implications for action which can be 'actively tested' in turn creating new experiences.

Kolb says that ideally this process represents a learning cycle or spiral where the learner 'touches all the bases', i.e., a cycle of experiencing, reflecting, thinking, and acting. Immediate or concrete experiences lead to observations and reflections. These reflections are then assimilated (absorbed and translated) into abstract concepts with implications for action, which the person can actively test and experiment with, which in turn enable the creation of new experiences which can either motivate or demotivate an employee.

## 2.3 Dimensions of Learning Organizations.

A growing body of evidence shows that leaders of learning organizations need to be good role models of pro-active learning; as such behavior tends to facilitate the development of a strong learning culture . Leaders should empower organizational members in knowledge acquiring and sharing. According to Garvin (2000), leaders should solicit feedback from organizational members and be open to criticism as this promotes an environment that encourages employees to put forth their ideas and feel part of the organization. Several scholars have advocated that organizations that are able to achieve

superior performance have leaders that demonstrate pro-active learning behaviors( Garvin,2000)

Mission and vision as essential organizational elements have been widely mentioned in the management literature (Goh, 2002). The process to align the main organizational strategy, structure and resources begins from clarifying the fundamental  mission and vision of the organization with its respective stakeholders ( Goh &  Richards, 1997). The lack of a clear and widely accepted organizational vision and mission could lead to weak cohesiveness  and resistance towards successful strategies implementation .  A solid foundation of shared vision about learning, accompanied by recognition that unless the company becomes a leaning organization, it cannot achieve its vision. A shared vision provides the focus and energy for learning. On the aspect of organizational performance, the correlations between well-articulated organizational visions and missions and organizational performance were established (Nanus,1992).

The concept of a team as a strategic learning component has been given a great emphasis in the literature of learning organizations. Team work encourages people to contribute their unique skills and knowledge for a specific purpose with greater emphasis on group cohesiveness and motivation. Second, the use of teams allows managers to focus on strategic issues rather than supervising the individuals. Studies on team problem solving have established a positive relationship with organizational performance, particularly on organizational strategic change, financial performance and effectiveness of decision making (Botschen et al, 2012).

A positive and supportive culture is key to a successful learning organisation. So for example, a customer-focused culture, where the customer is at the heart of all activity, is more likely to lead to a reputation for great customer service than an organisation which relies solely on customer service training. In a collaborative culture, where team working and shared goals are the norm, collective learning experiences are more likely to happen. A performance culture exists when everyone sees himself or herself as part of the larger organization and clearly understands their role in creating success for all. Differences of culture can occur within larger organisations, particularly if they operate on a global scale. Learning organisations can turn these challenges into opportunities for learning. By taking ideas from elsewhere and using them in a way that works for them an organisation can accelerate improvement.

A learning organization is one that continues to evolve in the face of rapid environmental changes. An innovative organization does not accept the status quo but constantly looks for ways to do the unexpected. To do things differently from the ways others do them and to do things no one else is doing. Innovation comes in many forms, business model, product, process, organizational, and leadership to name a few. In high-performance organizations, people at all levels are willing to try new things, large and small, on a daily basis.

Openness to new ideas and a willingness to take ideas on board lies at the heart of the successful, modern learning organization. A learning organization is proactive about giving people opportunities, and encourages them to take part in learning and development activities. A minority of people are likely to persist in not taking up these

opportunities and not engaging when they're encouraged to. If this has an impact on their work, that's a performance management issue. Just as customers today are demanding more transparency from business, so people inside organizations are demanding this more from each other. Employers are more open about the 'deal' between the organization and the employee. People want to know what's expected of them, are keener than ever to shape their own career paths, and eager to take responsibility for their own development.

Lastly, effective knowledge transfer is an important element in a learning organization. It focuses on transferring skills, experience and personal knowledge with each other (Hansen, et al., 2005). As mentioned earlier learning organization as an intelligent organization, should be designed to utilize the intellectual power of all its organizational members.

## 2.4 Factors affecting Learning Organization

Leadership is a factor promoting successful learning organization. Leaders have to continuously promote learning environment. The leaders need to decentralize their directional authority to the supervised and sensitivity to the changing environment needs to be initiated. Leadership found in learning organization is dissimilar to those found in traditional organization. In learning organization it's likely to be transactional and transformational. Marquardt (1996) proposed that leaders in learning organization must be those individuals who can conceptualize and ease complicated matter and process and can create motivation. In order to build the learning organization  leaders must have the ability to became a leader of change. In addition, Reece (2004) conducted a qualitative

research using 32 university staffs in universities in southern Australia to study the method to become learning organization of universities in Australia and found that leadership was an essential factor bringing universities in Australia to become learning organization.

To be a successful learning organization, it is necessary to transform the organizational culture which facilitates information sharing among personnel. Shared benefit gained from harmonious cooperation and development and mutual understanding among all staffs and all departments needs to be emphasized since they are aiming at the same organizational goal. Learning environment cannot happen in an organization where trustworthiness among staffs and colleague is less or none because what individuals have learned will not be shared, transferred or acknowledged. Chao Chang & Shing Lee (2007) conducted research using 134 staffs in industrial sector to study about leadership, organizational culture, learning organization and job satisfaction and found that organizational culture had a positive influence on learning organizations.

Information technology (IT) is an important tool for learning organization. The organization relies a lot on modern technology which is accurate, easily accessible, convenient for sharing, and instant. This kind of technology helps respond to change and increases working effectiveness which eventually leads to well response to customer's and staff's needs (Thianthai, 2007) .Implementation of information technology; for

example, making a web board for staffs to share their working knowledge and to post new useful articles which improve their work, promotes learning organization and in a certain organization where technology is employed for improving their work, new knowledge is constantly developed and self-learning and self-improvement of personnel are also sustainably enhanced. In addition, Phinaisup & Kampan (2007) conducted research on organization and management. The study sample consisted of 70 business organizations. The result showed that knowledge management technology and team management technology could predict becoming the learning organization.

A number of scholars have mentioned the objectives of knowledge management in the same direction that it is a form of management process or tool for leading organization to become learning organization.Knowledge management is to reshape the working concept to be active-working oriented which is useful for reinforcing competitiveness of the organization. The organization with high ability to enlarge and to develop knowledge based on its collected knowledge and experience can maximize its competitiveness and this kind of organization, finally, can become learning organization. Yosyingyong (2009) proposed that working performance of personnel in an organization could be improved if serious and constant knowledge management was promoted and this will lead to becoming learning organization. For so doing, internal knowledge management should be well-organized for actual and continuous learning. Knowledge management is a crucial tool activating organization to achieve its 3 goals: working goal, human resources development goal, and goal for becoming a learning organization. The result showed that

knowledge management can predict the learning organization. Phinaisup & Kampan (2007) conducted research on organization and management. The study sample consisted of 70 business organizations. The result showed that knowledge management is forecast to become a learning organization.

## 2.5 The Learning Organization Differentiated from Organizational Learning

Before one can talk about what a learning organization is, one must understand the difference between a learning organization and organizational learning. The difference between the two can seem insignificant at first but when one looks at the outcomes of both types of learning there are substantial differences. One of the three major differences between a learning organization and organizational learning that has been identifed in the literatures is that organizational learning is viewed as a process or set of activities while a learning organization is seen as a form of organization (Tsang, 1997).

An example of organizational learning would be a one-time company sponsored seminar that teaches employees how to handle stress. A learning organization on the other hand would have continued learning as well as ways to predict and correct future problems, also known as double-loop learning (Argyris, 1991). Another  main differences between the two is  that  by offering a learning opportunity one can not assume that the learning will go beyond the classroom nor can one assume that the learning will be shared. A

learning organization takes what is learned in the classroom and applies and improves upon what has been learned.

## 2.6 Employee Motivation

Employee motivation is an important learning organization element. Motivations are necessary to encourage learning and knowledge sharing among organizational members. More often than not, rewards should be given immediately for continuous improvement and to create a desirable learning behavior and organizational culture(Schein, 2004). Employee motivation being the level of energy, commitment, and creativity that a company's workers apply to their jobs,it is the degree of personal and professional satisfaction that an employee enjoys in his/her life (Pinder, 1998). This is an issue of vital concern to businesses since it is well established that a motivated workforce will achieve much better results than an unmotivated one. Some of the problems associated with unmotivated workers include complacency, declining morale, and widespread discouragement. If allowed to continue, these problems can reduce productivity, earnings, and competitiveness in the banking industry (Steers, & Porter, 1979).

Motivation in the work place has become a very popular topic, since 1970s and early 1980s Work motivation was described by Pinder (1998) as the set of internal and external forces that initiate work-related behavior and determine its form, direction, intensity and duration. Motivation to learn has also been defined as the direction, intensity and persistence of learning- directed behavior in the training literature. McCloy and Wise

(2002) showed that motivating employees to improve performance through learning is the key for an organization to improve individual performance. Therefore, motivation to learn and a learning culture are both very important for an employee to provide high service quality for both internal and external customers. Success in the market place is highly related to learning and how to motivate employees to learn (Argyris, 1991).

A common denominator of motivational theories is achievement through learning. An unchanging factor in business is change. Marrying an employee's desire to be better with a company's learning environment to keep ahead of the game is mutually beneficial. A manager and company can achieve employee motivation through providing a learning environment where employees are given tools to learn with the advances in the company's industry, as well as through self-development to yield a motivating and learning environment. There are five principles to creating and managing a learning organization: Empower employees to experiment and be creative, Encourage employees to use complex or sophisticated ways of thinking, Group activities and team learning, Build a shared organizational vision and Use of systems thinking (Jones & George, 2011)

By empowering employees they are given a sense of self-worth and autonomy. They can be creative with less restriction which can motivate them to come up with creative approaches to problems, avoid problems and innovate. Encouraging employees to use complex thought processes increases creativity, increases their knowledge of the organization and other functions, and can lead to innovation for the company and motivation for the employee to continue to think high-level. Using group activities

satisfies the common need amongst the motivational theories for interaction and personal relationships as well as provides the opportunity for the employee to learn other functions and other employees to actualize the correct perception of what they do, and also gives them a sense of belonging. When people feel like they belong, they want to be there. Thus motivation is achieved. A shared organizational vision can create a firm organizational culture, but it can also set goals for the employee to motivate them to strive toward something. Goals are an important aspect of motivating an employee because it provides direction and challenge. Reviewing the theories, challenges and goals are a motivating factor. Finally, Systems thinking is a strategic management approach to creating a management and leadership development organization (Jones & George, 2011).

### 2.6.1 Intrinsic motivation

Intrinsic motivation refers to motivation that is driven by an interest or enjoyment in the task itself and exists within the individual rather than relying on any external pressure. It is the doing of an activity for its inherent satisfaction rather than for some separable consequence. When intrinsically motivated, a person is moved to act for the fun or challenge entailed rather than because of external products, pressures or reward (Deci, 2000).

 Intrinsic motivation  sometimes also occurs with a different connotation in reference to incentives which are consistent with personal qualities, intentions and values. Satisfaction gained from such incentives may be seen as intrinsic to the person rather than to the task.

It can be the case that behavior such as undertaking a scientific research project can assist in the satisfaction of personal development goals while it is also intrinsically rewarding in itself. The micro sense of intrinsic interest in the task is the primary meaning, but satisfaction intrinsic to the person in the macro sense carries some of the same meaning, especially in regard to the processes of integration. However, while the two can work together, intrinsic motivation in the primary sense is vulnerable to being inhibited by the use of extrinsic rewards in ways which do not give the secondary type of intrinsic satisfaction but are experienced as alien to the person. The work of several investigators in recent years points to the importance of the secondary or macro type of intrinsic satisfaction from extrinsic rewards as the clue to managing the effects of extrinsic rewards in ways which do not inhibit the operation of intrinsic motivation for engagement in the task (Ryan and Deci, 2000).

**2.6.2 Extrinsic motivation**

Extrinsic motivation comes from outside of the individual. Common extrinsic motivations are rewards like money and grades, coercion and threat of punishment. Competition is in general extrinsic because it encourages the performer to win and beat others, not to enjoy the intrinsic rewards of the activity. A crowd cheering on the individual and trophies are also extrinsic incentives .It is a construct that pertains whenever an activity is done in order to attain some separable outcome. Extrinsic motivation thus contrasts with intrinsic motivation, which refers to doing an activity simply for the enjoyment of the activity itself, rather than its instrumental value (Ryan and Deci, 2000).

Extrinsic rewards have been found to reduce intrinsic motivation, but not in all circumstances. The majority of published research has dealt with the effect on motivation rather then performance, but consequent effects can be evident in performance, and there are many theoretical predictions supported at least in part by empirical findings. When people are intrinsically motivated they tend be more aware of a wide range of range of phenomena, while giving careful attention to complexities, inconsistencies, novel events and unexpected possibilities. They need time and freedom to make choices, to gather and process information, and have an appreciation of well finished and integrated products, all of which may lead to a greater depth of learning and more creative output. Extrinsic rewards tend to focus attention more narrowly and to shorten time perspectives, which may result in more efficient production of predefined or standardized products. Job satisfaction and long term commitment to a task may also be affected.

## 2.7 Factors affecting Employees' motivation

Money is the fundamental inducement; no other incentive or motivational technique comes even close to it with respect to its influential value .It has the supremacy to magnetize, maintain and motivate individuals towards higher performance. Frederick Taylor and his scientific management associate described monet as the most fundamental factor in motivating the industrial workers to attain greater productivity (Adeyinka et al, 2007).

Research has suggested that reward now cause satisfaction of the employee which directly influences performance of the employee. Rewards are a management tool that hopefully contributes to firms' performance by influencing individual or group behavior. All businesses use pay, promotion, bonuses or other types of rewards to motivate and encourage high level performances of employees (Reece et al, 2009). To use salaries as a motivator effectively, managers must consider salary structures which should include importance organization attach to each job, payment according to performance, personal or special allowances, fringe benefits, pensions and so on (Adeyinka et al, (2007).

Leadership  is all about getting things done the right way, to do that you need people to follow you, you need to have them trust you. And if you want them to trust you and do things for you and the organization, they need to be motivated (Baldoni, 2005). Theories imply that leader and followers raise one another to higher levels of morality and motivation .Motivation is purely and simply a leadership behavior. It stems from wanting to do what is right for people as well as for the organization. Leadership and motivation are active processes (Baldoni, 2005).

Empowerment provides benefits to organizations and makes sense of belonging and pride in the workforce. In fact, it builds a win-win connection among organizations and employees; which is considered an ideal environment in numerous organizations and their employees. Empowering can flourish virtual human capacities. Empowered employees focus their job and work-life with additional importance and this leads to constant progress in coordination and work procedures. Employees execute their finest

novelties and thought with the sense of belonging, enthusiasm, and delight in empowered organizations. Adding up, they work with a sense of responsibility and prefer benefits of the organization to theirs (Yazdani, 2011).

Trust is defined as the perception of one about others, decision to act based on speech, behavior and their decision (Hassan et al, 2010). If an organization wants to improve and be successful, trust plays a significant role so it should always be preserved to ensure an organizations existence and to enhance employees' motivation. It can make intrapersonal and interpersonal effects and influence on the relations inside and out the organization (Hassan et al, 2010).

## 2.8 Learning organization and employee motivation

The relationship between employee motivation and job performance has been studied for a long period. However, earlier research could not succeed in establishing a direct relationship between the two (Vroom, 1964). Yet it seems that the factors do influence each other. Petty et al. (1984) reviewed the 15 studies Vroom (1964) used in his research and added other more recent studies; they concluded that employee motivation and performance are indeed related. Amabile (1993) states that work performances are dependent upon the individual's level of motivation. Hackman and Oldham (1976) conclude that employees can be motivated through the design of their work; they argue that by providing certain intrinsic and extrinsic factors an employee can be motivated to perform well.

The concept of the learning organization focuses on the whole company perspective on learning and development. It links the development of the potential of each and every member of the organization for development of the company as a whole. It emphasizes the importance of organizational flexibility, responsiveness, adaptability and conscious approach to change (Senge, 1990) and underscores the importance of breaking down outmoded ideas, attitudes and practices before building new skills, structures and values (Pettigrew and Whip, 1991). The learning organization translates to an organization that facilitates the learning of all its members and consciously transforms itself and is about understanding and mastering the art of cooperate learning as learning is the key to survival and development for the companies of today.

Research studies emphasize the relationship between motivation and learning culture within an organization as strong and significant in terms of predicting the motivational behaviors of employees and determining their performance. It has been evident from research that the highly motivated ambitious, energetic, enthusiastic and passionate employees strategically maintain core competencies of the organizations . Argyris (1999) stated that among learning organizations, the employees serve as the agents to its stakeholders. As a matter of fact, learning enhances  employees' performance and increases their gratitude of working (Dirani, 2009).

Motivation constitutes a central element when going through the process of human learning. If the organization does not possess the ability to motivate its employees, the knowledge within the organization is not practically used to a maximum. Therefore, it

becomes the aim of every successful learning organization to find the factors that enable it to motivate its employees to continuous learning and to take advantage of this knowledge to ensure its living. A company's learning environment can impact the motivation of an employee. Highly motivated employees possess high performance, high input, a desire to learn, innovate, and grow with a company as long as the company provides desirable outcomes. In turn, the company will have seasoned staff that is skilled and motivated to advance the company through innovation and customer retention. The first step in a company's plan to create a learning environment is realizing the value of employees and how they want and need to be motivated.

# CHAPTER THREE: RESEARCH METHODOLOGY

## 3.1 Introduction

This chapter presents the methodology that was used to carry out this study. It presents the research design, study population, sample size, data collection methods and data analysis.

## 3.2 Research design

This study adopts a descriptive research design since the research will employ a survey study that will collect data from the employees working at Equity bank. This is because the study intends to obtain an in depth understanding on the relationship between learning organization and employee motivation. The design was chosen for this study due to its ability to ensure minimization of bias and maximization of reliability of evidence collected. Cooper and Schindler (2003) summarizes the essentials of research design as an activity and a time based plan; always based on the research question; guides the selection of sources and types of information; framework for specifying the relationship among the study variables and outlines the procedures for every research. The research design is therefore the blueprint that enables the investigator to come up with solutions to problems and guides in the various stages of research

## 3.3 Study population

Mugenda and Mugenda (1999) indicated that target population should be explicitly and unequivocally defined, otherwise statements about the target population after the analysis of data will not be trustworthy. The study comprises of employees in selected Equity

bank branches in Nairobi region. The researcher will also look at the records of banks for the period (2010-2013).

## 3.4 Sampling method

Using purposive sampling method and simple random sampling a total of 50 respondents was selected. The branch manager and the Human resource manager will be purposively selected while three staff members will be randomly selected from the rest of the workers as per the sample size allocated in each branch. This method was used because it gives an equal chance for every person in the population to be selected. The sampling was done as shown below:

| Bank branch | Total population | Sample size |
| --- | --- | --- |
| Kayole branch | 15 | 5 |
| OTC branch | 15 | 5 |
| Mama Ngina branch | 20 | 7 |
| Upper Hill branch | 35 | 11 |
| Community prestige branch | 25 | 8 |
| Kasarani branch | 20 | 7 |
| Buruburu branch | 20 | 7 |
| **Total** | **150** | **50** |

## 3.5 Data collection

The research instruments to be used in this study will be the questionnaires. The questionnaires will consist of both open and closed ended questions to be answered by the respondents. Open ended questions will seek to achieve in-depth responses from the subjects while closed ended responses will remain controlled for the sake of analysis.

Both secondary and primary data will be collected in this study. Primary data is defined as first-hand information received from a respondent while secondary data is the type of data that has been already collected and passed through the statistical process. The questionnaires will be administered to the respondents at their place of work. Questionnaires are preferred because according to Bhatti, (2005), they are effective data collection instruments that allow respondents to give much of their opinions in regard to the research problem. Since the research is being conducted in one location, the researcher will personally administer the questionnaires to the respondents. The researcher will also do a follow-up for those respondents who chose to fill the questionnaires at a different time. Secondary data will be obtained by reviewing documents such as text books, articles, diaries, schedules, abstracts and speeches which are relevant to the study.

## 3.6 Data analysis

The questionnaire data will be checked for accuracy and completeness of recording of the responses, it will be coded and checked for coding errors and omissions. The data will then be analyzed using statistical package for social scientists (SPSS) to bring out

specific issues about learning organization and employee motivation. Both descriptive and inferential statistics, specifically simple regression was used to analyze the relationship between the variables by use of the following regression model;

$Y = \beta o + \beta 1X + \mu$

Where;

$Y$ = employee motivation

$\beta o$=constant of coefficient

$\beta 1X$= learning organization

$\mu$=error term

The findings will be categorized using the themes in the questionnaire.

Data will be presented in the form of frequency distribution tables, graphs and pie charts that will facilitate description and explanation of the study findings.

# CHAPTER FOUR: DATA ANALYSIS, RESULTS AND DISCUSSION

## 4.1 Introduction

This Chapter presents and reports results of the study. Summary statistics were used to describe data and inferential statistics used to answer the research questions. Findings are presented in tables, graphs and charts. Data collected include the demographic information of participants such as motivation, work experience gender, age and education levels. Data was also collected on employee motivation, elements of organization learning and their impacts .The respondents who returned questionnaires were 50 meaning there was a 100% response rate. Data was obtained from 7 branches of equity bank within Nairobi county. The researcher used the data from 50 respondents in the analysis since the sample was representative enough being above the minimum of 10% percent recommended by Mugenda & Mugenda (2003).

## 4.2 Demographic Information

Demographic information entailed getting data on job classification, gender ,length of service and education levels. Since the one of the objectives of the study was to make recommendations on ways of improving employee motivation in the banking industry, this categorization enabled the researcher to identify the rewards that were most appropriate for the various groups. Under job classification, the participants were classified into categories based on the positions held at the time of the study.

**Table 4.2.1 : Job status**

| Item | Management level | Frequency | Percent (N %) | Mean | Std. dev |
|---|---|---|---|---|---|
| | Top management | 26 | 52 | 1.62 | 0.725 |
| | Department head | 17 | 34 | | |
| **Department** | Lower level staff | 7 | 14 | | |

Table 4.2.1 illustrates that majority, 52% of participants were drawn from the management level of the organization. The other categories were head ofdepartments,34%, and the lower level at 14%. Top level employees include those with responsible leadership positions at the banks' branch level such as credit managers, operations managers, customer relations managers and other branch management position occupants. Departmental employees are officers and supervisors of the various departments  at the bank while the lower  level employees include clerks and cashiers.

**Table 4.2.2 Education Levels**

| Education level | Frequency | Percentage |
|---|---|---|
| Bachelors | 36 | 72 |
| Masters | 10 | 20 |
| Phd | 4 | 8 |

| | | |
|---|---|---|
| Total | 50 | 100 |

The study clearly indicates that most of the bank employee were degree holders at 72%.Thosewith masters were 20% while Phd holders were 4 %.

**Table 4.2.3 work experience**

| Years of experience | Frequency | Percentage |
|---|---|---|
| Less Than a Year | 3 | 6 |
| 1-3years | 8 | 16 |
| 3-5years | 19 | 38 |
| Over 5Years | 20 | 40 |

The lengths of service of respondents in years were categorized into 4 groups that is, less than 1year, 1 - 3 years, 3- 5 years and over 5 years. Figure 4.2.4 above shows the distribution of participants per group. Out of the 50 respondents, 6% had worked with the bank for a period of less than 1 year,16% for a period of between 1 and 3 years, 38% had been employed for 3 to 5 years while most of them ,40% had been in service for over 5years. All respondents despite the period of service at the bank had useful knowledge required for the study.

**4.3 learning Organization and Employee Motivation**

The respondents were asked to rate their perception of the various attributes of employee motivation. To establish the level of importance, the attributes were measured and analyzed based on the following 5-point Likert scale; **(1) - Not important, (2)- Little important, (3)- Moderately important, (4)- Very important** and **(5) - Extremely important;** with point (5) – extremely important being the highest of them all. The following were the findings:

**Table 4.3.1: Descriptive statistic results on employee motivation**

| Attribute | Mean | Std.dev |
|---|---|---|
| 1. A feeling of being involved | 4.34 | 0.479 |
| 2. Job security | 4.76 | 0.476 |
| 3. Supervisor's help with personal problems | 2.74 | .0828 |
| 4. Payment made according to work done | 3.76 | 1.041 |
| 5. Promotion or career development | 4.32 | 0.471 |
| 6. working conditions | 4.48 | 0.505 |
| 7. Management/Supervisor loyalty to employees | 3.22 | 0.864 |

| | | |
|---|---|---|
| 8. Gratitude for a job well done | 4.36 | 0.485 |
| 9. Public celebration for a job well done | 3.62 | 0.602 |
| 10. There is a breakdown of services into a series of small tasks | 3.84 | 1.017 |
| 11. Clear communication system | 3.54 | 1.147 |
| 12. Work is executed in groups/teams | 3.90 | 0.953 |
| 13. There is delegation of power to employees to make decisions | 3.80 | 0.881 |
| 14. There is appropriate training | 3.58 | 0.859 |
| 15. There is a clear system of handling employee discontent | 3.56 | 1.146 |

Table 4.3.1 above shows the perception of the respondents on the importance of the various motivating elements. From the findings the feeling of being involved in the banks activities was rated as very important with a mean of 4.34.Equally the feeling of job security had a high support with a mean of 4.76.This means employees want to feel their work is safe and secure as they do their duties. However the element of supervisor helping the employees in their personal problem was not perceived as a serious motivating factor with a mean of 2.74 and a standard deviation of 0.8.This means according to the respondents, its not an important factor of motivation. The issue of remuneration was perceived to be of great value. With a mean of 3.76, most of the respondents felt that

payment according to work done was a key motivation factor. Promotion and career development was rated high since every employee wishes to have upward mobility. With a mean of 4.32 the respondents Cleary indicated that this is a key motivation factor.

The working condition was rated with a mean of 4.48 meaning it is an extremely important attribute of motivation among the employees. The loyalty of management to the issues of the employee had a mean of 3.22 meaning it was considered as moderate. Gratitude for job well done and public celebration for job well done had a mean of 4.36 and 3.62 respectively meaning the respondents felt recognition for job well done are important motivation factors. With a mean of 3.84 and a deviation of 1.07, the breaking down of services into small tasks was perceived as an important attribute of motivation. This is because an employee can concentrate and specialize in a certain line of engagement. Too much and undefined work can cause confusion and lower productivity. The existence of a clear communication system was also perceived as an important factor. With a mean of 3.56 respondents rated it as important. Communication is central in every organization because it helps to promote understanding and enhance delivery of objectives. Team work had a mean of 3.9 meaning it was rated as very important. When members work as a team there is motivation ,duties are shared and goals are accomplished. Delegation of power to employees had a mean of 3.8 and a deviation of 0.86.This means it's a key motivating factor among the employees .Delegation builds trust and enhances performance since individuals knows that delegated power and responsibility is upon them to account for .Respondents also rated the existence of a

proper training as a an important motivation factor. With a mean of 3.58 the respondents felt it as a moderate motivator. Respondents felt that handling of employee discontentment was an important motivation factor. With a mean of 3.56 and a standard deviation of 1.15 means s it's a very important factor of motivation. When employees feel that their issues are well handled then they will be motivated to perform.

### 4.3.2 Descriptive statistic results on learning organization

The respondents were asked to rate their perception on various dimensions of learning organisation To establish the level of agreement, the attributes were measured and analyzed based on the following 5-point Likert scale; **(1)- Strongly Disagree, (2)-Disagree, (3)-Neither, (4)- Agree** and **(5) -Strongly agree;** with point (5) - strongly agree being the highest of them all as shown in the table 4.3 below.

**Table 4.3.2 Descriptive statistics results on learning organization.**

| Item | Mean | Std. dev |
|------|------|----------|
| In my organization, people openly discuss mistakes in order to learn from them. | 2.24 | 1.162 |
| In my organization, people identify skills they need for future work tasks | 2.78 | 1.112 |
| In my organization, people help each other learn | 3.16 | 1.543 |

45

| | | |
|---|---|---|
| In my organization, people can get money and other resources to support their learning. | 2.96 | 1.399 |
| In my organization, people are given time to support learning | 2.60 | 1.262 |
| In my organization, people view problems in their work as an opportunity to learn | 2.94 | 1.185 |
| In my organization, people are rewarded for learning. | 3.06 | 1.376 |
| In my organization, people give open and honest feedback to each other | 2.56 | 0.951 |
| In my organization, people spend time building trust with each other. | 2.80 | 1.088 |
| In my organization, teams/groups have the freedom to adapt their goals as needed. | 2.82 | 1.351 |
| In my organization, teams/groups treat members as equals, regardless of rank, culture, or other differences | 3.00 | 1.229 |
| In my organization, teams/groups are rewarded for their achievements as a team/group. | 2.74 | 1.121 |
| My organization makes its lessons learned available to all employees. | 2.84 | 1.251 |
| My organization invites people to contribute to the organization's | 3.00 | 1.443 |

| | | |
|---|---|---|
| vision | | |
| My organization builds alignment of visions across different levels and work groups. | 2.84 | 1.299 |
| My organization works together with the outside community to meet mutual needs. | 2.60 | 1.161 |
| In my organization, leaders share up to date information with employees about competitors, industry trends, and organizational directions | 2.46 | 1.199 |
| In my organization, leaders empower others to help carry out the organization's vision | 2.16 | 0.976 |

From the table above results show that respondents with a mean of 2.24 and a deviation of 1.16 were neutral on the fact that employee openly discuss mistakes and take them as learning points. This implies that most of the respondents felt that in the bank people moderately discuss mistakes giving them an opportunity to learn. With a mean of 2.78 respondents disagreed that people identify the skills they need for the future tasks .This implies that banks should enable employees to identify skills they need for future tasks as a way of encouraging a learning .From the table the respondents agreed that employee help each other to learn. With a mean of 3.16 and a standard deviation of 1.5 this is a key element of learning organization. This implies that the practice of employees helping each other to learn should be encouraged in the bank .

With a mean of 2.96  the respondents  indicated that employees don't get monetary support to support their learning,. therefore suggest that on average the banks does not support learning by giving monetary aid and other resources to  its employees as may be expected.On the question whether employee are given time to learn  the respondents neutral .with a mean of 2.6 and a deviation of  1.2 the responses tend towards a neutral response .This implies that that the bank  hasn't fully allows people to take time to learn .Concerning their perception of problems as an opportunity to learn the respondents were average .with a mean of 2.94  the employees don't view problems as an opportunity to learn. This therefore suggest that most respondents don't view problems as opportunity to learn. The  respondents agreed that employees were rewarded for learning with a mean of 3.06 the respondents were in  support with this argument. On the question whether employees give open and honest feedback to each other, a mean of 2.56 means the respondents disagreed with this proposition. This implies that those employees in the bank need to have a positive relationship of being open and honest to each other for the sake of learning.

On the question of whether employee spend time to build trust on each other as a way of creating a learning environment, a mean of 2.8 and a deviation of 1.08 means this a practice that is not fully appreciated. This implies the practice of creating trust among employees is not very strong in the bank. From the table the element of groups having the freedom to adapt their goals had a mean of 2.82 and a deviation of 1.35. This implies that most of the employees in equity bank accepted that they execute work in groups but  they do not  have the freedom to adapt their goals as needed. On whether the bank treat members as equals regardless of culture or rank differences a mean of 3.0 means most of

the respondents were neutral but with a deviation of more than one it means employees were in agreement that members are treated equally .This implies that on average employees in equity bank treat their colleagues as equals regardless of ranks or other differences. With a mean of 2.71 and a deviation of 1.12  the respondents indicated that teams are barely rewarded as a whole for their achievement. On whether the organization makes lessons learnt available to the employees the respondents with a mean of 2.84 indicated that this is usually not the practice. On whether the organization invites people to contribute to the organization vision a mean of 3 and a deviation of above 1 means there is agreement .  It implies that the bank has created a system that invites people to contribute to the organization vision.

With a mean of 2.84 the respondents disagreed with the argument that the  organization builds visions across different work groups. With respect to the  organizations working with the outside community most of the respondents  disagreed and with a deviation of slightly above 1 it implies that the bank doesn't  have strong links the outside community to meet mutual need. From table the respondents didn't  agree that the bank  shares information with employees on competitors, industry trends and organization directions with a mean of 2.46.However with a standard deviation of 1.19 one can infer that there is neutrality in this response. This implies the  bank may be sharing information about industry trends, competitors and organization trends with employees sparingly.

## 4.4   Inferential Statistics

This study employed multiple regression method to analyze the relationship between the elements of a learning organization and employee motivation at Equity bank of Kenya. Employee motivation was the dependent variable was denoted as Y and learning organization was the independent variable denoted as X. A multiple correlation was carried out to establish the degree of relationship between learning organisation and employee .From the results shown in table 4.4.1 below there exist a correlation between Learning Organization (X) and Employee Motivation (Y). The correlation coefficient was 0.127 which indicates that as learning organization increases by 12.7% the employee motivation increases by the same margin.

The coefficient was found to be statistically significant at the 1 % level of significance.

**Table 4.4.1: Correlations of Y on X**

|  |  | Employee motivation (Y) | Learning Organization (X) |
|---|---|---|---|
| Pearson Correlation | Employee motivation  (Y) | 1.000 | 0.127 |
|  | Learning  Organization (X) | 0.127 | 1.000 |
| Sig. (1-tailed) | Employee motivation  (Y) | . | 0.037 |

| | Learning  Organization (X) | .0.037 | . |
|---|---|---|---|
| | | | |

The coefficient of determination ($R^2$) is by definition the proportion of total variation in the dependent variable (Y) explained by the regression of Y on X. $R^2$ was found to be 0.016. Thus, we can deduce that the regression of Y on X, explains 34% of the variations in the dependent variable. This means that employee motivation was explained by 34% of learning organization.

This may be interpreted that organization learning contributes to only 34% of employee motivation. The 66% is contributed to by other factors.

**Table 4.4.2 : Model of employee motivation [Y] against  learning organization [X]**

**Model Summary b**

| Model | R | R Square | Adjusted R Square | Std. Error of the Estimate | Change Statistics | | | | | Durbin-Watson |
|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | R Square Change | F Change | df1 | df2 | Sig. F Change | |
| 1 | .127[a] | .340 | -0.58 | .616 | .0340 | .792 | 1 | 48 | .037 | 1.726 |

a. Predictors: (Constant), Average of **X**

b. Dependent Variable: Avarage of all **Y** responses

### 4.4.4  Employee motivation and  Learning Organization

This study employed simple regression method to analyze the relationship between the elements of a learning organization and employee motivation at Equity bank of Kenya. Employee motivation which was the dependent variable was denoted as Y while the independent variable for the study was learning organization  that was denoted as X.

A  regression  analysis  of  Y  (employee motivation)  against  X  (organizational learning),  was  done  and  the regression model was as follows:

$Y = \beta o + \beta 1X + \mu$

$Y = 3.469 + 0.202X1 + \mu$

From  the  above  model,  it  is  clear  that  there  exist  a  positive  relationship  between  Y (employee motivation) and organization learning (X), based on the positive coefficient of the variable 0.202.

When  a  regression  analysis  was  performed  to  determine  the  relationship  between  the elements of a learning organization and employee motivation in Equity bank, Kenya, the t  value  3.890  was  generated  and  was  above  the  critical  value  of  tα=2.96.  That  was interpreted to mean that learning organization significantly affects the extent of employee motivation. Therefore from the results of the analysis, there is a significant relationship between learning organization and employee motivation (t= 3.890, p=0.037).

At 95% confidence interval for X (learning organization ), the estimation of β ranged between -0.659 and -0.255 for the lower and upper bound respectively. The true population parameter would lie in this range on 95 occasions out of one hundred occasions this parameter is estimated. The standard error of X (learning organization), stood at 0.227. This is a small value in relation to the regression coefficient which implies a reliable prediction of β.

The standard error is the estimate of how much the regression coefficient will vary between samples of the same size taken from the same population; that is, if one was to take multiple samples of the same size from the same population and use them to calculate the regression equation, this would be an estimate of how much the regression coefficient would vary from sample to sample.

**Table 4.4.3 Coefficients (Y against X)**

**Coefficients[a]**

| Model | Unstandardized Coefficients | | Standardized Coefficients | t | Sig. | 95.0% Confidence Interval for B | | Correlations | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | B | Std. Error | Beta | | | Lower Bound | Upper Bound | Zero-order | Partial | Part |

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| | | B | Std. Error | Beta | t | Sig. | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| 1 | (Constant) | 3.469 | .820 | | 4.228 | .000 | 1.819 | 5.119 | | | |
| | Learning organization (X) | .202 | .227 | .127 | 3.890 | .037 | -.659 | -.255 | -.127 | .127 | .127 |

a. Dependent Variable: Average of all C responses

## 4.5 Discussion of the Findings

The study sought to find out the perception of the respondents on various dimensions of learning organization and employee motivation. The study found out that the respondents were neutral on the fact that employee openly discuss mistakes and take them as learning points. This implies that most of the respondents felt that in the bank people moderately discuss mistakes giving them an opportunity to learn which is below the suggestion by (Watkins & Marsick, 1993.) who argued that in a learning organization, people gain productive reasoning skills to express their views and the capacity to listen and inquire into the views of others if the culture of the organization supports questioning, feedback and experimentation. The same case with employees ability to identify skills they need for future tasks as a way of encouraging a learning and helping each other to learn.

Findings also suggest that on average the bank does not support learning by giving monetary aid and other resources to its employees as may be expected in a learning

organization. On the question of whether employee spend time to build trust on each other as a way of creating a learning environment the study found out that its not an established practices  as it should be in a leaning organization where  work is designed to allow groups  learn and work together (Watkins & Marsick,1993).However respondents accepted that they execute work in groups  but  they do not  have the freedom to adapt their goals as needed. On whether the organization invites people to contribute to the organization, respondents were in  agreement . Watkins and Marsick (1993) argue that in a learning organization people are involved   in setting, owning and implementing a joint vision. Responsibility is distributed close to decision making to motivate people to learn what they are accountable for. This way many individuals engage  in a collective vision and are able release of the potential locked within them.

With respect to the organizations working with the outside community most of the respondents disagreed implying that the bank doesn't  have strong links the outside community to meet mutual need. According to Watkins and Marsick (1993), learning organizations have a healthy relationship with their physical, social and cultural environments. The learning organization acknowledges its dependence on its environment. Respondents didn't agree that the bank shares information with employees on competitors, industry trends and organization directions . This implies the bank may be sharing information about industry trends, competitors and organization trends with employees sparingly.

On motivation the participants in this study ranked various motivation factors based on their perception of each. Extrinsic factors consisting of good working conditions, 'job security, and good wages were highly ranked. Majority of the respondents agreed that when these factors are met their motivation to work for better performance increases. As an employee the salaries will form the bond that will keep them closer with the company. When this need is achieved it will trigger another dimension of thinking to realize another achievement. This perception is in accordance with Maslow´s hierarchy of needs which is termed the basic needs (Srivastava 2005).On job security when employees are aware of the fact that they have a long contract with the company they will definitely increase their motivation for higher performance. This is to justify the next needs of Maslow´s hierarchy that is the safety needs (Srivastava 2005). )

In addition, letting employees to partake in decision making for the company and employees are free to make decisions for the interest of the company will enable the employees to have an additional motivation The utilization of the employee ability, free to make decision at their job area and valuing their services further buttress the theoretical understanding of esteem needs put forth by Maslow. (Srivastava 2005. These findings are underscored by the main assumption in Victor Vroom expectancy theory which states that motivation is a product of the anticipated value to a person in an action. Here the anticipated values are the possibilities of higher salaries and promotion possibilities which the employee anticipates due to longevity of service. (Bose 2004).Communication within the organization was also seen core. Communicating with employees build a good working relationship where both the manager and the employee

can learn from each other . Work satisfaction can be detrimentally affected by the absence of open and transparent communication, trusting relations and group work (Griffin et al, 2001)

Other  factors of motivation  were supervisor's help with personal problems' and public celebration for a job well done.The findings indicates that today's employee does  value assistance from their boss in personal problems or public recognition for accomplishments which agrees with Maurer (2001) who said that  rewards and recognition are essential factors in enhancing employee job satisfaction and work motivation which is directly associated to organizational achievement

On the relationship  between the variables of study, In pursuit of enhanced individual performance firms  need to maintain the level of their employees' motivation as elevated as possible, something which is strongly favoured by learning orientation (Dirani, 2009).Individuals employed by companies operating  on the pattern of learning organization, are portrayed as strongly motivated  and energized and tend to experience positive psychological outcomes, such as increased commitment and work satisfaction. Organizations providing staff members with abundant resources and opportunities for learning, self-enhancement and professional advancement, offer their employees significant psychological benefits and elevated job satisfaction (Rowden & Conine, 2005).

# CHAPTER FIVE :DISCUSSION, CONCLUSIONS AND RECOMMENDATIONS

## 5.1 Introduction

The chapter focuses on the results in relation to the study objectives and purpose, conclusion and recommendations of the study. It concentrates on the relationship between learning organization and employee motivation.

## 5.2 Summary of findings

The summary of findings are divided into three sections; employee motivation, learning organization and relationship between employee motivation and learning organization.

## 5.2.1 Employee motivation

The study sought to know some of the key factors that motivate employees. The study found out that the feeling of being involved , job security , supervisors help on personal problems , wages ,discipline ,promotions and career development , working conditions , gratitude for job well done as well as public celebration for job well done were rated as important motivating factor by the respondents. Motivation seen as the level of energy, commitment and creativity that a employees apply to their jobs Deci (2000) for personal and professional satisfaction is an important element in a learning organization.

Studies to measure whether there is a significant relationship between employee motivation and financial performance in bank has shown that low employee motivation

among bank employees impairs their performances due to lack of job satisfaction and hence affecting the bank's financial performance status levels. Human resource management's function therefore should assist the general manager or the top management in keeping the employees satisfied and motivated with their jobs since employees are not satisfied and motivated, they will not perform to expected norms (Petcharak, 2004). Workplace dissatisfaction and poor performance may lead to high employee turnover in an organization and thus lowered financial performance of the bank. In order to make employees motivated and committed to their jobs, there is a need for strong and effective motivational strategies at various levels of the organization. Ayeni (2007) have found a strong relationship between employee motivation and organizational commitment. According to them motivation is mostly determine how well the organization meets employees expectations.

Similarly, if employees are highly motivated with their work, coworkers, pay, and supervision and derive high level of overall job satisfaction with their jobs they are more likely to be committed to the organization than if they are not satisfied.

### 5.2.2 learning organization

The study sought to know which elements on learning organization are found in Equity Bank. The findings were that some of the learning organisation practices at equity bank were leaders empowering employees, having a shared vision, communicating business

directions and challenges to employees, encouraging and supporting learning, working as a team, building trust among others.

Leaders should empower members in knowledge acquiring and sharing. Leaders should solicit feedback from organizational members and be open to criticism as this promotes an environment that encourages employees to put forth their ideas and feel part of the organization. A shared Mission and vision are essential organizational because lack of a clear and widely accepted organizational vision and mission could lead to weak cohesiveness and resistance towards successful strategies implementation A shared vision provides the focus and energy for learning. Team work as a strategic learning component has been given a great emphasis in the literature of learning organizations. Entrekin and court (2001) suggested that the use of teams offers to advantages because team encourages people to contribute their unique skills and knowledge and the use of teams allows managers to focus on strategic issues rather than supervising the individuals.

A positive and supportive learning culture should be encouraged .This can be done through encouraging and supporting learning through funding and rewarding learning. A learning organization is proactive about giving people opportunities, and encourages them to take part in learning and development activities Collective learning experiences are more likely to enhance performance . Lastly, effective knowledge transfer is an important element in a learning organization. It focuses on transferring skills, experience and personal knowledge with each other (Hansen, et al., 2005).

### 5.2.3 learning organization and employee motivation

Oldham (1976) conclude that employees can be motivated through the design of their work; they argue that by providing certain intrinsic and extrinsic factors an employee can be motivated to perform well.The concept of the learning organization focuses on the whole company perspective on learning and development. It links the development of the potential of each and every member of the organization for development of the company as a whole and underscores the importance of breaking down outmoded ideas, attitudes and practices before building new skills, structures and values (Pettigrew and Whip, 1991).

Research studies emphasize the relationship between motivation and learning culture within an organization as strong and significant in terms of predicting the motivational behaviors of employees and determining their performance. It has been evident from research that the highly motivated ambitious, energetic, enthusiastic and passionate employees strategically maintain core competencies of the organizations (Lovelock, 1994). Argyris (1999) stated that among learning organizations, the employees serve as the agents to its stakeholders. As a matter of fact, learning enhances  employees' performance and increases their gratitude of working (Wang Dirani, 2009).

It was evident from the findings of the study, as reported by the main sample, that dimensions of learning organization has a positive effect on motivation. Dimensions of learning organization and employee satisfaction was investigated using Pearson Product Moment Correlation Coefficients with simple bivarate correlation. It was found that, continuous learning was significantly correlated with employee motivation with a high degree of correlation. The results from this study indicate that learning organization

practice had a strong influence on employee motivation with a significant positive path coefficient; which presented that the relationship between learning organization practices and employee motivation is reciprocal.

## 5.3 Conclusions

The need for organizations to survive in a changing environment has led to the development of the concept of the learning organization. A learning organization is an organization that facilitates learning for all of its members, and thereby continuously transforms itself. Employee motivation is key to any organisation. Low employee motivation leads to behaviors like high employee turnover, absenteeism, decreased performance and careless mistakes which cost the bank. Therefore the management should priorities employee motivation.

Banking organizations should incorporate programs like total quality management, employee involvement, job enrichment, skill-based pay, and gain sharing plans to gain a competitive edge and these interventions will lead to increase in the bank's financial performances. This study yields several important findings and contributions to practice and research. Based on the finding, this study concludes that learning organization practice had a strong influence on Employee motivation.

## 5.4 Recommendations of the study

Employee motivation is an excellent place to start from given the following recommendations. Monitoring workload by making sure that there is even distribution of tasks among employees. This also helps in contributing to the social support of

employees by identifying de-motivators as early as possible and taking precautionary measures. Increasing staff participation in decision making, increasing support to the individual by ensuring good career and staff development strategies and promoting formal and informal social support.

Learning is a crucial component in the transformation from a traditional organization to a learning organization (Gilley & Maycunich, 2000). In addition, learning contributing to organizational commitment and effectiveness. For that reason, learning organization practices appear to be important for banks. Instilling more learning organization practices through organizational commitment and effectiveness may lead to more desired outcomes. Second, this study provides practitioners with a viable way to build a learning organization--focusing on the seven dimensions described in the DLOQ to nurture learning organization practices. Based on Watkins and Marsick (1996), creating systems, promote inquiry and dialogue, connect the organization to its environment, continuous learning opportunity, collaboration and team learning, empower people toward a collective version, and provide strategic leadership for learning are seven key measures in building a learning organization. Hence, in order to improve on employee motivation through learning organisation practices, organizations and HR practitioners need to pay attention to the issues of these seven key factors.

## 5.5 Limitations of the study

This study will cover only Equity bank headquarter in Nairobi County and therefore the findings may not apply to the other parts of the country that might require the same king of practice but in different setups. The study will only deal with Equity bank making its

findings not applicable to other related financial institutions. The study deals only with employee motivation, hence other factor that may have the same impacts to the commercial banks as employee training are not looked at.

Due to the busy work schedule within the banking industry, it might be difficult for the researcher to meet respondents due to limited time employees have and prejudice from management staff. However, the researcher will mitigate these by encouraging response via the email and as well remind the respondents and talking to managers in order to convince them about the objectives of this study.

## 5.6 Suggestions for further research

The researcher suggests that study should be done on the level of contribution of each of the dimensions of learning organization on employee performance . The researcher further suggests that research should be done on the relationship between employee motivation and financial performance in the banking sector. This will help in creating awareness among employers on the effects of motivation on the financial performance. It will in turn motivate the proprietors and all other stake holders to intervene.

Further research should be conducted country wide in other banking institutions since this research narrowed down to employees of Equity bank in Nairobi  therefore it cannot be generalized for the whole country. Hence, additional research should be undertaken for all the branches of Equity spread out through the country to get a clear picture and to allow for the generalizations of the study findings.

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## SECTION 1: DEMOGRAPHIC INFORMATION

1. Name: _____

2. Department: _____

3. Job title: _____

4. What is your job status?

   1) Top management   (  )       2) Dept.head   (  )    3) lower level Staff ( )

5. Level of education

   1) Bachelor's ( )    2) Master's  ( )   3) PhD ( )

6. Number of years spent on the job.

   1) Less than 1 year  ( )  2) 1 -3 Years ( )  3) 3 – 5 Years  ( )  4) 5 years and above ( )

## SECTION B : EMPLOYEE MOTIVATION

**Employee motivation**

**7.** To understand what is most important to you, please read each statement and rank its importance using a 5 point scale where : 1=Not at all, 2 = little important,

3= moderately important, 4= Very Important , and 5=extremely Important.

| Attribute | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|
| A feeling of being involved | | | | | |
| Job security | | | | | |
| Supervisor's help with personal problems | | | | | |
| Payment made according to work done | | | | | |
| Promotion or career development | | | | | |
| working conditions | | | | | |
| Management/Supervisor loyalty to employees | | | | | |
| Gratitude for a job well done | | | | | |
| Public celebration for a job well done | | | | | |
| There is a breakdown of services into a series of small tasks | | | | | |

| | | | | | |
|---|---|---|---|---|---|
| Clear communication system | | | | | |
| Work is executed in groups/teams | | | | | |
| There is delegation of power to employees to make decisions | | | | | |
| There is appropriate training | | | | | |
| There is a clear system of handling employee discontent | | | | | |

## SECTION C: DIMENSIONS OF THE LEARNING ORGANIZATION

9. Tick appropriately

1= Strongly agree, 2 = Agree, 3=Neutral, 4=Disagree, and 5=Strongly disagree

| Element | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|
| In my organization, people openly discuss mistakes in order to learn from them. | | | | | |

| | | | | | |
|---|---|---|---|---|---|
| In my organization, people identify skills they need for future work tasks | | | | | |
| In my organization, people help each other learn | | | | | |
| In my organization, people can get money and other resources to support their learning. | | | | | |
| In my organization, people are given time to support learning | | | | | |
| In my organization, people view problems in their work as an opportunity to learn | | | | | |
| In my organization, people are rewarded for learning. | | | | | |
| In my organization, people give open and honest feedback to each other | | | | | |
| In my organization, people spend time building trust with each other. | | | | | |
| In my organization, teams/groups have the freedom to adapt their goals as needed. | | | | | |
| In my organization, teams/groups treat members as equals, regardless of rank, culture, or other differences | | | | | |

| | | | | |
|---|---|---|---|---|
| In my organization, teams/groups are rewarded for their achievements as a team/group. | | | | |
| My organization enables people to get needed information at any time quickly and easily | | | | |
| My organization creates systems to measure gaps between current and expected performance. | | | | |
| My organization makes its lessons learned available to all employees. | | | | |
| My organization invites people to contribute to the organization's vision | | | | |
| My organization builds alignment of visions across different levels and work groups. | | | | |
| My organization works together with the outside community to meet mutual needs. | | | | |
| In my organization, leaders generally support requests for learning opportunities and training. | | | | |
| In my organization, leaders share up to date information with employees about competitors, industry trends, and organizational directions | | | | |
| In my organization, leaders empower others to help carry out the organization's vision | | | | |