

**INFLUENCE OF LEARNING ORGANIZATION ON JOB
SATISFACTION: A SURVEY OF EMPLOYEES IN
ORGANIZATIONS FOR DISABLED PERSONS IN NAIROBI**

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**A MANAGEMENT RESEARCH PROJECT SUBMITTED IN
PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR
THE DEGREE OF MASTER OF BUSINESS
ADMINISTRATION (MBA), SCHOOL OF BUSINESS,
UNIVERSITY OF NAIROBI**

October, 2007

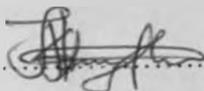
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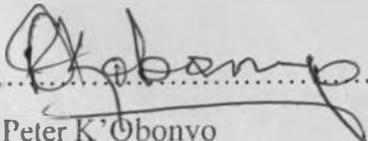
DECLARATION

I declare that this research project is my original work and has not been submitted for an award of any kind in any other university.

Signed.......... Date 06/11/2007.....

Kangethe Jane Karimi

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

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ACKNOWLEDGEMENT

First and Foremost I thank God for taking care of me during all the evening classes and night travel

Second I wish to thank the MBA lecturers in the University of Nairobi for instilling in me a new discipline which has totally made my life different.

Third I thank Professor K'Obonyo in a special way for his tireless and patient guidance as I undertook my research project.

Forth I thank all organizations which responded to the questionnaires in good time to enable data analysis.

DEDICATION

This research project is dedicated to all Kenyan organizations, which serve the disabled community. They need to be enlightened on the theory of learning organization in management and how it affects job satisfaction. It enlightens management on how they can do away with rigid structures in order to enhance innovative and competitive changes in their organizations and further recognize the importance of human capital in achieving a competitive edge in an organization. We are all used to a child being born, grow, learn to talk, walk, hear, see and be independent as he/she grows. What about those who deviate from these norms? This research is dedicated to this lot, that is, the visually impaired, the hearing impaired, those with the autistic spectrum disorders, the intellectually challenged, the physically challenged and the people serving them.

ABSTRACT

The learning organization concept is a recent phenomenon reflected in management literature since 1980's. The researcher sought to establish the extent to which learning organization practices are adopted in organizations for disabled persons in Nairobi and further to establish the influence of learning organization on job satisfaction.

The learning organization concept and job satisfaction were explored in details in this study. A hint on barriers on learning organization was made. Data was collected from a sample of organizations for disabled persons in Nairobi. A structured questionnaire was designed from Pedler et al (1991) learning company to solicit information on learning organization and a standard questionnaire, Minnesota satisfaction questionnaire (adapted from Luthans, 1992) was used to solicit information on job satisfaction.

The findings indicate that the practices of learning organization are embraced to a moderate extent in organizations for disabled persons. That is, there is strategy to involve employees in policy making, there are enabling structures and learning opportunities to enhance a learning organization among others. The analysis also indicate that employees are satisfied with their jobs.

Pearson's product moment correlation was used to establish the relationship between learning organization and job satisfaction. The analysis indicate that there is a positive correlation between learning organization and job satisfaction.

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CHAPTER ONE

INTRODUCTION

1.1 Background

Today businesses are operating in time of cross currents. Senge (2006) observes that the globalization of business and industrial development is raising the material standards of living for many, but also creating significant side effects in the form of a host of social and environmental sustainability challenges. These conflicting forces play out within organizations as well, creating environment in which the need and possibility for learning capabilities are greater than ever but so too are the challenges of building such capabilities (Senge, 2006). There are many changes being brought about through the new information technologies and through the way organizations are responding to the need to achieve and maintain their competitive edge in increasingly global markets (Beardwell et al 2004). Business organizations have to live up with many challenges – changing economies and high inflation levels, vast changing customer needs due to effects of globalization which come with exposure to diverse cultures and lightening like technological changes., diverse needs of stakeholders, competitive business environments, political turmoil and social changes in cultural dynamics. Organizations are becoming more networked which is weakening the traditional management hierarchies and potentially opening up new capacity for continued learning, innovation and adaptation, (Senge, 2006; Beardwell, 2004). Such changes are normal in changing world views, in other words, environmental changes are inevitable and organizations just have to adapt (Senge, 2006).

Some of the mechanisms organizations have adapted to cope with the volatile environments are Business Process Re-engineering (BPR), Total Quality Management (TQM), Just In Time (JIT) Manufacturing or Lean Manufacturing, mergers and acquisitions, Knowledge Management, Downsizing, Delaying, Multiskilling, Management By Objectives (MBO) and the recent phenomenon of learning organization which emerged in the 1980s (Beardwell,2004; Walton,1999; Torrington et al 2005)

The interest in Learning Organization has been stimulated by the need to be competitive, as learning is considered to be the only way of obtaining a competitive edge (Torrington et al, 2005). Organizations which can not learn and adapt will be faced with extinction, hostile take

over, etc. The complexity and volatility of today's business cannot be addressed effectively by piecemeal analytical approaches like individual learning. The organization that will truly excel in the future will be those that discover how to tap people's commitment and capacity to learn at all levels in the organization, (Senge 2006). Today's business conditions call for team work, organization wide learning, flatter structures and flexible culture in order to address the difficulties as quickly as possible when they arise or even before they come (Beardwell, 2005, Senge, 2006). Organizations need to put up structures which will help tap the individuals' learning so that organizations does not loose out on its leaning abilities when members of organizations leave the organization- accumulated histories, experiences, norms and stories are retained in the organization to enhance organization's memory. Such organizations survive even if the founders are no longer there, (Torrington,2005).

Graham (1993) states that learning enables quicker and more effective response in a complex and dynamic environment. Senge (2006) makes it clear that in the long run the only sustainable competitive advantage is an organization's ability to learn faster than the competition. Edmorison and Moingein (1995) put it very well when they say "to remain viable in an environment characterized by uncertainty and change, organizations and individuals alike depend upon an ability to learn.

Senge (2006) describes how companies can rid themselves of the learning disabilities that threaten their productivity and success by adopting the strategies of learning organizations. In learning organizations, openness, reflection, deeper conversations, personal mastery and shared vision uniquely energize changes, and understanding the systemic causes of problems is crucial. Senge "postulates that learning organizations are possible because we are intrinsically born with learning capabilities, no one teaches a child how to walk, speak, run, etc. Learning increases information sharing, communications, understanding and the quality of decisions made in the organizations (Senge, 2006; Pedler, 1991)

The study of job satisfaction is important to management. Whether people find their job satisfying or frustrating, challenging or boring, meaningless or pointless, is a strong concern for managers.(Reitz.H.J.1981).Managers are concerned about the impact that job satisfaction has on performance. Most managers believe that job satisfaction leads to low productivity, high

absenteeism and turnover, and increased unionization (Arnold & Feldman, 1986). Managers therefore use all means to enhance job satisfaction. The operation of learning organization has been found to contribute to job satisfaction (Chang and Lee 2007)

This survey explores the influence of learning organization on job satisfaction in organizations for disabled persons in Nairobi. This research is based on Pedler et al's model of a learning company (1991) to establish operation extent of learning organization and Minnesota Satisfaction Questionnaire adapted from Luthans (1992 p.116) to extract data on job satisfaction among employees in organizations for the disabled persons in Nairobi. Pearson's product-moment correlation coefficient will be used to establish the relationship between learning organization and job satisfaction.

1.1.1 Learning Organization

Debella and Nevis (1998) point out the difference between normative and developmental perspective towards a learning organization. The essence of a normative perspective is that a learning organization will be enhanced by realization of a set of planned interventions which together represents the learning organization. The development perspective treats the learning organization as a particular phase reached in an organization's life or evolution as a result of menu-driven provision of training courses and resulting in the environment where learning is more self managed, continuous and broad based. They propose a third position, which they call capability perspective. By this, they mean that within all organizations, there are intrinsic learning capabilities but that how these are manifested will vary from institution to institution through distinctive styles or patterns of learning.

Factors such as structure, environment, culture, technology, and strategy enhance learning organization. (Senge, 1990; Argyris & Schon, 1978; Pedler et al, 1991; Argris & Schon, 1978) In order to encourage learning, organizations must move away from mechanistic structures and adopt a more flexible and organic structure. This requires a new philosophy of management which encourages openness, reflectivity, and the acceptance of error and uncertainty (the opportunity to take risks and hence to make mistakes). Core values should be based on learning. The design of jobs and the organization structure, the degree to which it is centralized and bureaucratized, influence leaning opportunities. Open and free flow of information

between individuals and organization units determine learning and quality improvement. (Senge,2006; Pedler et al 1991; Argyris & Schon,1978)

For learning to occur, organizations must align themselves with the environment so as to remain competitive and innovative. This may involve learning, unlearning or relearning. Learning organizations will treat competitions more as a means of learning than a hostile force. (Senge,2006; Pedler,1991; Walton,1999.) Technology can be used to clarify assumptions, speed up communications, elicit tacit knowledge and construct histories of insights and catalogue them. The introduction of information systems flattens the structure of the organization and promotes greater dissemination of information to all individuals. This makes the organization more informed, flexible and organic. Increased availability of information helps members share information thereby increasing learning (Walton, 1999; Torrington,2005; Beardwell,2004)

Culture refers to values, beliefs, norms and ideologies of an organization. A culture where people are allowed to experiment (try out ideas) enhances creativity. Such a culture should also acknowledge that mistakes can occur. People are allowed to question existing norms and assumptions. (Pool,2000; Brown,1998; Hall,2001; Senge,2006; Pedler et al 1991). Pool (2000) and Hall (2001) in propose that during the process of encouraging employees to want to learn, it is necessary for the existence of organization culture to support the organizational learning so that it is possible to obtain, improve and transfer the required knowledge with ease. Strategy concerns the organizations vision, mission, goals and core values. A strategy which has organization learning at its core will really encourage learning. Strategy influence learning by providing a boundary to decision making and context for the perception and interpretations of the environment. for example, the existence of and nature of an appraisal scheme could have positive or negative effects upon employees learning. At the strategic level, the amount of resource (money and personnel) allocated to learning initiatives also determines the quality and quantity of learning.(Walton,1999; Senge,2006; Popper & Lipshitz,2000)

A number of models have been given by scholars on how to become a learning organization., for example Senge model (2006) prescribes the five disciplines in order to become a learning organization -system thinking, team learning, mental models, shared vision and personal mastery; Pedler, et al's model (1991) prescribes a list of eleven dimensions-Learning approach

to strategy, participative decision making, informing, formative accounts and control, internal exchange, reward flexibility, enabling structures, boundary workers as environmental scanners, intercompany working, learning climate and self development opportunities for all. They have divided these into five broad themes. Watkins and Marsic (1993, 1996) have given seven practices towards becoming a learning organization-create continuous learning opportunities, promote dialogue and inquiry, promote collaboration and team learning, empower people towards a collective vision, establish systems to capture and share learning, connect the organization to its environment and provide strategic leadership for learning.

1.1.2 Job Satisfaction

Scholars have defined job satisfaction in different but related ways: Spector (1997) defined job satisfaction as the extent people like or dislike their jobs. Lloyd (2003) view job satisfaction as the employees' attitude towards a job, so he saw Job satisfaction as work related attitude. Bennet (1998) refers to job satisfaction as the extent to which employees favorably perceive their work. Hoppock (1935) in Chang et al (2007) indicates that job satisfaction means the mental, physical and environmental satisfaction of employee and the extent of job satisfaction can be known by inquiring about job satisfaction extents. Schermerhorn, J. R (1997) refers to job satisfaction as the degree to which employees feel positively or negatively about their jobs. Positive and negative feelings about one's job lead to job satisfaction and dissatisfaction respectively

There are many factors that cause job satisfaction and dissatisfaction. Mullins (2000) has given factors that cause job satisfaction as follows : Individual factors- personality, education, intelligence and abilities, age, marital status, orientation to work; Social factors- relationship with colleagues, group working, norms, opportunities for interaction and informal organization; Cultural factors- underlying attitudes, beliefs and value etc; Organization factors- nature and size, formal structure, personnel policies and procedures, employee relations, nature of work, technology and work organization, supervision and styles of leadership, management systems, working condition; Environment factors- economic, social-technical and governmental influence.

Mitchell (1978) has reported on causes of job satisfaction as supervision, job challenges, job clarity, job content, job level, job length and organization size. Supervision influence extent of employee's participation in decision making. High participation nurtures positive feelings about the job. Job challenge involves variety on job, creativity, difficulty of goals and use of one's skills. People tend to be satisfied with their jobs when work is clear and work environment is unambiguous. Job content incorporates such issues as job specialization. When job is neither specialized nor standardized an employee would have difficult knowing what or how to do the job. Job may be repetitive or boring. Jobs should create opportunities for interlink ages with other areas of specialization. Job level indicates that satisfaction is high among employees in high level positions as opposed to lower level position. Job length indicates that employees with less time on job are more dissatisfied than long term workers. Employees in small organizations more satisfied because interaction is more intense than those in large one

Herzberg (1959) identified factors such as achievement, responsibility, autonomy, self esteem and self actualization in terms of leadership and challenging job. He identified dissatisfiers (hygiene factors) as job context, inconsiderate supervision, wage inequities, poor working conditions, helplessness and being overwhelmed by work, lack of communication and information flow. He advanced that involving workers in decision making reduces job dissatisfaction, alienation and boredom. Causes of job satisfaction according to Futrel (1978) are work content, control of work, the actual task, supervision style, organization and its policies, promotion opportunities, financial rewards, attitude of co_ workers and working conditions. Luthans (1992) identified job factors that influence satisfaction as pay, the work itself, promotions, supervision, workgroup, working conditions.

Alnold and Feldman (1986) identified job satisfaction factors as pay, promotions, supervision, work group, and working conditions. Work should be challenging with variety of tasks. Variety produces more job satisfaction. Too much control over work methods and work place by management cause more job dissatisfaction. Promotion to higher levels brings more satisfaction; there are more job challenges, more freedom, leadership and better pay. Supervision determines employees' participation in decision making. Employees who participate in decisions that affect their jobs display a much higher level of job satisfaction with

their supervisors and overall work situation. Cooperative workmates act as social support systems. Working conditions determine physical comfort. Davis (1951) found job satisfaction can make employees achieve organizational goals, take more interest in work, and feel honored to be part of their organization. For this survey, job satisfaction variable will be established using Minnesota Satisfaction Questionnaire (Luthans 1992 p.117).

1.1.3 Learning Organization And Job Satisfaction

Most of the factors which cause job satisfaction cited by scholars like Herzberg (1959), Mitchell (1978), Mullins (2000), feature a lot in operation of learning organization. These are factors such as opportunities for advancement, opportunities for group working or joint thinking, opportunities for self development, autonomy, organizational factors such openness, trust, flatter structures, policies and procedures, empowerment and participation in decision-making. It could therefore be considered that operation of learning organization contributes to job satisfaction since most models of learning organization prescribes factors that constitute job satisfaction. For example, Pedler et al (1991) recommends participative policy making, opportunities for trying ideas and self development, group interactions, empowering employees through wide distribution of information and enabling structures; Senge (2006) prescribes team learning, personal mastery, shared vision ; all these enhance job satisfaction.

Kelly et al (2007) found evidence of a relationship between learning organization disciplines (shared vision, system thinking, personal mastery, mental models and team learning and job satisfaction. Chang and Lee (2007) found that the operation of learning organization can help improve job satisfaction..

Hong (2001) in Chang and Lee (2007) contends that the operation efficiency of learning organization can allow employees to firmly possess the skills about personnel companionship, interaction and correct social manners so that it is available to boost morale and reduce the absence rate and job alternation rate. Practical researches show that promotion of learning organization can help improve job satisfaction (Chang and Lee 2007).The encouragement of continuous learning, extensive learning of culture and system thinking can change employees' attitudes and opinions toward jobs and enhance the internal satisfaction mentally (Chang et al 2007)

1.1.4 Organizations For The Disabled Persons

There are many organizations for the disabled. They are grouped into seven categories in the Kenya Disability Directory (2007)-which is published by Handicap International. The categories are as follows: Community Based Organizations and Non Governmental Organizations, Government Ministries and Programs, Educational Training, Assessment and Resource Centers, Disability friendly HIV Centers, Special Schools for the Disabled, Schools with Integrated Units for Disabled Children, Suppliers of Rehabilitative Equipment (see appendix 5)

The organizations worked together towards the enactment of persons with disabilities Act, 2003. The legal framework ensures protection of rights and equalization of opportunities for persons with disabilities. The National Council of Persons with Disabilities which is a government institution in Nairobi is mandated under the legal framework, to implement various provisions with all stakeholders above (Kenya disability Directory, 2007)

These organizations have personnel all dealing with their areas of specialty. These are the personnel who will be surveyed.

1.2 Statement Of The Problem

Literature shows that more and more organizations are paying attention to the practices of learning organization due to the effects they have on organizational performance (Senge ,2006; Nevis et al, 1995).If the practices of learning organization have been embraced by so many organizations and have proved very successful, it would seem reasonable to adapt them in all organizations. This should be true for all types of organizations, whether for profit or not, competition driven or not. Most of the organizations for disabled are non-for-profit organizations but whether for profit or not, each organization requires the practices of learning organizational if each has to meet its stakeholder's needs. These organizations rely on donations and therefore donors will also need to support organizations which prove to be efficient and this efficiency is a product of learning organization. Organizations for the disabled persons like all other organizations have internal and external environments to cope with. These organizations have to adopt measures to cope with these environments. It may therefore be considered wise for them to embrace the operation of learning organization.

Amulyoto V. (2002) studied the processes of organizational learning among donor agencies in Nairobi. She found that these donor agencies had structures, strategies and processes that enhance and maximize organization learning. They also had methods, mechanisms for involving people in key decision making processes; that all employees were provided with feedback on financial outcomes of their actions; and finally that employees met regularly with agencies to share ideas. Kirimi F (2006) studied organization learning in private recruitment agencies in Nairobi. He found that the organizations have learning mechanisms in place for constant acquisition of knowledge both internally and externally and for information distribution. Employees are able to interpret information given and that the organizations have capacity to store vital information thus enhancing their organization memory. This study will be a departure from previous studies since it will try to establish influence of operation extent of learning organization on job satisfaction which has previously not been done in Kenya.

However a study to establish the relationship between learning organization and job satisfaction was carried out in Taiwan by Chang and Lee (2007) and they found among others that the operation of learning organization has a significantly positive effect on employee's job satisfaction. It would be important to establish whether such findings would be established in organizations in Kenya in different cultural environment. Taiwan's culture is more oriented to Japanese and Chinese cultures which are moderate on power distance (Hofstede, 1994) and therefore offers a fertile ground for learning organization as opposed to Kenya's culture which is high on power distance; therefore question can be asked whether practices of learning organization can flourish in Kenya. It is because of this difference that this study has been proposed

Studies have shown that the level of job satisfaction determines organization performance and commitment (Luthans,1992; Arnold & Feldman,1986; Organ & Bateman,1991). Job dissatisfaction is believed to be the root cause of much dysfunctional behavior in the workplace like high turnover, absenteeism, union activity and so on. Davis (1951) found job satisfaction can make employees achieve organizational goals, take more interest in work, and feel honored to be part of their organization. It would be expected therefore that managers will use all means to enhance job satisfaction. It seems logical that there should be a link between learning organization and job satisfaction as some of elements which constitute learning organization are to a large extent similar to those that constitute job satisfaction. Inputs suggested by Senge

(1990,2006) such as team leaning, personal mastery, mental models and system thinking and by Pedler (1991) such as participative policy making, wide distribution of information, openness in budgets, self development focus upon increasing work empowerment, autonomy and self determination which will have a positive influence on job satisfaction as indicated by various facets of job satisfaction such as achievement, responsibility, comfort, job challenge, creativity, relations with co-workers, reward and promotion. Kelley et al (2007) and Chang and Lee (2007) found that there is a positive relationship between learning organization and job satisfaction. This survey then intends to establish relationship between learning organization and job satisfaction in Kenyan environment. This study will thus contribute to knowledge by showing the effects of learning organization on job satisfaction in Kenyan environment and therefore give new insights to academicians and managers of organizations. The following research question arises from the statement of the problem: What is the influence of learning organization on job satisfaction of employees in the organizations for the disabled persons in Nairobi?

1.3 Objective Of The Study

To establish the influence of learning organization on job satisfaction of employees in organizations for disabled persons in Nairobi.

1.4 Importance Of The Study

1. Managers of organizations will be enlightened on operation of learning organization so that they can put up structures and strategies to enhance these operations.
2. Human resource managers will be enlightened on learning organization practices so that they can make them part of their human resource development programs.
3. Scholars will be enlightened more on the concept of learning organization, what it entails and possibly find gaps for further study.
4. The study will show influence of operation of learning organization on job satisfaction and therefore enlighten managers and human resource officers how operation of learning organization affects job satisfaction.

CHAPTER TWO

LITERATURE REVIEW

2.1 The Concept Of Learning Organization

Torrington (2005) states that the concept of leaning organization is a recent notion reflected in the literature since the late 1980s. Senge (1990) defines a learning organization as an organization that is continually expanding its capacity to create its future. He advances that when we talk of a "learning organization", we are not describing an external phenomenon or labeling an independent reality, we are taking a stand for a vision, for creating a type of organization we would truly like to work within and which can thrive in a world of increasing interdependency and change, an organization where people continually expand their capacity to create the results they truly desire, where new and expansive patterns of thinking are nurtured, where collective aspiration is set free and where people are continually learning how to learn together. He proposes that in a learning organization adaptive learning must be joined by generative learning which enhances the capacity to create.

Pedler, Burgoyne, and Boydell (1991) prefer the term "learning company" to learning organization because of somewhat abstract and useless connotations that they associate with the word "organization". "Company" is rather more accessible as a term. We talk of being in accompany and accompanying and it is such associations of working and being with others they are trying to capture. They define a learning company as an organization that facilitate the learning of all its members and continuously transforms itself. Dodgsons (1993) defines a learning organization as a firm that purposefully constructs structures and strategies so as to enhance and maximize organizational learning.

Edmorison and Moingean (1998) put it very well when they say, "to remain viable in an environment characterized by uncertainty and change, organizations and individuals alike depend upon an ability to learn". Senge (2006) makes it clear that in the long run the only sustainable competitive advantage is an organization's ability to learn faster than the competition. Graham (1993) states that learning enables quicker and more effective responses to complex and dynamic environment and only those organizations which are able to adapt to environment will excel. Environmental changes are inevitable and organizations just have to learn how to adopt.

Learning organizations embodies new capabilities, beyond traditional organizations. It is a new vision of organization which aspires to be capable of thriving in a world of interdependence and change. Learning organizations learn from experience rather than being bound by their past experiences; openness, systemic thinking, creativity, a sense of efficiency and empathy are encouraged in learning organization (Senge,2006) In learning organizations people always inquire into the systematic consequences of their actions rather than focusing on events. They can understand the independencies underlying complex issues and act with perceptiveness and leverage. They are patient in seeking deeper understanding rather than trying to “fix” problem symptoms because they know that most fixes are temporarily at best and often result in more severe problems in the future (Senge 2006). Pedler et al (1991) proposes that a learning organization is one that has a climate in which individual members are encouraged to learn and develop their full potential; extends the learning culture to include customers, suppliers and other significant stakeholders, makes human resource development strategy central to business policy and is in a continuous process of organizational transformation. Pedler et al (1989) suggested that the concept of the learning organization was in response to poor organizational performance.

2.1.1 Organizational Learning And Learning Organization

It has been found that the concept of learning organization has borrowed heavily from the literature on organizational learning (Easterby- smith and Araujo, 1999). They argue that the concept draws heavily on the concept of organizational learning from a utilitarian perspective. There is commonality of literature which Argyris & schon (1978) agree. Easterby- Smith and Araujo (1999) note that a number of disciplines have made contribution to the debates on organization learning and learning organization producing a plurality of perspectives. Organizational learning is based on the detached observation of individual and collective learning processes in the organization (Torrington et al, 2005).Eastby-Smith and Araujo (1999) suggest that the study of learning organizations is focused on “normative models” for creating change in the direction of improved learning processes. Argyris and Schon (1978) define organizational learning as the detection and correction of error and Argryris (1982) defined learning in an organizational context as a process in which people discover a problem, invent a solution to the problem, produce the solution and evaluate the outcome, leading to the discovery of new problems. Dodgson (1993) describes organizational learning as the way firms build,

supplement and organize knowledge and routines around their activities and within their cultures, adapt and develop organizational efficiency by improving the use of the broad skills of their workforces. Popper and Lipshitz (1998) describes organizational learning mechanisms as the structure and procedural arrangements that allow organizations to learn. Dixon (1994) defines organization learning as the intentional use of learning processes at the individual, group and system level to continually transform the organization in a direction that is increasingly satisfying to its stakeholders. Organization learning focuses on how learning can be embedded in organization routines and processes to improve organization performance.

The achievement of learning organizations is usually held to be a manifestation of organizational learning. Eastby-Smith and Araujo (1999) observe that the study of learning organizations often focuses on organizational learning mechanisms and these can be seen as a way of making the concept of organization learning more concrete and thus linking the two perspectives.

2.2 Views On Learning Organizations

2.2.1 Argyris And Schon's View

Argyris and Schon (1978) have identified three levels of organizational learning

Level one: single loop learning

This is learning where detection of errors lead to making minor adjustments, replacements or refinements of responses to correct the errors and the firm continues with its policies and objectives/ goals. This is a sort of lower level reactive learning. Broesma (1995) calls it operational learning which springs from organization's efforts to improve its basic work processes.

Level two: double loop learning

In this learning error detection and correction goes beyond modifying work procedures and practices, it involves changing the organization's fundamental norms and aims, values and assumptions, policies and objectives, knowledge-base or firm-specific competencies or routines, making completely new responses. It is also referred to as high level learning or generative learning. Broesma (1995) refers to this learning as "systematic learning", people are encouraged to think holistically and to challenge fundamental assumptions that underpin the

organizations system and procedures. Redefining organization mission and core values as well as management of corporate change could be an outcome of systemic or double loop learning.

Level three: deutro learning

It is a form of higher level learning. In it, organizations reflect on and inquire into previous episodes that facilitated or inhibited learning, they then invent new strategies for learning. The results are reflected in organizational learning practices. Broersma (1995) calls such learning "transformative learning" which he sees as the process of continuous development of the whole organization. Transformative learning incorporates operational and systematic learning into an ongoing process of evolutionary change. He suggests that level three learning represents the position of a "sustainable" organization which has discovered the art of creating its environment as much as adapting to it.

Argis and Schon (1978) propose that most organizations are involved in single loop learning though kevel two and three learning are possible if there is greater tolerance for perceived error and recognition of events which are no longer relevant to the organization theory- in- use. if the aims and objectives of the organizations are made clear to all so that members know their organization well, if employees engage in joint enquiry and reflection and share widely the learning experiences.

2.2.2 Huber's View

Huber (1991) describes the following processes or constructs that contribute to organizational learning.

Knowledge acquisition: involves monitoring the environment within and outside the organization. using information systems to interpret, store and retrieve information, carrying out education and training and patent watching, Dodgson (1993).

Informat distribution: Informating refers to sharing of information. Greater sharing or distribution of information leads to increased organizational learning. For example through face to face meeting, telephone, facsimile, memorandum, email, bulletin boards, computerized conferencing systems, electronic meeting systems, document delivery systems and work flow management systems. Knowledge in the form of tacit know how, letters, memos, informal conversations and reports are captured and distributed.

Information interpretation: This involves giving information one or more commonly understood meanings. Greater learning occurs when more and more commonly understood meanings and interpretations are developed.

Organization memory. This refers to the repository where knowledge is stored for future use. It is also called "corporate knowledge" or "corporate genetics", Prahalad and Hamel (1994). It is accumulated histories, experiences, norms and stories.

2.2.3 Senge's Views

According to Senge (2006) there are five disciplines which guide learning organizations. These are **systems thinking, personal mastery, mental models, shared visions and team learning.**

System Thinking: Senge calls this discipline the cornerstone of the learning organization; it is a framework for seeing wholes and integrates all disciplines into a coherent whole. He observes that today system thinking is needed more than ever because managers are becoming overwhelmed by complexity because there is greater interdependency and accelerated change. He notes that organizations are unable to pull their diverse functions and talents into a productive whole. He recommends that seeing the major interrelationships underlying a problem leads to new insight into what might be done. He advances that in system thinking we give up the assumption that there is an individual responsible because everyone shares responsibility for problems generated by a system. **System archetype or generic structures** help us to understand underlying behavior. With the aid of system archetypes, Senge (2006) proposes, fundamental causes of many organizations' problems can be understood and proper policies formulated. **Examples of archetypes are limits to growth structures, shifting the burden and underinvestment. Limit to growth structure** is useful for understanding all situations where growth bumps against limits to growth. **Shifting the burden** involves seeking easy solutions to a problem which only address symptoms, not the fundamental problem. Shifting the burden to consultants in organizations only makes the company dependent on them instead of training managers to solve problems for themselves. **Growth and underinvestment** means building less capacity than is needed to serve rising customer demand. Everyone works hard but there is continued financial stress and unmet customer needs.

Senge (2006) has reported on the following laws of system thinking:

Today's problems come from yesterday's solutions. To understand today's problems, we need to look at yesterday's solutions

The harder you push, the harder the system pushes back.: The more effort you expend trying to improve matters, the more effort seems to be required, for example, aggressive marketing draw money away from the company so that other areas are affected like delivery, quality, inspection. In the long run the more the company markets, the more customers it loses.

The cure can be worse than the disease: The long-term consequence of applying nonsystemic solutions is increased need for more of the solutions. There is increased dependence on them. A manager who has shifted the burden of his personnel problems on to a Human Relations Specialist may find that the harder part is deciding to take the m burden..

Behavior grows better before it grows worse. Low-leverage interventions only rewards in the short-term, eventually the fundamental problem becomes worse.

The easy way out usually leads back in. Familiar solutions to problems leave fundamental problems to worsen.

Faster is slower : When growth becomes excessive, the system itself will seek to compensate by slowing down, perhaps putting the organization's survival at a risk in the process.

Cause and effect are not closely related in time and space. But many people assume cause and effect are close in time and space- when there are problems in manufacturing, we look for solutions in manufacturing.

Small changes can produce big results -but the areas of highest leverage are often the least obvious: Tackling a problem require seeing where the high leverage lies, a change which with a minimum effort could lead to lasting significant improvement but the high leverage changes are usually not obvious to most participants in the system.

You can have your cake and eat it too, but not at once: Two goals can be achieved, if one is willing to wait for one while you focus on the other. for example, happy committed employees versus competitive labour costs. There is need to adapt process thinking rather that be dominated by static thinking.

Dividing an elephant in half does not produce two small elephants: To understand the most challenging managerial issues require seeing the whole system that generates the issues. Most organizations have internal rigid divisions that inhibit inquiry across divisional boundaries.

People divide an elephant (organization) into half but don't get two small elephants- only a mess- a complicated problem where there is no leverage to be found because the leverage lies in interactions that can't be seen by looking at the piece you are holding.

There is no blame: We always look for some one/thing to blame when things go wrong- competitor, market condition, press, and so on. System perspectives tell us that we must we must analyze underlying structures which shape individual action and create conditions where types of behaviour become likely.

Personal Mastery: Organizations learn only through individuals who learn. Senge (2006) makes it clear that individual learning however does not guarantee organization learning, but without it, no organizational learning occurs. He notes that the total development of employees is essential to achieving the goal of corporate excellence, (Senge 2006). Personal Mastery is the discipline of personal growth and learning. People with high mastery are more committed, they take more initiative and have broader and deeper sense of responsibility in their work. They learn faster and they have a special sense of purpose that lies behind their visions and goals. They learn to work with forces of change rather than resist those forces. They are deeply inquisitive and self confident. Personal growth also encourages individual happiness. For all these reasons, many organizations try to foster employee's growth because they believe the organization will grow stronger. To foster personal mastery in an organization help people to establish/discover their personal vision. Help them to hold creative tension (the gap between their vision and current reality). Senge notes that we should be wary of emotional tension (discouragement, hopelessness) which may put pressure on us to lower our goals. Senge recommends that failure should be an opportunity for learning not about our unworthiness or powerlessness - it is time to evaluate strategies that didn't work as expected, time to clarify vision. Fritz (1989) has noted two structural conflicts which counter our goals. These are the beliefs in our powerlessness and unworthiness. Powerlessness is the belief in our inability to bring into being all the things we really care about and unworthiness is the belief that we do not deserve to have what we truly desire. He recommends that they can only change gradually as we accumulate new experiences in developing personal mastery.

Senge proposes that people should be left to make choices. Compulsory training or elective programs that people are expected to attend if they want to advance heir careers conflict with freedom of choice. He recommends that leaders must work to foster a climate in which the

principle of personal mastery are practical in daily life. This means building an organization where it is safe for people to create vision, where inquiry and commitment are the norm and where challenging the status quo is expected.

Mental Models: Mental models are inbuilt mental images in peoples' mind which dictate and shape behavior and reasoning. Brilliant strategies and systematic insights fail to get put into practice because they conflict with deeply held internal images of how the world works, images that limits people to familiar ways of thinking and acting. Senge observes that unless we influence the mental image of managers who are critical decision makers, our work will be futile. Managers need to be helped to unfreeze inbuilt mental modes and incubate a new world view.

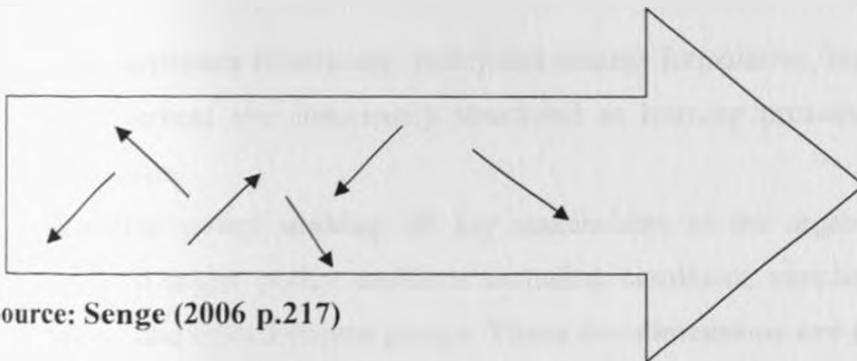
The organization should develop capacity and practices to promote values of **openness and merit**. **Openness** is necessity to overcome behaviour that dominate people's behavior in face to face meeting . Nobody describe an issue during business meeting as he/she does it over a beer with friends or at home. **Merit** requires making decisions based on the best interests of the organization, which is a necessary to disease of decision making based on bureaucratic politics. Argyris (1978) advanced that teams and organizations trap themselves in defensive routines that insulate their mental models from examination. Consequently they develop "skilled incompetence"- being highly skillful at protecting themselves from the pain and threat posed by learning situations, and because they fail to learn they remain incompetent. Skills needed to work with mental model are skills of reflection and skills of inquiry. Open discussion with integrity over issues is very healthy, this leaves everyone satisfied even if their views never worn. Senge notes that system thinking is necessary to understand flaws in our mental models, it help us to shift from mental models dominated by events to mental models that recognize long patterns of change and the underlying structures producing these patterns.

Shared Vision: Shared visions emerge from personal visions. Senge notes that People without own vision "sign up" for someone else's vision resulting in compliance ,never commitment. He recommends that building shared visions require organizations to do away with traditional practice of dictating visions from above which only reflect the personal vision of one or two people yet different people see organization in their unique way which should be shared to

develop shared vision. In dictated vision, there is little opportunity for inquiry and testing at every level and as a result the new vision fails to foster energy and commitment. In shared visions, enrolment means becoming part of a vision by choice. You are committed when you are not only enrolled but feel fully responsible for making the vision happen. A committed person brings energy, passion and excitement that cannot be generated by someone who is just compliant. Compliant just do what is expected of them but are not truly enrolled or committed. To develop commitment, underlying mental models need to be brought to the surface.

Team Learning: Relatively aligned teams have commonality of direction and individuals' energy harmonizes. There is less wasted energy, synergy develops. There is commonality of purpose, a shared vision and understanding of how to compliment one another's effort. However in most teams the energies of individual members work at cross purposes as shown below.

Figure 1: A model reflecting lack of synergy in team learning.



This result in wasted energy. Team learning is the process of aligning and developing the capacity of a team to create the results its members truly desire. It builds on shared vision and personal mastery. Senge observes that Learning organizations need team learning because almost all critical decisions are made in teams. The potential of teams can be greater than individual's through reflection and inquiry skills and dialogue and discussion. In dialogue individuals gain insights that simply could not be achieved individually. In dialogue complex issues are explored. The purpose of dialogue is to reveal incoherence in our thought.

Senge (2006) notes that conflicting ideas is healthy in team learning. It leads to creative thinking. Mediocre teams pose a picture of "no conflict" on the surface; they suppress

conflicting views in order to maintain the coherence of a team. Defensive routines are used to protect deeply held assumptions which prevent learning from taking place. Senge (2006) observes that problems caused by defensive routines compound in organizations where to have incomplete or faulty understanding is a sign of weakness, or worse, incompetence. Managers are expected to know what is happening and is unacceptable to act as though they don't know (an air of confidence knowledge is needed). He notes that some managers internalize this air of confidence and simply assume they know the answers to most important problems (capable decision makers), and to remain confident they must remain rigid. Deep down, they recognize the uncertainty in their solutions.

2.2.4 Pedler Et Al Views

Pedler et al (1991) have identified a **list of eleven dimensions or features** of a learning company which focus more on processes and practices. These they felt could be grouped under the **five broad themes of “strategy”, “looking in”, “structures”, “looking out” and “learning opportunities”, Torrington (2005)-see appendix 5.** The “primary dimensions” are as follow:

Learning approach to strategy: policy and strategy formulation, implementations, evaluation, and improvement are consciously structured as learning processes/ experiences by using feedback loops.

Participative policy making: all key stakeholders of the organization have a chance to contribute to major policy decisions including customers, suppliers and representatives of community and environmental groups. **These two dimensions are grouped under the broad theme of “strategy”.**

Informating: information is made as widely available as possible through information technology (IT) in order to inform and empower people- employees, customers and others. They note that such information should be used to understand what is going on in the company and so stimulate learning rather than use reward, punishment or control. People can ask questions and make decisions.

Formative accounts and control: systems of accounting, budgeting and reporting are structured to assist learning and hence delight internal customers. Individuals are made accountable for their own actions.

Internal exchange: all internal units and departments see themselves as customers and suppliers of each other, engaging in constant dialogue with each other. The requirement is collaboration rather than competition.

Reward flexibility: the assumptions underlying reward systems need to be brought out into open. The question of why some receive more money than others is a debate to be brought out in the open. They recommend that alternatives are discussed and tried out but recognizes that this is the most difficult of the eleven characteristics to put in practice. **These four dimensions are classified under the broad theme of “looking in” .**

Enabling structures: Roles are loosely structured in line with the needs of internal customers and suppliers, and in a way that allows for personal growth and experimentation. Internal boundaries can be flexible. For example project groups and transient structures help to break barriers between units, provide mechanisms for spreading new ideas and encourage the idea of change, and remove barriers to communication and learning. **This dimension is classified under the broad theme of structures.**

Boundary workers as environmental scanners: All members (eg sales staff) who have contact with external customers, suppliers, clients representatives of the community, neighbors of organization and so on should systematically collect and carry back information that is then correlated and disseminated. Involves bench making and seeing what rival organizations are doing.

Inter-company working: In seeking to please customers, there will be attempts to engage in mutually advantageous learning activities such as training, job exchange, strategic alliances, research and development. They suggest that bench marking can be used to learn from other companies. **These two dimensions are classified under the broad theme of “looking out”.**

Learning climate: a climate that encourages experimentation – trying out new ideas and new ways of doing things, learning from experience, questioning current ideas, attitudes and actions and trying out new ideas. There is recognition that mistakes can be done because not all ideas will work. There is a focus on continuous improvement and the involvement of customers, suppliers and neighbors is encouraged. A learning climate suggests that feedback from others is continually requested, is made available and is acted upon.

Self development opportunities for all: resources and facilities for self development are made available to all members of the organization. Coaching, mentoring, peer support, counseling,

feedback and so on must be available to support individuals in their learning. **These two dimensions are classified under the broad theme of “learning opportunities”.**

2.2.5 Other Views

Pearm et al (1995) developed a model for conceptualizing learning organizations made of six factors. These are: **Inspired learners-** All employees learn continuously, are excited by learning and understand the significance of individual, group and organizational learning for the current and future viability of the organization. **Nurturing climate-** There is universal support for continuous examination of established ways of thinking and doing at all levels in the organization and process for achieving learning at all levels are highly regarded by everyone. **Vision for the future-** Is where visions is shared, fully articulated, communicated and understood by all members of the organization who are committed to it. Vision should specify importance of learning to enable the organization to transform itself continuously, **Enhanced learning-** All employees benefit from practices and techniques to enhance and enrich learning- for example, learning contracts, shadowing, mentoring, personal development plans, system thinking and learning laboratories, **Supportive management-** Managers in all parts of the organization actively support and encourage their own and other peoples' learning. **Transforming culture-** Extent to which organization is designed to facilitate and encourage continuous learning. For example great emphasis on sustained business partnership encouraged by a high degree of autonomy. The organization is as flat as possible.

Torrington, et al.. (2005) reported on conditions of becoming a learning organization by Lipshitz (2000) as follows: **Valid information-**that is availability of complete and undistorted and verifiable information; **Transparency-**that is individuals willing to hold themselves open to inspection in order to receive valid feedback. This reduces self deception and helps to resist pressures to distort information; **Issues orientation rather a personal orientation-**information is judged on its merits and relevance to the issue at hand rather than on the status or attributes of the individuals who provide the information **Accountability.** Holding oneself responsible for ones own actions and their consequences and for learning from these consequences.

Walton J. (1999) has reported on the action steps towards building an organizations capacity to learn by Marquandt and Reynolds (1994) as follows. Transforming the individual and organization image of learning; Create knowledge based partnerships; Developing and expand team learning activities; Change the roles of managers; Encourage experiments and risk taking; Create structures, systems and time to extract learning; Building opportunities and mechanisms to disseminate learning; Empower people; Push information throughout the organization and to external associates (customers, vendors, suppliers and so forth); Develop the discipline of systems thinking; Create a culture of continuous improvement; Develop a powerful vision for organizational excellence and individual fulfillment; and finally root out bureaucracy.

Beardwell. et al (2004) observe that there are no easy prescription for becoming learning organizations, It takes a considerable time to engender the right attitudes and condition in the changes process.

2.2.6 Barriers To Learning Organization

Senge (2006) has reported on the following learning disabilities

I am my position- when people focus on their position they have little sense of responsibility for the results produced when all positions interact.

The enemy is out there- we always find someone /thing to blame when things go wrong.

The illusion of taking charge- if we become aggressive fighting” the enemy out there”, we are reacting. True proactiveness comes from seeing how we contribute to our own problems.

The fixation on events – we are conditioned to see life as a series of events and for every event we think there is one obvious cause. This prevent us from seeing the long term patterns of change that lie behind events and from understanding the causes of those problems

The parable of the Boiled frog- A frog placed in boiling water will try to scramble out. But if is placed at room temperature water, he will stay put and if you turn the temperature gradually the frog will do nothing. Organizations will not avoid the fate of the frog until they learn to slow down and see the gradual processes that often pose the greatest threats.

The delusion of learning from experience – most powerful learning comes from direct experience but the consequences of most of our actions come in the distant future, therefore learning from experience is not possible. Critical decisions made in organizations have systematic consequences that stretch over years or decades.

The myth of the management team.

The management team is supposed to sort out the complex cross functional issues that are critical to the organization. However many times, people with serious reservations avoid stating them publicly and to keep the image of a cohesive team, seek to squelch disagreement. Disagreements are expressed in a way of blame and fails to reveal the underlying differences in assumptions and experience in a way that the team as a whole could learn from. Argyris (1978) argues that most managers find collective inquiry threatening . Consequently teams are full of people who are proficient at keeping themselves from learning.

Brown A(1998) has reported on barriers to learning organization as follows:**At the individual level** cognitive limitations are highly significant. People are prone to selective perception and interpret information according to their own pre-conceptions. People have short memory space thus reliable data items can easily be forgotten. People have tendency to overemphasize recent events (recency) or have halo effects (allowing one feature to unduly affect our judgement). The cognitive limitations are made worse by interconnected fast changing and complex environments which lead to confusion and even contradicting messages.

At collective level, influence of **politics and culture** are great inhibitors of organization learning. **Political influence** can lead to rejection of information which does not suit their environments and refuse to adopt solutions to problems if such solutions threaten to undermine their authority. **Organizational culture can retard learning.** A culture which does not promote discovery, trial and error etc hamper organization learning. Culture may prescribe rewards and punishment system that inadvertently paralyze individuals, specify ambiguous roles and tasks, making coordinated learning activity difficult. **Culture may also promote retention of inferior procedures** due to accumulated experience with such procedures thus hindering learning superior procedures to replace inferior ones.

The trauma associated with new organizations uncertainty may hinder learning Trauma based learning is hard to undo, thus organization may be unable to cope with environment change.

Torrington (2005) has reported barriers to organizational learning as follows:

Risk of admitting to failure_ particularly if organization does not recognize mistakes can occur;
Lack of incentive to change resistance to ideas and learning from other contexts and Internal competition and individuals reward practices

Lahteenmeki et al (1999) have identified some barriers to learning organizations as follows:A work situation that lack trust. Employees resort to defensive coping styles, Knowledge is seen as power and jealousy guided. Its possession and use can further ambitions; Poor feedback, limited encouragement, insufficient discussion of mistakes and the lack of empowerment, which serve further to undermine the effectiveness of learning organization initiatives; Failure to give all employees the responsibility for learning; Failure to understand the linkages between the learning organization and HRM Strategy.

Kreitner and Kinicki (1997) identified problems in organizational learning as follows:A focus on fragmentation rather than systems. An emphasis on competition over collaboration. Being reactive rather than creative and proactive-people tend to change only when they are supposed to. Real learning is fueled by personal interest, curiosity, aspiration, imagination, experimentation and risk taking. Management by fear, intimidation, and crisis all make people resist learning, they fear taking risks.

2.3 Job Satisfaction

Employee attitudes are important to management because they affect organizational behavior. In particular, attitudes relating to job satisfaction are of major interest to any management. Many scholars have defined job satisfaction in different but related ways:

Spector (1997) defined job satisfaction as the extent people like or dislike their jobs.

Lloyd (2003) view job satisfaction as the employees' attitude towards a job, so he saw Job satisfaction as work related attitude. Bennet (1998) refers to job satisfaction as the extent to which employees favorably perceive their work. Hoppock (1935) in Chang (2007) indicates that job satisfaction means the mental, physical and environmental satisfaction of employee and the extent of job satisfaction can be known by inquiring about job satisfaction extents. Schermerhorn, J. R (1997) refers to job satisfaction as the degree to which employees feel positively or negatively about their jobs. Positive and negative feelings about one's job lead to job satisfaction and dissatisfaction respectively

There are many factors that cause job satisfaction and dissatisfaction- see **appendix**

6. Mullins (2000) has given factors that cause job satisfaction as follows : Individual factors, Social factors, Cultural factors, Organization factors, Environment factors. Mitchell (1978) has

reported on causes of job satisfaction as supervision, job challenges, job clarity, job content, job level, job length and organization size. Herzberg (1959) identified factors such as achievement, responsibility, autonomy, self esteem and self actualization in terms of leadership and a challenging job. He identified dissatisfiers (hygiene factors) as job context, inconsiderate supervision, wage inequities, poor working conditions, helplessness and being overwhelmed at work, lack of communication and information flow. He advanced that involving workers in decision making reduces job dissatisfaction, alienation and boredom. Herzberg et al (1955) in Morgan & Bateman (1991) found factors that cause job satisfaction and dissatisfaction are not mirror opposite. Causes of job satisfaction according to Futrel (1978) are work content, control over work, the actual task, supervision style, organization and its policies, promotion opportunities, financial rewards, attitude of co-workers and working conditions. Luthans (1992) identified job factors that influence satisfaction as pay, the work itself, promotions, supervision, workgroup, working conditions. Arnold and Feldman (1986) identified job dissatisfaction factors as pay, promotions, supervision, work group, and working conditions.

Morgan D.W and Bateman 1991, Luthans 1992, Arnold and Feldman (1986) have identified job satisfaction and dissatisfaction consequences as productivity, turnover, absenteeism and union activity. Satisfied workers will not necessarily be the highest producers. There is little evidence that satisfied employees are the most productive. Considerable job satisfaction has been found to contribute to low turnover. Satisfied employees are less likely than their dissatisfied counterparts to quit the job over a given period though availability of jobs and geographical constraints also matter. High turnover leads to increased costs in terms of training and recruitment and leads to loss of critical employees. When satisfaction is high, absenteeism tends to be low, when low, absenteeism tends to be high. High level of absenteeism affects production and overall customer services. Dissatisfied employees are likely to engage in much union activities like picketing, participating in work stoppages, strikes, grievances. Satisfied employees are seldom interested in union activities.

Satisfied employees will be cooperative and well motivated, tend to have better mental and physical health, learn new job related tasks more easily and file few grievances. It has been found that job dissatisfaction is the root cause of much dysfunctional behavior in the workplace. Dissatisfied employees are likely to produce low quality output, engage in more

union activities, be absent or even leave work where there is an opportunities.(Luthans,1992; Organ & Batman,1991; Alnold & Feldman,1986; Robbins,1998). Davis (1951) in Chang and Lee (2007) found job satisfaction can make employees achieve organizational goals, take more interest in work, and feel honored to be part of their organization.

2.4 Learning Organization And Job Satisfaction

Most of the factors which cause job satisfaction cited by scholars like Herzberg (1959), Mitchell (1978), Mullins (2000),Luthans(1992) Futrel(1978),Alnold & Feldman(1986) feature a lot in models of learning organization as recommended by scholars of learning organizations like Senge (1990, 2006); Pedler et a (1991),Lahteenmeki (1999); Marquandt and Reynolds (1994). For example inputs suggested by Senge (1990,2006) such as system thinking, personal mastery, team learning and shared vision and by Pedler (1991) such as participative policy making, opportunities for trying out ideas, self development, group interactions, empowering employees through wide distribution of information and enabling structures. These elements focus upon increasing work empowerment, autonomy and self determination which will have a positive influence on job satisfaction as indicated by various facets of job satisfaction such as comfort, challenging job, opportunities for advancement, responsibility, self esteem, self actualization, opportunities for group working or joint thinking, creativity, organizational factors such as openness, trust, flatter structures, policies and procedures, empowerment and participation in decision making,(Luthans,1992; Organ & Batman,1991; Anold & Feldman,1986). It therefore seems logical that there should be a link between learning organization models and job satisfaction as the achievement of some of the elements found in those models can lead to increased job satisfaction Employees sense of self empowerment and motivation is a consequence of their perception of the freedom to act and the level of organizational support as regards risk taking, knowledge implementation, experimentation and applied learning. This invariably has a bearing on the level of job satisfaction , (Warr et al,1979; Warr,2002).

Kelley et al (2007) in their exploration of the relationship between learning organizations and retention of knowledge workers found that there is relationship between learning

organization's Senge's disciplines and turnover intent. Chao and Lee (2007) found that the operation of learning organization can help improve job satisfaction..

Hong (2001) contends that the operation efficiency of learning organization can allow employees to firmly possess the skills about personnel companionship and interaction and correct social manners so that can boost morale and reduce the absence rate and job alternation rate. Practical researches show that promotion of learning organization can help improve job satisfaction. (Chang & Lee 2007). The encouragement of continuous learning, extensive learning of culture and system thinking can change employees' attitudes and opinions toward jobs and enhance the internal satisfaction mentally.(Chang et al 2007).

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Research Design

This study used a survey design. This method of data collection was preferred because it permits comparative analysis.

3.2 Population

The population of this study consisted of all organizations for the disabled persons in Nairobi as listed in the Kenya Disability Directory (2006/2007) which is published by Handicap International (Nairobi). There are one hundred and one organizations/departments grouped into six categories. A list of organizations for disabled persons was presented in **appendix 3**.

3.3 Sample And Sampling Design

Stratified sampling procedure was used. Each category in the target population formed a stratum. From each stratum, a number of institutions were selected and then combined to form the overall sample. To determine how many organizations to be taken from each category of population, proportionate allocation method was used since there were wide variations in the number of organizations in the different strata. The organizations were then randomly picked. The details of the sample selection were presented in **appendix 4**.

3.4 Data Collection

The research instrument for this study was a questionnaire. It was divided into three sections. Section one gathered biographical data; Section Two captured data on Learning Organization; and Section Three solicited information on Job Satisfaction.

The questionnaire on learning organization was developed from the views of Pedler et al (1991) Learning Company summarized in **appendix 5** and Minnesota Satisfaction Questionnaire adapted from Luthans (1992, p.116) was used to solicit information on job satisfaction.. In each organization selected, two employees answered the questionnaires as follows: The Human Resource Officer or Chief Administrator responded to the questions on organization profile as well as on learning organization since he or she was better placed to have knowledge on the operation of learning organization. He or she then chose one employee

to respond to questions on job satisfaction. So the sample consisted of 80 respondents, 40 of whom were human resource managers or administrators while the other 40 were employees in non management positions.

3.5 Data Analysis

Data was analyzed using statistical package for Social Sciences (SPSS). Frequency, Percentages, means and standard deviations were used. The findings were summarized and presented in tables, bar charts and pie charts. Pearsons product-moment correlation analysis was used to test the relationship between learning organization and job satisfaction.

CHAPTER FOUR

DATA ANALYSIS AND FINDINGS

4.1 Introduction

The purpose of this research project was to establish the influence of learning organization on job satisfaction. This chapter analyses the pertinent data. The findings are presented in tables, bar charts, pie charts and frequencies; percentages, means and standard deviations have been used to summarize the data. Pearson product moment statistics is used test the strength of the relationship between learning organization and employees' job satisfaction.

4.2 Response Rate

The respondents consisted of clerks, secretary, assistant researchers, human resource managers, administrative officers, assistant administrative officers, chief executive officers, assistant executive officers, finance officers, head of divisions, head teachers, head of units, unit supervisors, deputy head teachers, managing directors, messengers, stock controllers, and accountants.

Eighty questionnaires were distributed to forty organizations, that is two questionnaires per organization. One questionnaire was filled by human resource manager or an administrator and the second by a non-managerial employee. Out of the forty organizations targeted, only twenty-five responded. Therefore, fifty out of the eighty respondents targeted answered the questionnaires, which represented 62.5% response rate and 37.5% non-response rate. This response rate was considered reasonable for data analysis. These results are presented in table 1

Table 1: Analysis of response by categories of organizations

Strata	Number that responded	Percentage (%)	Questionnaires returned	Percentage (%)
CBOs and NGOs	15	37.5	30	37.5
Departments/divisions in government ministries	2	5	4	5
Disability friendly HIV centres	1	2.5	2	2.5
Special schools	2	5	4	5
Schools with integrated units for the disabled	4	10	8	10
Suppliers of rehabilitative equipments/materials	1	2.5	2	2.5
Total	25	62.5	50	62.5

4.3 Length of service in the organizations

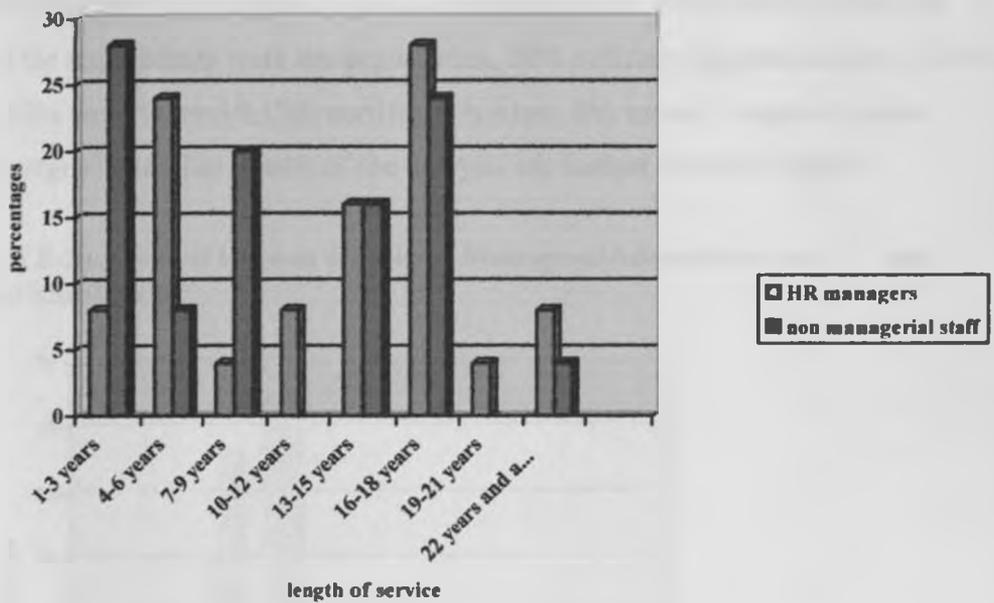
The respondents were asked to indicate how long they had worked with their respective organizations. The results are presented in table 2

Table 2: Length Of Service

Years	HR managers/Administrators		Non-managerial staff	
	Frequency	Percent	Frequency	Percent
1-3 years	2	8.0	7	28.0
4-6 years	6	24.0	2	8.0
7-9 years	1	4.0	5	20.0
10-12 years	2	8.0	-	-
13-15 years	4	16.0	4	16.0
16-18 years	7	28.0	6	24.0
19-21 years	1	4.0	-	-
22 years and above	2	8.0	1	4.0
Total	25	100.0	25	100

Table 2 represents the length of service human resource managers and non-managerial employees have served their organizations. As shown in the table, 28% human resource managers/ administrators had served the organization for 16-18 years, which was a clear indication that they were well versed with information the researcher sought from their organizations. 24% had served for 4-6 years, 16% from 13-15 years. 8% of them had served their organizations for periods ranging from 1-3 years, 10-12 years, and 22 and above respectively. 4% of the respondents had served for 7-9 years and 19-21 years respectively. The non-managerial employees were also asked to indicate how long they had served their respective organizations. The results are presented in table 4.3.1. From this table, it is evident that 28% of the respondents had worked in their organizations for 1-3 years, 24% for 16-18 years, 20% for 7-9 years, 16% for 13-15 years, 8% for 4-6 years, while 4% had worked for 22 years and above. The results of this analysis are depicted further in figure 2.

Figure 2: Length of Service for Human Resource Managers/Administrators and Non-Managerial Employees



4.4 Level of Education of the Respondents

The researcher sought to establish the respondents' level of formal education. The results are presented in table 3.

Table 3: Level of Education of the Respondents

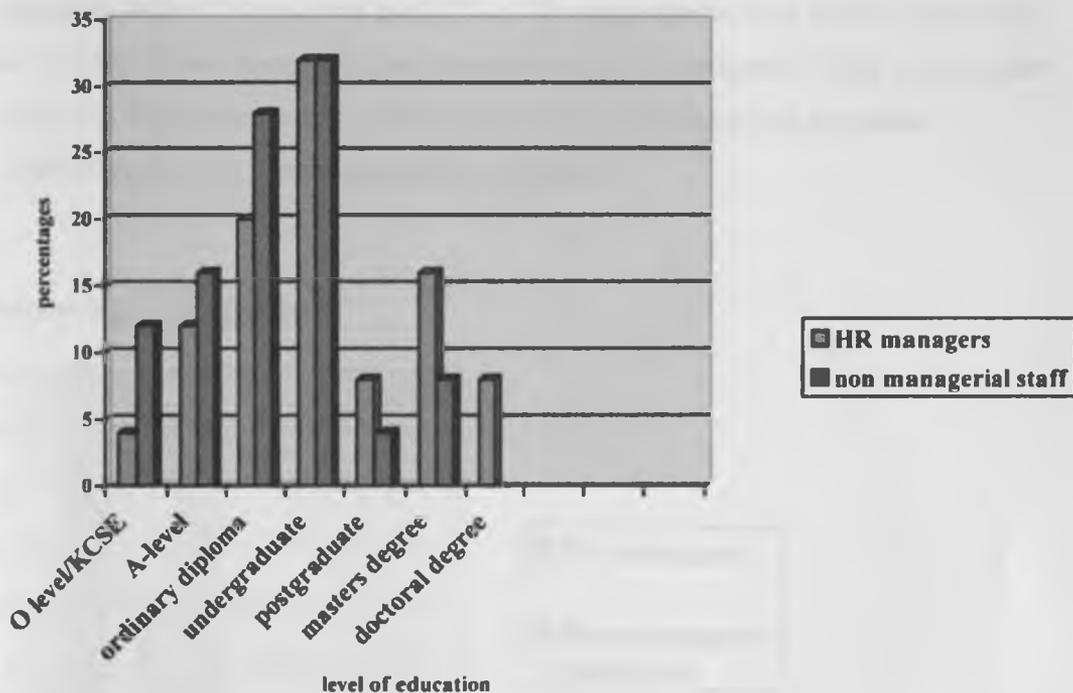
Years	HR managers		Non-managerial staff	
	Frequency	Percent	Frequency	Percent
O level/KCSE	1	4.0	3	12.0
A-level	3	12.0	4	16.0
Ordinary diploma	5	20.0	7	28.0
Undergraduate	8	32.0	8	32.0
Postgraduate	2	8.0	1	4.0
Masters degree	4	16.0	2	8.0
Doctoral degree	2	8.0	-	-
Total	25	100.0	25	100.0

The researcher sought to establish the respondents' level of formal education. The results are presented in table 3. It is evident from the table that 32% of the respondents were

undergraduates, followed by 20% ordinary diploma holders, 16% masters degree holders, and 12% A-level graduates. 8% of the respondents had post graduates and doctoral degree respectively, while 4% were O level/KCSE certificate holders.

Table 3 also shows the level of education for non-managerial staff. It was evident from the table that 32% of the respondents were undergraduates, 28% ordinary diploma holders, 16% A-level graduates, 12% were O level/KCSE certificate holders, 8% master's degree holders, while 4% were postgraduates. The results of the analysis are further shown in figure 3.

Figure 3: Level of Education of Human Resource Managers/Administrators and Non-Managerial Employees



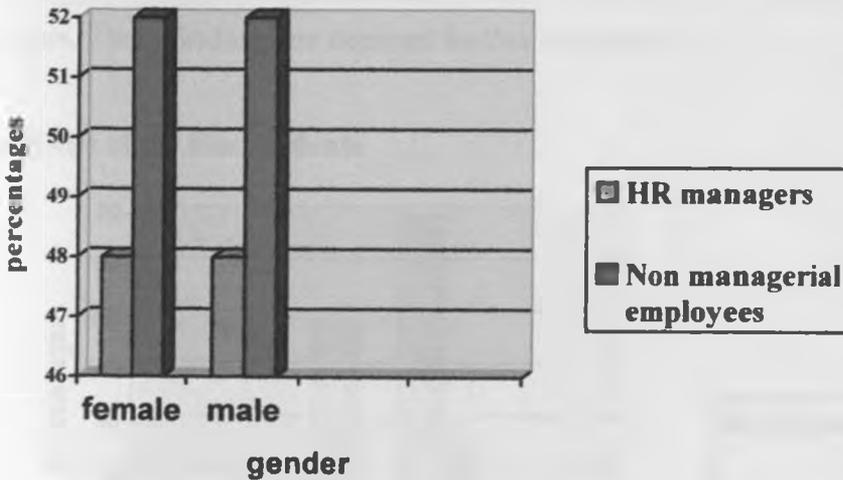
4.5 Gender of the Respondent

Table 4: Gender of Respondents

Years	HR managers/Administrators		Non-managerial staff	
	Frequency	Percent	Frequency	Percent
Female	12	48.0	12	48
Male	13	52.0	13	52
Total	25	100.0	25	100

The gender of the human resource managers/administrators was also investigated in the study. From the findings in table 4, it was clear that 52% of the respondents were males, while 48% were females. Gender of non-managerial employees was also investigated. Table 4 shows that 52% were males and 48% were females, which again shows that there was no gender sensitivity. This information is further presented in figure 4.

Figure 4: Gender of the Respondents



4.5 Age of Respondents

Table 5: Age of Respondents

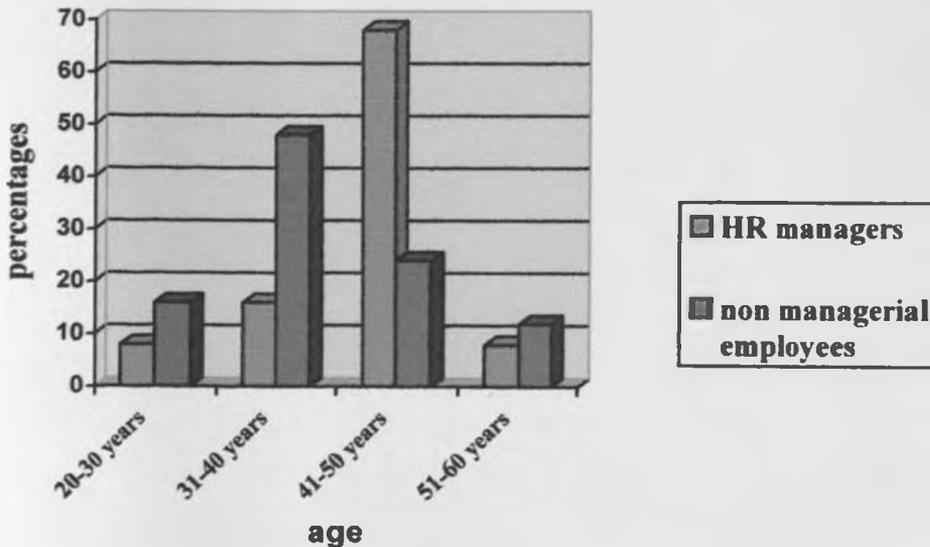
Age	HR managers/administrators		Non-managerial employees	
	Frequency	Percent	Frequency	Percent
20-30 years	2	8.0	4	16.0
31-40 years	4	16.0	12	48.0
41-50 years	17	68.0	6	24.0
51-60 years	2	8.0	3	12.0
Total	25	100.0	25	100.0

The age difference among the human resource managers/administrators and non managerial employees was investigated in the study. The findings are presented in table 5.

From the findings, 68% of the respondents were aged between 41-50 years, 16% were 31-40 years, while 8% of the respondents were 20-30 years and 51-60 years, respectively.

The age difference among non-managerial employees shows that 48% of the respondents were 31-40 years, 24% were 41-50 years, 16% were 20-30 years, while 12% of the respondents were 51-60 years. These findings are depicted further in figure 5.

Figure 5: Age of the Respondents



4.6 Organization age

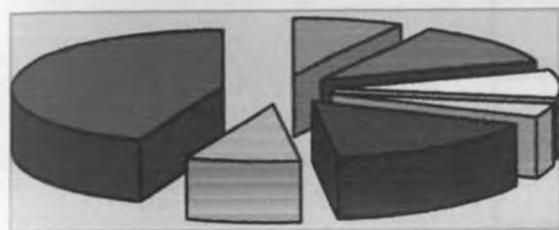
Table 6: Duration the Organization has been in Existence

	Frequency	Percent
4-6 years	2	8.0
7-9 years	3	12.0
10-12 years	2	8.0
13-15 years	1	4.0
16-18 years	4	16.0
19-21 years	2	8.0
22 years and above	11	44.0
Total	25	100.0

The researcher sought to establish the duration that the organizations had been in existence.

The findings are presented in table 6 above. From the table, it is clear that 44% of the organizations had been in existence for 22 years and above, which is an indication that they have served for a long time; 16% have been in existence for 16-18 years, 12% for 7-9 years, 8% for 4-6 years, 10-12 years and 19-21 years, respectively, while 4% have been in operation for 13-15 years. The results of this analysis are further shown in figure 6.

Figure 6: Organization Age



- 4-6 years (8%)
- 7-9 years (12%)
- 10-12 years (8%)
- 13-15 years (4%)
- 16-18 years (16%)
- 19-21 years (8%)
- 22 years and above (44%)

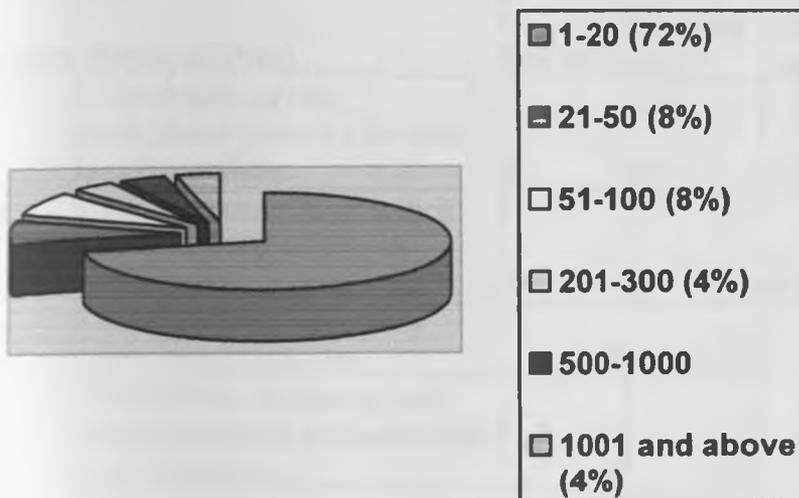
4.7 Number of employees in the organization

Table 7: Employees in the Organization

No. Of employees	Frequency	Percent
1-20	18	72.0
21-50	2	8.0
51-100	2	8.0
201-300	1	4.0
501-1000	1	4.0
1001 and above	1	4.0
Total	25	100.0

The researcher also investigated the number of employees in the organizations. The findings are presented in table 7. Majority (72%) of the organizations had 1-20 employees, indicating that most of the organizations for the disabled persons are small organizations. Organizations that had 21-50 and 51-100 employees were 8% respectively, while the organizations that had 201-300, 501-1000 and 1001 and above employees were rated at 4% respectively. These findings are further presented in figure 7.

Figure 7: Employees In Organizations



4.8 Characteristics of Learning Organizations

The researcher sought to investigate the extent to which organizations exhibit characteristics of learning organizations.

Five broad characteristics of learning organization were identified from literature review, namely strategy, looking in, enabling structures, looking out, and learning opportunities. Each broad characteristic was operationalized into specific items as follows: strategy had one item (1), looking in had six items (6), enabling structures had three items (3), looking out had two items (2) and learning opportunities had seven items (8). Respondents were asked to rate each item on a 5-point scale in terms of the extent to which their organizations exhibited the characteristic. The scale points were given values, ranging from 1 to 5 with 1 representing the lowest presence of the characteristic and 5 the highest presence of the same. The responses of the twenty-five human resource managers/administrators were analyzed using percentages and presented in table 8

Table 8: Extent To Which The Organizations Exhibit Characteristics of A Learning Organization

Broad characteristics	Questions (item)	Not at all	To a less extent	To a moderate extent	To a great extent	To a very great extent
Looking in	1. Employees in non-management posts are involved in policy making	8	20	56	16	0
	2. Information on organization matters is distributed to all employees	4	4	48	32	12
	3. All employees can access organization databases	0	24	48	28	0
	4. Accounting, budgeting and reporting systems are made clear to all employees	0	36	24	32	8
	5. Cross functional (interdepartmental collaboration) is encouraged	0	0	56	24	20
	6. Employees are involved in designing and changing reward system in the organization through their representatives	12	24	32	28	4
	7. The promotion process is made clear to all employees	0	16	32	44	8
Enabling structures	8. Informal social structures are allowed	12	8	32	44	24
	9. Group (team) exercises are encouraged	0	0	32	44	24
	10. Group incentives are encouraged to enhance group thinking	0	12	36	40	12
Looking out	11. Information about external environment is vigorously sought and used as source of learning	0	8	40	44	8
	12. There is inter company working or collaboration (e.g. joint training, job exchange, strategic alliances, joint research and development, benchmarking)	0	12	52	32	4
Learning opportunities	13. Employees are encouraged to question ideas, and policies in the organization	0	16	48	21	12

14. Employees are encouraged to try ideas (experimentation is encouraged)	4	12	52	24	8
15a. Employees self development is encouraged through coaching	0	12	60	24	4
15b. Employees self development is encouraged through mentoring	0	28	44	24	4
15c. Employees self development is encouraged through peer support	0	20	40	36	4
15d. Employees self development is encouraged through counselling	16	20	40	16	8
15e. Employees self development is encouraged through feedback	4	20	44	28	4
16. Employees development is part of the overall organization strategy	0	12	44	20	24

On the strategy, the researcher found out that employees in these organizations were involved in policy making to a moderate extent (56%).

On looking in, the researcher established that information on organization matters is distributed to all employees and that all employees can access organization databases to a moderate extent, which was rated at 48% respectively. It was also clear that Accounting, budgeting and reporting systems are made clear to all employees to a less extent as was shown by 36%, cross functional (interdepartmental collaboration) is encouraged in the organizations to a moderate extent as was shown by 56%, employees are involved in designing and changing reward system in the organization through their representatives to a moderate extent rated at 42%, and the promotion process is made clear to all employees which scored 44%. When these scores were added and averaged, the composite score was 45% showing that on looking in, the organizations are to a moderate extent learning organizations.

On the enabling structures, the researcher found out that Informal social structures are allowed and Group (team) exercises are encouraged to a great extent, which were rated at 44% respectively, while group incentives are encouraged to enhance group thinking to a great extent in the organization at 40%. When these scores were added and averaged, the composite score

was 42.67% showing that on enabling structures, the organizations are to a moderate extent learning organizations.

On the look out, it was clear that Information about external environment is vigorously sought and used as source of learning to a great extent (44%), while there is inter company working or collaboration (e.g. joint training, job exchange, strategic alliances, joint research and development, benchmarking) in the organizations to a moderate extent shown by 52%. When these scores were added and averaged, the composite score was 48% showing that on looking out, the organizations are to a moderate extent learning organizations.

On learning opportunities, the researcher found out that there were learning opportunities in most of the organizations as the majority of the features of the learning opportunities ranged between 44%-60%. That is Employees are encouraged to question ideas, and policies in the organization, to try ideas, employees self-development is encouraged through coaching, mentoring, peer support, counseling and feedback and also employees development is part of the overall organization strategy all to a moderate extent. On average, all organizations were to a moderate extent learning organizations in terms of learning opportunities shown by a composite score of 46.5%.

Table 9: Extent To Which the Organizations Exhibit the Characteristics of A Learning Organization (A Summary)

Broad characteristics	Composite score	Extent of the characteristic
Strategy: involvement of employees in policy making	56%	Moderate
Looking in	45%	Moderate
Enabling structures	42.67%	Moderate
Looking out	48%	Moderate
Learning opportunities	46.5%	Moderate

Overall, table 9 shows that all the organizations exhibit the characteristics of learning organizations to a moderate extent.

4.9 Job Satisfaction

A standard questionnaire on job satisfaction was administered to the respondents. The questionnaire was responded on a 5- point scale with 1 representing the lowest score and 5 the highest score on an item. The results of the analysis are presented in table 10.

Table 10: Levels of Job Satisfaction

Job satisfaction items	Very dissatisfied	Dissatisfied	Satisfied	Very satisfied	Very, very satisfied	Mean	Std dev
1. Being able to keep busy all the time	0	0	52	36	12	3.6	0.707
2. The chance to work alone on the job	4	4	40	48	4	3.4	0.821
3. The chance to do different things from time to time	0	4	44	40	12	3.6	0.764
4. The chance to be somebody in the community	0	4	32	48	16	3.8	0.779
5. The way my boss handles the staff	8	0	44	44	4	3.4	0.907
6. The competence of my supervisor in making decisions	0	8	56	24	8	3.3	0.69
7. Being able to do things that that don't go against my conscience	0	12	56	24	8	3.3	0.792
8. The way my job provides for steady employment	0	8	60	32	0	3.2	0.597
9. The chance do to things for other people	0	12	20	48	20	3.8	0.925
10. The chance to tell people what to do	4	12	36	44	4	3.3	0.9
11. The chance to do something that make use of my abilities	0	4	24	64	8	3.8	0.663
12. The way my company policies are put into practice	0	12	52	28	8	3.2	0.802
13. My pay and the amount of work i do	0	40	44	16	0	2.8	0.723
14. The chances of advancement on this job	0	12	72	16	0	3	0.539
15. The freedom to use my judgment	0	8	56	28	8	3.4	0.757
16. The chance to try my own methods of doing the job	4	16	36	36	8	3.3	0.979
17. The working conditions	0	4	64	28	4	3.3	0.627
18. The way my co workers get along with each other	0	8	52	40	0	3.3	0.627
19. The praise i get for doing a good ob	0	20	56	16	8	3.1	0.833

20. The feeling of accomplishment i get from the job	0	4	48	36	12	3.6	0.768
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Table 10 shows the findings on the extent to which the non-managerial employees are satisfied with their current jobs. These are presented in percentages, mean scores and standard deviations. It was clear from the results that the majority of the employees were satisfied with their jobs as the mean scores ranged from 3 to 3.8, out of 5. Pay and the amount of the work they do had the lowest mean of 2.8, meaning that the majority of the respondents were only moderately satisfied with the pay and the amount of work. The study also revealed that the employees were very satisfied with the chance to be somebody in the community and to do things for other people shown by a mean score of 3.8 in both cases.

4.10 Relationship between learning organisation and job satisfaction

The elements of learning organization and job satisfaction were scored on a 5-point scale, with 1 representing the lowest score and 5 the highest score of a characteristic. The scores for each respondent were added and converted into percentages to show a standard score for each variable. The results of the analysis are presented in table 11.

Table 11: Relationship Between Learning Organization and Job Satisfaction

		Job satisfaction
Organization code	Percentage score	Percentage score
01	62	46
02	80	73
03	64	81
04	63	70
05	77	56
06	69	64
08	91	62
09	74	63
11	72	70
14	47	75
15	71	71
16	68	86
18	63	71
23	64	63
24	69	60
25	60	55
27	71	69
28	68	67
29	66	61
30	64	60
31	65	60
32	68	62
35	62	60
36	60	58
39	64	60
Total	1618	1563
Average	64.72	62.52

Table 11 shows the percentage scores of learning organization and job satisfaction for each respondent. From the table researcher found out that on learning organization, the majority of the scores were above 60%, which indicates that the majority of the organizations were learning organizations to a great extent.

On job satisfaction, the majority of the organizations scored over 60%, which was also a clear indication that the majority of the employees were satisfied in their current job.

Table 11: Pearson Product Moment Correlation

Organization code	Percentage score of learning organization (x)	Percentage score of job satisfaction (y)	X ²	Y ²	X y
01	62	46	3844	2116	2852
02	80	73	6400	5329	5840
03	64	81	4096	6561	5184
04	63	70	3969	4900	4410
05	77	56	5929	3136	4312
06	69	64	4761	4096	4416
08	91	62	8281	3844	5642
09	74	63	5476	3969	4662
11	72	70	5184	4900	5040
14	47	75	2209	5625	3525
15	71	71	5041	5041	5041
16	68	86	4624	7396	5848
18	63	71	3969	5041	4473
23	64	63	4096	3969	4032
24	69	60	4761	3600	4140
25	60	55	3600	3025	3300
27	71	69	5041	4761	4899
28	68	67	4624	4489	4556
29	66	61	4356	3721	4026
30	64	60	4096	3600	3840
31	65	60	4225	3600	3900
32	68	62	4624	3844	4216
35	62	60	3844	3600	3720
36	60	58	3600	3364	3480
39	Ex 1618	Ey 1563	Ex ² 2617924	Ey ² 2442969	Exy 2528934

Pearson product Moment = r =
Correlation

$$\frac{n \sum xy - \sum x \sum y}{\sqrt{(n \sum x^2 - (\sum x)^2)(n \sum y^2 - (\sum y)^2)}}$$

$$r = \frac{25 \cdot 2528934 - 1618 \cdot 1563}{\sqrt{(25 \cdot 2617924 - (1618)^2)(25 \cdot 2442969 - (1563)^2)}}$$

$$r = \frac{60694416}{60694416}$$

The Pearson product moment correlation coefficient between leaning organization and satisfaction was +1. Therefore, in this research, it means that there was perfect positive correlation between these two variables. This is in line with earlier researchers such as Chang and Lee (2007) and Kelley et al (2007) who found a positive correlation between learning organization and job satisfaction.

4.11 Incorporation Of Employees Views Into The Decision Making Process

The researcher also requested the respondents (human resource managers/administrators) to suggest how employees views were incorporated into the decision making process. This was a general question and it had no scores. From the findings, the 25% of respondents said that employees give their views through the heads of departments, 30% said during all employees' meetings and 45% through group representations at board discussions.

CHAPTER FIVE

DISCUSSION, CONCLUSIONS AND RECOMMENDATIONS

5.1 Discussion

The aim of this study was to establish the influence of learning organization on job satisfaction in organizations for disabled persons in Kenya. The response rate was good at 62.5%, which consisted of the human resource managers/administrators and the non-managerial employees in the organizations for disabled persons.

From literature review, five characteristics of a learning organization were identified, namely **strategy, looking in, structures, looking out and learning opportunities**. From the research, it was found that the organizations had **strategy** to support learning organization. On **looking in**, it was clear that information on organization matters is distributed to all employees and also all employees can access organization database to a moderate extent both of which scored 48%, but Accounting, budgeting and reporting systems are rarely made clear to all employees in the majority of the organizations as indicated by a score of 36%. Pedler et al (1991) had indicated that this is the most difficult element in a learning organization. Cross functional (interdepartmental collaboration) in the organizations is encouraged to a moderate extent as shown by a response rate of 56%. Employees in these organizations were also involved in designing and changing reward system in their organizations through their representatives. This occurred to a moderate extent as shown by a response rate of 32%. Promotion process is made clear to all employees to a moderate extent as shown by a score of 44%.

Organizations had **enabling structures** in a large number of cases (44%). These comprised of informal social structures, group exercises and group incentives which scored 44%, 44%, and 40% respectively. On **looking out**, the study revealed that information about external environment is vigorously and highly sought and used as source of learning as indicated by 44% of the organizations and that there is inter-company working or collaboration to a moderate extent (52%). On **learning opportunities**, the researcher found that there were moderate learning opportunities in the majority of the organizations which ranged from 44%-60%. That is, employees are encouraged to question ideas and policies in the organization as shown by 48% and to try new ideas as shown by 52% of the organizations. Employees' self-

development is encouraged through coaching (60%), mentoring (44%), peer support (40%), counselling (40%) and feedback (44%). Employees' development is part of the overall strategy of 44% of the organizations. From the analysis it is clear that most of the organizations for the disabled persons have embraced the practices of a learning organization to a moderate extent. On job satisfaction, the researcher found that majority of the employees were satisfied with their jobs as the mean scores ranged from 2.8-3.8 out of 5.

The researcher also used the Pearson product moment correlation statistic to test the significance of the relationship between learning organization and job satisfaction. The test revealed a perfect positive correlation between the two variables. It also means that job satisfaction in these organizations was greatly influenced by the learning status of these organizations. It is noted that the organizations for the disabled have embraced elements of a learning organization. This could be due to the fact that these organizations rely on donations and donors would be more interested in supporting organizations, which are efficient, which is a product of learning organization.

The empirically proved positive relationship between learning organization and job satisfaction is in line with early researchers such as Kelly et al (2007) and Chang and Lee (2007) who found the same in their researches. These findings have implications for managers of organizations. It means that they should embrace the practices of learning organization as they increase employees job satisfaction. Job satisfaction is a critical element in organizations, in that it's presence means that an organization is able to attract and retain qualified and productive employees who will contribute to it's growth and development.

5.2. Conclusions

From the findings in chapter four and discussions in this chapter, it can be concluded that the majority of the organizations for disabled persons have embraced the practices of learning organization to a moderate extent and this has influenced job satisfaction of employees in these organizations. It can also be concluded that learning organization status is very important in these organizations. Majority of these organizations rely on funding from donors who are willing to support organizations which prove to be efficient. Efficiency in these organizations is a product of the practices of a learning organization.

5.3 Recommendations

All organizations should embrace the practices of a learning organization as the findings of this study established that a learning organization has a significantly positive effect on employees' job satisfaction. All organizations, whether for profit or not, competition driven or not need the practices of learning organization if they are to satisfy their stakeholders' needs.

5.4 Suggestions for Further Research

There is need for similar studies in different groups of organizations to find whether the findings of this study can be replicated. Also, studies could be done linking learning organization to other organization variables such as organizational commitment, performance, among others

5.5. Limitation of the study

Some organizations did not respond to the questionnaires. The failure to respond was attributed to lack of time and the fact that some directors were out of the country and yet it was only these directors who could give the mandate to employees below them to fill the questionnaires. This reduced the response rate to 62.5%. However, some useful conclusions were made despite these drawbacks.

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APPENDICES

Appendix 1: Letter To The Respondent

UNIVERSITY OF NAIROBI, SCHOOL OF BUSINESS,
P.O BOX 30197, NAIROBI.

KANGETHE JANE K.,
P.O BOX 62094,
NAIROBI
MOBILE NO:072493834

TO THE RESPONDENT,
.....
.....

Dear Sir/Madaam,

**REF: REOUEST FOR INFORMATION ON THE EXTENT OF LEARNING
ORGANIZATION AND ITS INFLUENCE ON JOB SATISFACTION.**

I am a student at the University of Nairobi, School of Business. I am Pursuing a Degree on Master in Business Administration (MBA), Module Two/Evening Classes.

As part of my degree, I am supposed to undertake a Management Research Project. I have chosen Organizations for Disabled Persons in Nairobi and therefore your organization has been chosen to be part of this research. I wish to get information on the above. Please answer the questionnaire provided as truthfully as possible and kindly as soon as possible. The questionnaire has Three Sections (One, Two and Three). Kindly the Human Resource Manager or an administrator should respond to questions on learning organization (section two) and he/she then choose an employee not in management to respond to questions on job satisfaction. Section one is for both respondents. The information collected is solely for the purpose this research and so you should not write your name or that of your organization.

I look forward to your cooperation in this matter.

Yours faithfully,
KANG'ETHE K. J.,
MBA STUDENT (Researcher)

PROFESSOR K'OBONYO,
University of Nairobi Supervisor,
SCHOOL OF BUSINESS.

Appendix 2: Questionnaire

Questionnaire For Human Resource Manager Or Chief Administrator

Please answer this questionnaire as truthfully as possible. I promise that all information collected will be treated with utmost confidentiality and is only for the purpose of this study.

SECTION ONE

A: Respondent Profile

1. What is your position in this organization? _____

2. How long have you worked in this organization? (Put a tick against the correct response in the space provided).

1-3 years	<input type="checkbox"/>	4-6 years	<input type="checkbox"/>	7-9 years	<input type="checkbox"/>
10-12 years	<input type="checkbox"/>	13-15 years	<input type="checkbox"/>	16-18 years	<input type="checkbox"/>
19-21 years	<input type="checkbox"/>	22 years and above	<input type="checkbox"/>		

3. What is your level of education? (Put a tick against the correct response in the space provided)

O level /KCSE	<input type="checkbox"/>	A- level	<input type="checkbox"/>	Ordinary Diploma	<input type="checkbox"/>
Undergraduate	<input type="checkbox"/>	Postgraduate	<input type="checkbox"/>	Masters degree	<input type="checkbox"/>
Doctoral Degree	<input type="checkbox"/>				

4. Gender: Female Male

5. Age: 20-30 31-40 41-50 51-60 61 & above

B: ORGANIZATION PROFILE

6. How long has the organization been in existence? (Put a tick against the correct response in the space provided)

3 years & below	<input type="checkbox"/>	4-6 years	<input type="checkbox"/>	7-9 years	<input type="checkbox"/>	10-12 years	<input type="checkbox"/>
13-15 years	<input type="checkbox"/>	16-18 years	<input type="checkbox"/>	19-21 years	<input type="checkbox"/>	22 years & above	<input type="checkbox"/>

7. How many employees are in your organization? (Put a tick against correct response in the space provided)

1-20	<input type="checkbox"/>	21-50	<input type="checkbox"/>	51-100	<input type="checkbox"/>	101-200	<input type="checkbox"/>
201-300	<input type="checkbox"/>	301-400	<input type="checkbox"/>	401-500	<input type="checkbox"/>	501-1000	<input type="checkbox"/>
1001 & ABOVE	<input type="checkbox"/>						

8. What is your core business? _____

SECTION TWO: LEARNING ORGANIZATION

Use the key below to respond to the following statements on LEARNING ORGANIZATION. (Put a tick against the correct response in the space provided).

KEY

- | | | |
|---------------------|-------------------------|---------------------------|
| 1. Not at all | 3. To a moderate extent | 5. To a very great extent |
| 2. To a less extent | 4. To a great extent | |

1 2 3 4 5

1. Employees in non-management posts are involved in policy making.

2. Information on organization matters is Distributed to all employees.

3. All employees can access organization Databases.

4. Accounting, budgeting and reporting systems are made clear to employees.

5. Cross Functional (interdepartmental collaboration) is encouraged.

- 6. Employees are involved in designing and changing reward system in the organization through their representatives
- 7. The promotion process is made clear to employees.
- 8. Informal social structures are allowed.
- 9. Group (Team) exercises are encouraged.
- 10. Group incentives are encouraged to enhance group thinking.
- 11. Information about external environment is vigorously sought and used as source of learning.
- 12. There is inter company working or collaboration (e.g joint training, job exchange, strategic alliances, Joint research and development, benchmarking)
- 13. Employees are encouraged to question ideas, and policies in the organization.
- 14. Employees are encouraged to try ideas (Experimentation is encouraged)
- 15. Employees self development is encouraged the through the following:
 - a. Coaching
 - b. Mentoring

c. Peer support

d. Counseling

e. Feedback

16. Employee development is part of the overall organizational strategy.

17. How are employees' views incorporated into the decision making process? _____

Questionnaire For A Non Managerial Employee

SECTION ONE

A: RESPONDENT PROFILE

1. What is your position in this organization? _____

2. How long have you worked in this organization? (Put a tick against the correct response in the space provided).

1-3 years 4-6 years 7-9 years

10-12 years 13-15 years 16-18 years

19-21 years 22 years and above

3. What is your level of education? (Put a tick against the correct response in the space provided)

O level /KCSE A- level Ordinary Diploma

Undergraduate Postgraduate Masters degree

Doctoral Degree

4 Gender: Female

Male

5 Age: 20-30

31-40

41-50

51-60

61 & above

SECTION THREE: MINNESOTA SATISFACTION QUESTIONNAIRE

Use the key below to respond to questions on the different aspects of your job.

1. Very dissatisfied

3. Satisfied

5. Very Very satisfied

2. Dissatisfied

4. Very Satisfied

On my present job, this is how I feel about my job.....

	1	2	3	4	5
1. Being able to keep busy all the time.....	<input type="checkbox"/>				
2. The chance to work alone on the job.....	<input type="checkbox"/>				
3. The chance to do different things from time to time.....	<input type="checkbox"/>				
4. The chance to be somebody in the Community.....	<input type="checkbox"/>				
5. The way my boss handles the staff.....	<input type="checkbox"/>				
6. The competence of my supervisor in making decisions.....	<input type="checkbox"/>				
7. Being able to do things that don't go against my conscience.....	<input type="checkbox"/>				
8. The way my job provides for steady employment.....	<input type="checkbox"/>				

9. The chance to do things for other people.....
10. The chance to tell people what to do.....
11. The chance to do something that makes use of my abilities.....
12. The way company policies are put into practice.....
13. My pay and the amount of work I do.....
14. The chances for advancement on this job.....
15. The freedom to use my judgment.....
16. The chance to try my own methods of doing the job.....
17. The working conditions.....
18. The way my coworkers get along with each other.....
19. The praise I get for doing a good job.....
20. The feeling of accomplishment I get from the job.....

Appendix 3: A List Of Organizations For Disabled Persons In Nairobi

1. Community Based And Non Governmental Organizations (CBOS AND NGOS)

1. Action Aid Kenya
2. African Braille Center
3. African Medical and Research Foundation (AMREF)
4. Association of the Physically Disabled in Kenya (APDK)
5. Autism Society of Kenya
6. Blind and Low Vision Network
7. Bridgeway Centre Trust (BCT)
8. Care international in Kenya
9. Cerebral Palsy society of Kenya (CPSK)
10. Christoffel Blindenmission (CBM)
11. Community Integration with Albinos (CIWA)
12. Disability Leadership and Resource Centre(DLRC)
13. Disabled child monitor
14. Discovered Potential in Disability Organisation
15. Ecumenical Disability Advocate Network (EDAN)
16. Eden Life Style and Community Centre.
17. Empowerment Resource Development Centre
18. Federation for and of People with Disabilities
19. Furaha Centre for the Deaf
20. Gracious Rehabilitation Centre
21. Handicap International
22. Hands of Love Society
23. Hisan
24. Jaipur Foot Project
25. Kenya Albino Association
26. Kenya Association for Parents of the Deaf (KAPD)
27. Kenya Association for the Intellectually Handicapped (KAIH)
28. Kenya Association for the Welfare of Epileptics (KAWE)
29. Kenya Community Centre for Learning.
30. Kenya Deaf Welfare Society.
31. Kenya Disabled Action Network.(KEDAN)
32. Kenya National Association of the Deaf.(KNAD)
33. Kenya Programme for the Disabled Persons (KPDP)
34. Kenya Sign Language Research Project(KSLRP)
35. Kenya Society for the Deaf Children.(KSDC)
36. Kenya Society for the Blind.(KSB)
37. Kenya Society for the Mentally Handicapped (KSMH)
38. Kenya Union for the blind(KUB)
39. Kenya Paraplegic Organizations
40. Kikuyu Eye Unit
41. Lea Toto
42. Leonard Cheshire International
43. Nairobi Family Support Services (NFSS)

44. Nairobi Parents of the Deaf Blind (DB)
45. National Council for Persons with Disabilities
46. National Fund for the Disabled Kenya (NFDK)
47. National Spinal Injury Hospital
48. New Dawn for the Physically Challenged
49. Parents Helping Parents Society
50. Community Centre for Learning.
51. Salus Oculi Kenya
52. Sense International
53. Sight Savers International
54. Solidarity Humanity International Aid
55. Special Education Professionals
56. St. Kizito Unity for the Disabled.
57. Terre Des Hommes
58. The Salvation Army
59. United Disable People Kenya. (UDPK)
60. Voluntary services Overseas.(VSO)
61. Women Challenged to Challenge
62. Wish Kenyan Children Well.

2. Departments / Divisions In Government Ministries

1. Educational Training, Assessment and Resources Centres
 - I. Kenya Institute of Special Education
 - II. St. Anne Primary School
 - III. Kenya medical Training College (KMTC)
 - IV. Kenya national Library Services (KNLS)
 - V. Kabete Orthopedic Workshop
2. Vocational Training Centres, Ministry of Gender, Sports, Culture and Social Services
 - I. Kabete Orthopedic Workshop
3. Division of Community Based Rehabilitation, Ministry of Health
4. Department of Occupational Therapy, Ministry of Health
5. Department of Orthopedic Technology, Ministry of Health
5. Department of Physiotherapy, Ministry of Health
6. Industrial Rehabilitation Centre
7. Kabete Orthopedic Workshop.

3. Disability Friendly Hiv Centres

1. Kivuli Healthy Project
2. Liverpool VCT, Care and Treatment (LVCT)
3. Riruta Healthy Centre.
4. Sisters of St. Joseph Amka Health Project

4. Special Schools For The Disabled

1. Jacarada Special School
2. Nile Road Special School.
3. Tree Side Special School.
4. Mathare Special school .

5. Schools With Integrated Unit For The Disabled Children

1. Agha Khan
2. Dagoretti Primary School
3. Race Course Unit
4. Joseph Kangethe Primary School
5. Acorn Special Tutorials
6. Githurai Primary School
7. Kilimani Primary School
8. Mbagathi Road Primary School
9. Our Lady of Mercy, South C
10. Pumwani Primary School
11. Ronald Ngara Primary School, John Osogo Road
12. St. Christopher Preparatory School
13. St Peters Schools, Lower Kabete Road
14. Salama School.
15. Moi Girls Secondary School, Joseph Kangethe Road
16. Muthaiga Primary school , Thika Road

6. Suppliers Of Rehabilitative Equipment And Materials

1. House of Healing International Ltd..
2. Physical Therapy Services Ltd.
3. Sun Flower Wheelchair Suppliers

TOTAL INSTITUTIONS: 101

Source : Kenya Disability Directory (2006-2007) By Handicap International

Appendix 4: Sample And Sampling Design

Sample Size: Forty institutions(40)

Sampling Design: Stratified Sampling

Stratum(Category)	NO. In POP.	Proportion	NO. In Sample
1. CBOs and NGOs	62	0.6139	24
2. Departments/Divisions in Government Ministries	12	0.1188	5
3. Disability Friendly HIV Centres	4	0.04	2
4. Special Schools	4	0.04	2
5. Schools with Integrated Units for the Disabled	16	0.1584	6
6. Supplies of Rehabilitative Equipment and Materials	3	0.03	1
	<hr/>		
	101		40

Two employees from each organization will answer the questionnaire

-The Human Resource Manager or an administrator will answer the questionnaire on learning organization.

-One employee from each organization in sample will be chosen by Human Resource Manager to answer the questionnaire on job satisfaction.

SO TOTAL EMPLOYEES IN SAMPLE POPULATION IS 80.

Appendix 5: Model Of Learning Organization
Pedler et al Learning Company Model-Summary

FIVE BROAD THEMES

STRATEGY

- Development, Implementation and Evaluation of Policies Structured as learning processes.
- Participative policy making.

LOOKING IN

- Information widely distributed to all employees through information technology (IT).
- Employees ask questions and make decisions using the information.
- All employees free to access organizational data bases.
- Systems of accounting, budgeting and reporting are made clear to employees.
- Interdepartmental collaboration and dialogue is encouraged
- Reward system and promotion process are made clear to employees.

ENABLING STRUCTURES

- Social structures are allowed.
- Interdepartmental collaboration is encouraged..

LOOKING OUT

- Information from external environment vigorously sought and shared within the organization.
- Information sought becomes source of learning.
- Advantageous learning activities such as intercompany training, job exchange, strategic alliances, research and development and bench marking.

LEARNING OPPORTUNITIES.

- Resources/facilities for self development of all employees made available.
- Coaching, mentoring, peer support, counseling and feedback encouraged to support individuals in their learning.
- Room for trying out ideas (experimentation).
- Room for questioning current ideas, actions and attitudes.
- Tolerance for mistakes.
- Feedback from others is requested, made available and acted upon.

Source: Pedler et al learning company (1991)

Appendix 6: Job Satisfaction Factors

- Achievement
- Autonomy
- Creativity
- Challenging job
- Chances for advantage
- Comfort
- Empowerment
- Group working/group thinking
- Job variety
- Participation
- Responsibility
- Reward system and promotion process
- Self esteem
- Self actualization

Source: Herzberg (1959), Alnod & Fedman(1986), Mullins(2000), Mitchell(1978), Futrel(1978), Luthans (1992) and Organ & Batman(1991).

NOTE: These factors are reflected in Minnesota Satisfaction Questionnaire

**THE
OPERATION
OF
LEARNING
ORGANIZATION**

STRATEGY

- Development, implementation and evaluation of policies structured as learning processes.
- Participative policy making.

LOOKING IN

- Information widely distributed to all employees through information technology (IT)
- Employees ask questions and make decisions using the information.
- All employees are free to access organizational databases.
- Employees understand systems of accounting, budgeting and reporting.
- Interdepartmental collaboration and dialogue.
- Employees understand reward system and promotion process.

ENABLING STRUCTURES

- Social structures are allowed.
- Interdepartmental collaboration like conferences, seminars, workshops, e.t.c.
- Internal groups exercises.
- Joint outdoor activities.
- Group incentives.
- Job rotation.

LOOKING OUT

- Information from external environment vigorously sought and shared within the organization. Information sought become source of learning.
- Advantageous learning activities such as intercompany training, job exchange, strategic alliances, research and development and bench marking

LEARNING OPPORTUNITIES

- Resources/facilities for self development of all employees
- Coaching, mentoring, peer support, counseling and feedback
- Room for trying out ideas (experimentation).
- Room for questioning current ideas, actions and attitudes.
- Tolerance for mistakes
- Feedback from others is requested made available and acted upon

- Autonomy
- Creativity
- Challenging job
- Chances for advancement
- Comfort
- Empowerment
- Group working/group thinking →
- Job variety
- Participation
- Responsibility
- Self esteem
- Self actualization

JOB

SATISFACTION