How leaders Overturn organizational learning?

Kiran[1] and Shabbir[2]

[1]Ms.Rabia Kiran

aarabiaa@gmail.com
University Of management and technology
Lahore, Pakistan

[2]Mr.M.salman Shabbir

salmanshabbir5@gmail.com
University Of management and technology
Lahore, Pakistan

Abstract. To investigate the influence of leadership on learning in public and private forms of organizations. Sampling technique was used and a sample of 300 was selected from the sectors i-e., government and private organizations. A questionnaire was designed in order to collect input data from the sampled staff. For data evaluation SPSS program was used. According to the findings the highest value of the statement contributes to the 3 factors both in Telenor Pakistan and Government College (GC). The sampled staff's opinion varies and the findings may vary with the variation in the sampled staff. The results are limited within the sampled staff working in Telenor Pakistan and Government College, so the results cannot be generalized but the scale in this research can be used in other findings.

Keywords: Leadership, Learning, Organizational Learning.

1. Introduction

The world has entered into a new advanced era of globalization. Globalization omits national borders and makes new ideas spread throughout the world. In the past, experiencing new developments may have taken years to cover the world, but now with the ubiquitous developments in technology and communication, this process has become much shorter. Globalization also has social and economic effects; both for organizations and their staff (Garavan, 1997).

Customers want quality goods and services, with affordable prices and delivered in acceptable time periods. The needs, expectations, and preferences of customers can change easily and fast. In today's world market, there are many rival competitors, and their profiles can be very different from those of the past. New technologies can arise in a short period of time, and the life cycle of goods is invariably shorter. In this new scene, organizations must have new structures that are suitable to adapt to globalization and the new global marketplace. This competitive era realizes every one that if any organization wants to survive, it should have to be adaptive and their strategies at all levels will be made by taken into accounts the future circumstances. The reason here is that each and every company is in competition with other and no one knows whose capability and competency will remain because the tradition of imitation will never be stopped.

Clearly, it will not be sufficient to operate with traditional organizational structures in this complex and fast changing global market. The realization of continuous uncertainty and awareness of multivariants while decision making, each option with possible opportunities and threats, is vital for all organizations. Such

information can be used to great advantage in a harsh competitive environment. In today's world "information" can be regarded as the most important input for any organization (Garavan, 1997).

To achieve this perspective certain variables have to be taken into account. The most significant of all is the influence of leadership on the analysis of this information called learning. Organizations cannot adapt with their respective changing competetitve environment of todays era if the basic and the highly needed quality of the top management, "leadership" does not play its vital role in influencing the learners. Learners are the basic ingredient of this multidimensional and the multipurpose systematic achievement process and leadership acclimatize them as much as a mother to an infant.

The fact is that Leadership is an influence relationship among leaders and learners who intend real changes that reflect their mutual purposes. The leaders-learners relationship is based on influence, leaders and learners are the people in this relationship, the leaders and learners intend real changes, the leaders and learners intended changes reflect their mutual purposes are the factors for which they both enhance and advance to adapt the organizational learning with in the global scenario.

2. Literature Review

According to Garavan (Garavan, 1997), there are two types of studies that are related to learning in organizations: one evaluates learning in organizations as variables, the other as metaphors. The first sees learning in organizations as being designed within the organization and having an effect on organizational outputs. The second evaluates organizations as cultures and identifies learning in the organization as an extended part of culture. According to Steiner (Steiner, 1998), the learning organization context can be used in understanding organizational behavior; and reflects the ideology of organizations since the 1990s. Steiner states that the learning organization context takes the place of organizational culture, and endeavors to explain the processes related to structural changes in organizations.

Gupta and Thomas (Gupta, and Thomas, 2001) argue that different disciplines have input for the learning organization. Each discipline has its own perspective for the learning organization. Easterby-Smith (Smith, 1992), prefer that psychology, sociology, strategy, production management, and cultural anthropology have valuable inputs for the learning organization. Appalbaum and Gallagher (Appalbaum, and Gallagher, 2000) concur with these inputs for learning organizations, and developed information related to this notion.

2.1 Transition Steps of the Learning Organization
McGill and Slocum identified four types of organizations (Appalbaum, and Gallagher, 2000):

- the organization that knows;
- the organization that understands;
- the organization that thinks; and
- the organization that learns

The organization that knows adapts learning to changes in its environment. This kind of organization has a loop-learning and adaptation strategy. It can be especially successful in mature and static environments. It will be successful until it does not need learning. It only adds something to current goods and services as a response to change. The organization that knows, believes that it knows the best; and there is always one best way to do things (Seymen and Bolat, 2002). This organization expects full obeisance without question from its staff. This organization can be described as the classic management approach (Koçel, 1999). This is typified as an organization that understands and gives importance to human beings that brings organizational members together, gives the feeling of belonging, and has shared values. In this type of organization, the organizational culture takes the place of strict control and rules. However, there is a barrier for learning as it accepts only the change at a management level. It believes that there are optimum ways of doing things (Kocel, 1999). This is an organization that thinks, brings speedy solutions and analysis to problems, and acts fast. In order to realize this, training is given to managers. Their main deficiency is forgetting the basic problems, while busy with developing faster solutions. This situation narrows the focus of their management and results in disadvantage for their learning. Their basic approach is to see management techniques as problem-solving tools of organizations. If there are some problems, then the view held is that organizations will develop models and systems for solutions (Kocel, 1999). However, the organization that learns has a

different approach to change. It sees changing itself and learning from changing as a component of cultural values and its structure. In this type of organization, change is evaluated as an input for learning. In addition to this, it enables individual development opportunities. Learning organizations provide transparent and continuous relations with their customers (Appalbaum and Gallagher, 2000).

Additionally, leaders face a three-fold responsibility: making organizational learning a high priority, creating the psychological and cultural conditions to enhance collective learning, and shaping contextual factors to create transfer of learning from the individual to the organizational level (Popper, and Lipshitz, 2000). In light of increased competitive pressure, managers at all levels of the organization are told to take on new roles based on interpersonal influence; communication networks; and the skills of negotiation, collaboration, and empathy (Kanter, 1989). Specifically, researchers suggest facilitative leadership because a complex environment calls for a form of leadership that stimulates transformation (Slater and Narver, 1995).

In contrast to a "command and control" mindset, facilitative leaders motivate through empowerment and develop those around them by serving as coaches and mentors (Ellinger and Bostrom, 1999; Goh, 1998; Hitt, 1995; Mills and Friesen, 1992).

Collins (2001) described the highest level of leadership effectiveness as a "paradoxical blend of personal humility and professional will" while Greenleaf (1998) depicted the servant-leader as one whose highest value is ensuring that others' needs are met. Thus, although both of these perspectives may employ coaching and/or mentoring, neither would describe coaching and mentoring as the most necessary components of leadership effectiveness in the context of fostering individual and organizational learning.

2.2 Leadership Influencing Process

The success and endurance of good corporate distance education programs is dependent on the strategies and strengths of good leaders. Capable leaders are necessary to all organizations. What traits and skills must good corporate learning leaders have in order to establish and sustain flourishing distance learning programs? Certainly these leaders require the skill sets of all good leaders - vision, purpose, the drive to succeed, the ability to motivate others, solutions-orientation, and risk-taking. Learning leaders in these organizations require additional characteristics and skills, which can be categorized in terms of vision, relationship-building, and operational discipline.

2.3 Vision:

Successful leaders in corporate learning have a strong understanding of the company's business mission and how learning can create competitive advantage within its business framework. They are able to view more than the current business of the organization; they must envision the organization's direction and look for ways to enhance that future with learning. Leaders are the only persons who can create conditions for innovative change enable individuals in an organization to share a vision and move in its direction, and contribute to the management and operationalization of ideas.

2.4 Strategy

Leaders define a strategy for how to develop, expand and grow employee learning into the future, through a continuous plan for staff development. They transform the organization into a "learning culture" (Conner & Clawson, 2005). Leaders, according to Dede (1993), relocate the traditional educational models by creating and assigning a powerful technological vision to the organization. To accomplish this, leaders must understand the "what's-in-it-for-me" principles that motivate and engage their organization's learners (Lynch, 2002). Leaders also enclose alternative assumptions and paradigms as part of a larger vision that inspires new roles for educational stakeholders. Leaders demonstrate strong ethics and serve as a role model for competence, connection and character (Muirhead, 2003).

2.5 Transformation

Leader roles encompass transformational, situational and systemic leadership. Transformational leaders help stakeholders to realize the benefits (Marcus, 2004). "Transformational leaders are characterized by the ability to bring about change, innovation and entrepreneurship" (Ulukan, 2005). Situational leaders can develop an organizational diagnosis at any point in time and determine the readiness of stakeholders for

change. Systemic leadership moves the progress of the organization step by step through change (Marcus, 2004). During organizational transformation, radical changes in members' perception and behavior occur, as organizational assumptions about functions and environments relationships change. Leaders simultaneously transform, enhance corporate competitiveness and embrace online delivery, by developing more consultation, collaboration and openness. Leaders accommodate both new ideas and existing subcultures.

2.6 Understanding Learners

In corporate cultures where learning processes are going on the leaders should have to have very close relationships with the employees and with the other staff. The leader must have the ability and skills like charisma in order to make the employees his followers and this is the first and the foremost step towards learning of employees. Leader should have to know the preferences of learners in order to guide them according to their pace and he must create such unique environment where employees take learning as a part of their job.

3. Aim and content of this Research

Leadership facilitating means sharing experiences, perception of changes, cooperating with others and motivating learners to adapt. Corporate culture both in public and private organizations must support leaders and the learners for organizational learning, to form transparent communication, cooperation and to develop trust among them. For managers, in both forms of organizations, forming an appropriate organization climate becomes vital on a way to a learning organization. Managers must use their skills in order to make learning easier and influence the learners. With this assumption, in order to know the factor that enables leadership in facilitating change in public and private sector, this research was commenced. A questionnaire was used in order to determine the role of leadership to achieve learning in those two entirely opposite sectors.

4. Methodology

The methodology comprised data collection, reliability testing and validity measuring of the scale used, and analysis of the data collected. The questionnaire is used to input data comprised of eight statements of factors. A scale was developed to rate those statements. Related to the scale, sample were asked to answer questions with a five point scale "ranging from 1= never to 5= very often". These questionnaires were distributed among those two sectors in order to get sufficient information to carry on the research. Samples were asked to answer the statements regarding leadership such as their opinions in deciding, manager styles, and evaluating learners. The questionnaire also comprises some demographic questions to address aspects of department type, gender, organization status and working designation.

The questionnaire addresses aspects of organizational dimensions that enhance the leadership in developing learning. After going through the literature and the authorized toolkit eight original questions and statements were finalized that fully adressess each and every aspect of our reaserch. The scale of five was developed and it is considered as one of the most accurate in conducting surveys and carrying out the reaserch. For validity of the scale, a further analysis was used. The total score of each question, in both sectors separately, was calculated according to the stated answers by converting it into its equivalent numerical score and this score was divided by the number of statements. This gives average score for each sample. The average states a significant fact i-e higher the average shows that dimension has the more effect and vice versa.

4.1 Analysis:

The SPSS 16.0 software program was used. In order to have descriptive statistics, frequencies, percentages, average scores, and standard deviations were calculated regarding demographic aspects of the sampled staff and variables such as opinion of learners, manager styles and evaluating learners. Thereafter, factor analysis technique was used to identify major dimensions that enable leadership to influence learning.

5. Findings

Jobs, departments, designation, organization and gender were the major demographical findings. The majority of the sample was belonged to the lower levels of the private organization (Telenor Pakistan) and on the contrary government organization (Government College) sampled staff was from middle level of organization structure. The current job experience of the government employees was much higher as compared to those in private organization. In Telenor both genders were contributing while in Government College the whole sampled staff was male.

Factor analysis technique was used for 8 proposals in the questionnaire ranging in the scale from 1 to 5. In order to determine the influence of leadership on learning organization and how it facilitates the learners and individuals, data was reduced up to 3 factors and principal component method of factor analysis defines the location of proposals in the scale shown in the tables from page 8 to onwards. In order to define the results, the factor scores with very rare and slight differences were combined and counted as a single factor. As a result of which 3 factor from each of the organizations were extracted and showed that they had a real influence on the research.

Statements relating to the first factor in the Government organization(Government college) is "encouragement of views by managers" having score of 0.770 while in private organization(Telenor Pakistan) two statements were combined to a single statement because of slight difference of .003 and made as "my manager listen and encourage multiple point of views" having score 0.730.

The second factor in Government college is "my manager establish forums and provide time and resources for identifying problems and organizational issues" having score 0.668 while on the other hand in Telenor Pakistan the factor is "my manager invite input from others in discussion" having value 0.691. The third factor in Government college is "my manager criticize views different from his/her own" having value 0.695 and in Telenor Pakistan identifies "my manager ask probing questions" having value of 0.762.

6. Conclusion

The research explores organizational dimensions that enable leadership in implementing learning in Government and Private Organizations. Factor analysis identifies these dimensions:

In Government College

1. Encouragement of views by managers.
2. My manager establishes forums and provides time and resources for identifying problems and organizational issues.
3. My manager criticizes views different from his/her own.

In Telenor Pakistan

1. My manager listens and encourages multiple points of views.
2. My manager invites input from others in discussion.
3. My manager asks probing questions.

The literature together with this research shown the tools for leaders to influence learning in both forms of organizations and may be highly influenced by the sampled staff. As a shortfall this research was carried out with a sample of staff from Telenor and GC Gujranwala city. So the results cannot be generalized but can be used as an indicator. Together with the limited number of sampled staff, the work in education and telecom sector can be evaluated as an additional limitation to research.

7. Acknowledgements:

Communalities[a]

	Initial	Extraction
1-my managers invite input from others in discussions.	1.000	.556
2-my managers acknowledge his/her own limitations with respect to knowledge, or expertise.	1.000	.609
3-my managers ask probing questions.	1.000	.705
4-my managers listen attentively.	1.000	.688
5-my managers encourage multiple points of view.	1.000	.742
6-my managers establish forums for and provide time and resources for identifying problems and organizational challenges.	1.000	.779
7-my managers establish forums for and provide time and resources for reflecting and improving on past performances.	1.000	.577
8-my managers criticize views different from his/her own.	1.000	.794

Extraction Method: Principal Component Analysis.

a. Only cases for which org = 1 are used in the analysis phase.

Figure no.01: Tables of Factor Analysis of Government College

Total Variance Explained [a]

Component	Initial Eigenvalues			Extraction Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	2.810	35.128	35.128	2.810	35.128	35.128
2	1.603	20.042	55.170	1.603	20.042	55.170
3	1.037	12.958	68.128	1.037	12.958	68.128
4	.917	11.465	79.593			
5	.701	8.756	88.350			
6	.503	6.283	94.633			
7	.275	3.441	98.074			
8	.154	1.926	100.000			

Extraction Method: Principal Component Analysis.

a. Only cases for which org = 1 are used in the analysis phase.

Component Matrix[a,b]

	Component		
	1	2	3
1-my managers invite input from others in discussions.	.719	-.035	.194
2-my managers acknowledge his/her own limitations with respect to knowledge, or expertise.	.515	.502	-.304
3-my managers ask probing questions.	.499	-.247	.628
4-my managers listen attentively.	.659	-.503	-.010
5-my managers encourage multiple points of view.	.770	-.384	-.040
6-my managers establish forums for and provide time and resources for identifying problems and organizational challenges.	.575	.668	.047
7-my managers establish forums for and provide time and resources for reflecting and improving on past performances.	.585	.458	-.158
8-my managers criticize views different from his/her own.	-.279	.482	.695

Extraction Method: Principal Component Analysis.

a. 3 components extracted.

b. Only cases for which org = 1 are used in the analysis phase.

Figure no.02: Factor Analysis of Telenor Pakistan (PVT) LTD

Communalities[a]

	Initial	Extraction
1-my managers invite input from others in discussions.	1.000	.639
2-my managers acknowledge his/her own limitations with respect to knowledge, or expertise.	1.000	.376
3-my managers ask probing questions.	1.000	.832
4-my managers listen attentively.	1.000	.833
5-my managers encourage multiple points of view.	1.000	.604
6-my managers establish forums for and provide time and resources for identifying problems and organizational challenges.	1.000	.774
7-my managers establish forums for and provide time and resources for reflecting and improving on past performances.	1.000	.697
8-my managers criticize views different from his/her own.	1.000	.406

Extraction Method: Principal Component Analysis.

a. Only cases for which org = 2 are used in the analysis phase.

Total Variance Explained [a]

Component	Initial Eigenvalues			Extraction Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	2.437	30.464	30.464	2.437	30.464	30.464
2	1.646	20.580	51.044	1.646	20.580	51.044
3	1.077	13.466	64.510	1.077	13.466	64.510
4	.919	11.488	75.998			
5	.779	9.741	85.739			
6	.509	6.357	92.097			
7	.365	4.561	96.658			
8	.267	3.342	100.000			

Extraction Method: Principal Component Analysis.

a. Only cases for which org = 2 are used in the analysis phase.

Component Matrix [a,b]

	Component		
	1	2	3
1-my managers invite input from others in discussions.	.365	.691	-.170
2-my managers acknowledge his/her own limitations with respect to knowledge, or expertise.	.339	-.511	-.005
3-my managers ask probing questions.	.227	.446	.762
4-my managers listen attentively.	.730	.511	-.199
5-my managers encourage multiple points of view.	.727	-.014	-.274
6-my managers establish forums for and provide time and resources for identifying problems and organizational challenges.	.612	-.631	.021
7-my managers establish forums for and provide time and resources for reflecting and improving on past performances.	.572	-.216	.569
8-my managers criticize views different from his/her own.	-.612	.055	.169

Extraction Method: Principal Component Analysis.

a. 3 components extracted.

b. Only cases for which org = 2 are used in the analysis phase.

8. References

[1] A. gupta, "Organizational learning in a high tech environment" industrial management and data systems. MCB university press.

[2] Anona, Armstrong. "The Learning Organization". The learning organization journal, 2005.

[3] Appalbaum, and Gallaghe. "The competitive advantage of organizational learning" journal of workplace learning, volume 12.

[4] Catherine, L. Wang, and Pervaiz, K. Ahmed. "A Review of the Concept of Organizational Learning". Working Paper Series, 2002.

[5] Diane R. Kelly. MD FRCGP DRCOG "Delivering feedback on learning organization characteristics – using a Learning Practice Inventory" Blackwell Publishing Ltd.

[6] Douglas V. Herman. "Celebrating Courage in the Learning Organization" reclaiming children and youth, 16:3, fall 2007.

[7] Denis, Couillard. "Why creating a learning organization leads to high technology firms" . Ivey Business Journal, 2005.

[8] Ellinger. "Managers as facilitators in leaning organizations". Human resource development quarterly, volume 4.

[9] He-Chuan, Sun. "Conceptual clarifications for organizational learning". Groningen University press,2007.

[10] Jack, Dwyer. "A Learning Transformation". The Eglin Learning Organization, 2004.

[11] Ji, Hoon. Song, and Thomas J. Chermack. "Assessing the psychometric properties of the Dimensions of the Learning Organization". Blackwell Publishing Ltd.

[12] Jayne, Noble. "Develop a learning organization". Published at Cardiff Series.

[13] Jens, Rowold. "Effects of career-related continuous learning". Emerald Group Publishing Limited.

[14] Jon, P. Howell. "Leadership and Substitutes of leadership Among Professional and Non Professional workers". Journal of applied Behavioral Science.

[15] J.Jago .Leadership: Perspective in theory and research. Management science vol.28, No3. March 1982.

[16] Liz Lee-Kelley. "An exploration of the relationship between learning organizations and the retention of knowledge workers". School of Management, University of Surrey, and Guildford, UK.

[17] Lars, Steiner. "Organizational dilemmas as barriers to learning". The learning Organization, volume 5.

[18] Marie, McHugh. "Leadership & Organization Development". Leadership & Organization Development Journal, Volume 23, Issue 8.

[19] Paul, Chinowsky. "Learning Organizations in Construction". Journal of management in eengineering.

[20] Peter, Senge. "Learning Leaders", 2005.

[21] Raili, Moilanen. "Diagnostic tools for learning organizations". MCB University Press.

[22] Raili, Moilanen. "Diagnosing and measuring learning organizations". Emerald Group Publishing Limited.

[23] Randal, Ford. "From situated practice to informed theory Learning cycles and enabling structures". Emerald Group Publishing Limited.

[24] Rosemary, Hill. "A measure of the learning organization". MCB University Press,1996.

[25] Slater, and Narver. "market orientation and the learning organization". Journal of Marketing, Volume 59.

[26] Thomas, garwan. "The learning organization and evaluation". The learning organization, Volume 04.

[27] Tracey, Trottier. "Examining the Nature and Significance of Leadership in Government Organizations". Indiana University South Bend.

[28] William, H. Bommer . "Transformational Leadership Behaviors and substitutes for leadership as determinants of employee satisfaction, commitment and trust", JAI Press Inc.

[29] Zalez. Senior manager for learning and development "Holistic Approach to Learning". Emerald Group Publishing Limite,2000.