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**The Learning imperative: why continuous
improvement depends on continuous
learning?**

**Thesis submitted to the European International
University to partially fulfill the requirements for
the Degree of M.Sc.**

**By
Wessam Khalid Saib**

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Abstract

The continuous improvement based on continuous learning attracts several researchers from different disciplines. Continuous improvement strategies are executed all over the place for achieving a competitive advantage. Unfortunately, the improvement rates are low because of the most organizations have failed to recognize an essential truth. Continuous improvement demands a desire to learn new things. After all, no business can be improved if it does not first learn new things such as: problem-solving, product launching or process reengineering. Without or in the lack of learning, the businesses and individuals repeat the old patterns. The gains are either fortuitous or fleeting, and the change is mostly cosmetic.

The study criticizes the concept of continuous learning organization and how can the continuous learning be a priority to any organization. The differences between lifelong learning and continuous learning are discussed. Also, the advantages and drawbacks of learning organization are presented. Later, the exploited method, the qualitative and quantitative data, the type of data collection, and the data collection methods with the advantages and disadvantages of each method are clarified. Then, the data collection methods, the questionnaires and the interviews are discussed in detail. Moreover, attention to the limitations and the ethical considerations is clarified. Finally, the outcomes and the roles that the organizations should play to become continuous learning organizations are clarified.

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1.1 Introduction

All the organizations experience the learning, whether or not their employees actively seek to learn. Some organizations actively promote organizational learning, fostering the development of capabilities that align with their goals. The organization encompasses its actions and a distinct mode of learning that happens as if the company had its individual life. It could be instinctive and cognitive (Bloor, 1999). Argyris and Schon (1978) clarified how particular learning could be controlled to generate the organizational culture for the first time. They established the principles of track loop and dual loop learning which generate new frames of reference for making meaning of actions. Kim (1993) recognized the functioning learning and the conceptual learning. The functioning learning encompasses the personal learning actions required to perform assignments and is taken in routines whereas; the conceptual learning is embodied in developing novel structures for comprehending circumstances and events. Garvin (1993) highlighted that learning organizations could solve challenges methodically, experiment with fresh ideas, learn from their mistakes, and adopt best practices from other organizations. Leaders must be advocates for organizational learning because they can support and encourage development programs within the organization visibly and promote organizational learning through collaboration with human resources and the learning and development department. The influence of leaders can extend to a role in the sharing and management of knowledge within their businesses. Culture reinforces learning by incentivizing learning behaviors and tracking and communicating learning outcomes (Schunk, 2012). Milway and Saxton (2011) say that the organization should establish a learning structure responsible for identifying and coordinating individuals responsible for acquiring, extracting and sharing knowledge as illustrated in Figure (1-1).

1.2 Study objectives

The organization conducted a survey to assess its shift from traditional operations to continuous learning, focusing on fostering a culture of continuous learning. The study objective includes gathering qualitative data through the interviews, surveys and questionnaires; and the quantitative data from the training center's bank. The data will be

analyzed quantitatively and qualitatively to provide recommendations for transforming the organization into a continuous learning entity and suggest ways that aid the training center to implement these recommendations.

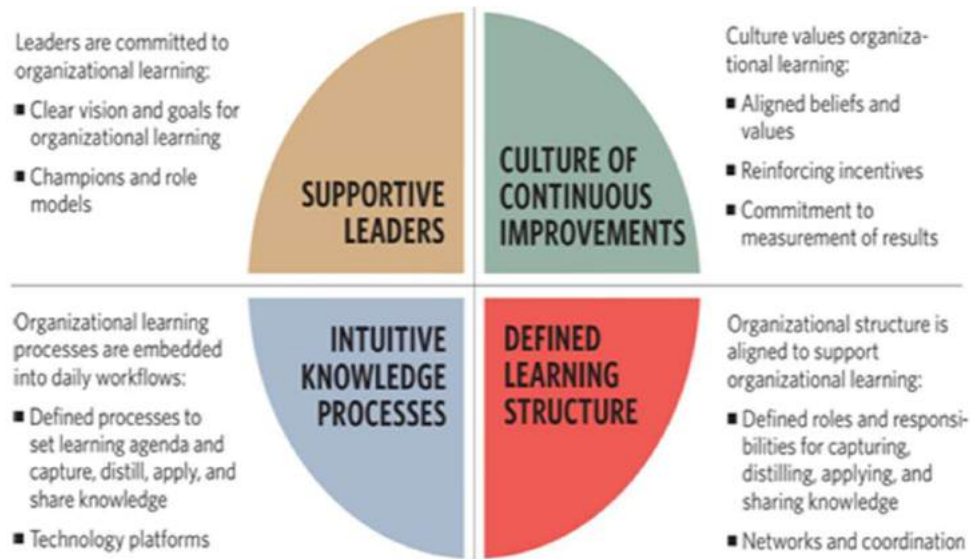


Fig. 1-1: Four elements of organizations learning

1.3 Organization summary

The study focuses on the organization's training program, developed by the mother firm, which provides the same information to all employees. However, this program disregards individual abilities and may be tedious for those already familiar with it. The study aims to assess the current state of affairs and transform the organization into a continuous learning organization.

1.4 Outline of thesis

The thesis is organized as follows:

Chapter 1: Introduction

In this chapter, the importance of learning to an organization, the four elements of organizational learning and the study aims and objectives are discussed.

Chapter 2: Literature review

This chapter surveys the previous related studies dealing with continuous learning and discusses why learning should be a priority for the businesses. Also, the differences

between lifelong learning and continuous learning, the learning organization advantages and drawbacks, the steps to become a learning organization, and developing a learning strategy are presented.

Chapter 3: Exploited methods

In this chapter, the exploited method, data collection method, surveys, questionnaires, interviews, sampling, ethical considerations, and study limitations are presented.

Chapter 4: Data analysis

This chapter discusses the interviews, the questionnaires, the participants, and the data analysis.

Chapter 5: Conclusions

This chapter provides the study conclusions. Recommendations for future research are also presented. Finally, the references that gave help in this study are listed.

2.1 Introduction

This chapter explains what it means to learn organizations, the importance of learning for the organizations, the differences between long-life learning and continuous learning, the advantages, and disadvantages of a learning organization, and how to become one of the learning organizations. It is difficult to differentiate between the training and the learning, and defining a learning organization can be a challenge for many people. The concept of a continuous learning organization is even more difficult to define. The leaders think that businesses must continuously learn and improve to stay competitive. Even the businesses fearful of losing their commitment to constant learning find it a challenge to stay on track. Concern with achievement, for example, can lead to unnecessary anxiety about the collapse. So, managers must view the mistakes as opportunities for learning, identifying, and promoting associates' growth potential, and conducting data-driven strategy reviews (Gino and Staats, 2015).

2.2 Learning organization

One of the most significant challenges for traditional operation corporations is adopting changes in response to incidents (Kotter and Schlesinger, 2008). Their action is the focal spot of external alterations, frequently found in the past or by a rival. This means they respond to the changes of the market in the opposite direction. Few hierarchical change initiatives will complete the disappointments. However, few will be completely effective.

Most projects have difficulties such as: 1) they take longer time than the anticipated and preferred; 2) sometimes destroy confidence; 3) frequently cost a fortune in terms of administrative period or emotional distress. Several organizations have attempted to avoid implementing required changes because their leaders were concerned that they were ill-equipped to do so effectively. Reorganizations have ramifications such as operational disruption and individuals feeling threatened in their careers. So, the need for reorganization would be put on hold (Bower and Walton, 1973).

Allen (1978) states that the recent managers must deal with changes in government regulations, rivals, new goods or innovations, technical advances, and staff turnover.

Top management agreed to make minor adjustments yearly and considerable modifications every five years to keep these adjustments to a minimum. Establishing a continuous learning culture would be necessary for new hires because of the continuous learning culture competency defines a collection of values and practices that motivate individuals to continuously develop their knowledge, ability, achievement and invention. This is achieved by converting into a learning corporation dedicated to constant improvements and cultivating an innovative culture (Senge, 1990). In 1993, Garvin stated that a learning organization could acquire, institute and transfer knowledge and change its behavior to reveal new culture and perceptions.

Furthermore, learning organizations are those that step following their mission, vision and creativity. They relate to core points that will drive them to the future they want to produce, rather than the traditional organizational structures. They actively seek out modifications rather than reacting to them because they see them as opportunities to learn and grow (Karaman and colleagues, 2008). Learning organization definition of Senge in 1990, concerns the philosophical issues such as knowledge and competence. That is crucial, but an authentic growth culture also focuses on more fundamental concerns about how people feel and act (Groysbergetal, 2018). People who live in a developed culture improve their ability to see through blind spots, confront vulnerabilities and flaws instead of acting them out mindlessly, and spend less time defending their values and more time creating external value (Eurich, 2018).

According to Schwartz (2018), creating a growth culture involves a combination of individual and organizational components: a safe workplace is created by senior leaders who are willing to demonstrate liability and take personal obligation for their deficiencies and failures. Instead of the judgment, certainty and self-protection, there is an emphasis on continuous learning through analysis, investigation and clarity. Experiments with innovative behavior that are time-limited and manageable to disrupt the status quo are risky and likely to have negative consequences. Continuous feedback is depended on a shared commitment from top to down to help one another across the organization (Anderson et al., 2014).

2.3 Priority of learning for businesses

The organizations prioritize improvement in performance as key factor for success, especially in a constantly changing environment. Learning is essential to adapt to these changes effectively. However, organizations face challenges in navigating the

competitive landscape where others can quickly replicate products, services, and processes (Smet et al., 2021).

Milway and Saxton (2011) emphasize the importance of organizational learning in daily practices, highlighting its diverse impact across various sectors. This approach enhances the impact of organization, promotes effective decision-making, and improves its overall effectiveness. So, businesses that can adapt more quickly than their competitors gain an edge. Both General Motors and Toyota launched all-electric vehicles in 1990, but they were not very enticing to buyers until 1997, when Toyota released the Prius in Japan, the first model to blend electricity and gasoline as a motive force. Since then, they have continued to enhance the mixing system and have grown to become the world's largest maker of hybrid vehicles, with 1.5 million vehicles sold yearly.

A learning organization may cultivate a culture that includes a mission, values, policies, procedures, promoting and supporting individuals to constantly improve their knowledge, skills, and performance (Winkler and Fyffe, 2016). In 1993, Garvin noted that learning organizations are competent at methodically resolving problems, experimenting with novel ideas, learning from their failures, and adopting best practices from other organizations. These activities should be connected to a mentality, certain behaviors, and instruments that aid individuals in accomplishing the goals of the organizations. After integrating these activities into the employees' regular operations, they would be able to control the learning process and performance (National research council, 2000).

Ferrazzi (2015), states that an individual knowledge may be valid for a specific period, but this information will become obsolete as the market changes rapidly. These changes would pressure individuals to learn at the same, if not quicker, rate as the market. Organizations should rethink their approach to learning and development, shifting from occasional to ongoing and emphasizing continuous learning as a campaign across the board (Bersin and Zao-Sanders, 2019).

2.4 The difference between continuous learning and lifetime learning

The concepts "continuous learning" and "lifelong learning" are synonymous. They are frequently used interchangeably (Talati, 2014). Lifelong learning refers to a sustained commitment to expanding one's knowledge or skill set throughout their life. It

involves incorporating continued education into daily practice such as: dedicating time for reading or pursuing new learning opportunities. Continuous learning is more focused on acquiring new skills or knowledge, often in a formal setting like training courses.

Examples of both include reading daily to learn something new for personal growth and attending training to improve job performance and increase chances of promotion. (Workbook of Valamis, 2019). Establishing a learning culture within a firm is crucial for improving performance, innovation, job satisfaction and employee retention. It is cost-effective as it saves on development expenses and sends a positive message to employees, leading to increased productivity and mutual benefits.

2.5 Advantages of learning organization

Establishing a learning culture within the business is an effective strategy for boosting operations and improvement. It allows employees to contribute more to the organization as they gain knowledge and skills. This approach also reduces the development costs compared to hiring new staff. The learning culture communicates to the organization values individual growth, leading to increased productivity. Continuous learning can lead to career advancement, financial incentives, professional licenses, and personal growth. The visionary employee is distinguished by their forward-thinking approach to problem-solving, proactive attitude, inquisitiveness, genuine interest in improvement, resourcefulness, open communication, and ability to motivate others (Theriac et al., 2013).

2.6 Learning organization drawbacks

Whitbeck (2014), states that the primary criticism of the learning company is that it ignores the power stages in the business. Beddoe (2009), states that there would be a dispute in the middle between the company's authority and staff empowerment. Lewis et al. (2001) and Whitbeck (2014) claim that there is tough to transform a conventional organization into a learning organization. It would take a long time to accomplish and is challenging at times. Higher levels in the organization will be cautious. They may be fearful of empowerment since it would give them the appearance of relinquishing control.

Austin and Hopkins (2004), say that the drawback of transitioning an organization into a learning organization is the greatest fear of losing authority by disclosing power

to their workers. If the subordinate's line of action differs from the CEO inclination, the CEO assumes that the subordinate approach is incorrect, and the subordinate should be permitted to pursue the incorrect path to uncover and learn why it is incorrect. There is disconnecting between the CEO desire to empower their employees and their willingness to do so (Krishnamurthy, 2013). The management is also concerned that developing a learning organization will require breaking present organizational guidelines. There will be a clash of innovative ideas (Whitbeck, 2014).

2.7 Stages of learning organization

Establishing a suitable work environment that encourages ongoing learning requires an investment of time, money and training. Although some employees may be pursuing the ongoing learning independently, the majority do not have the time or resources to do so. It is unlikely that everyone participates in ongoing learning. Some ideas for creating a learning environment are presented as follows:

2.7.1 Leaders are at the forefront of continuous learning

Leaders should motivate them to participate in ongoing learning. They are essential in demonstrating a dedication to organizational changes and promoting a learning culture among the team.

2.7.2 Develop a learning strategy

Employees are more likely to participate when the continuous learning is strongly ingrained in a company culture. This entails establishing precise objectives, formulating a pragmatic strategy to accomplish them and engaging staff in conversations around learning. Incorporating essential tools, support and diverse learning opportunities such as online courses or coaching into the plan demonstrates the company's dedication to develop the employee.

2.7.3 Time and resources available for continuous learning

Resources and time are crucial for creating a conducive learning environment. Suggestions for promoting learning within an organization include: 1) creating individual learning plans; 2) offering online access to professional materials; 3) providing self-paced online learning programs; 4) establishing learning task forces for collaboration; 5) dedicating time for training; 6) ensuring leaders and managers attend team training sessions.

3.1 Introduction

The methods are relatively theoretical epistemology, providing a potential link between research activity and formal theories of knowledge (Al-Saadi, 2014). There are several definitions of research, but they all have three characteristics. Firstly, research is a technique or activity; secondly, it aims to develop new knowledge (Kothari, 2004); thirdly, it should satisfy knowledge value standards such as those suggested by the terms "logical" and "impartial" (Welman et al., 2006; Marais, 2012). These are the fundamental elements (process), epistemological standards (quality of knowledge) and teleological objective (goal) of exploration (Marais, 2012). Epistemology is involved with the nature, boundaries and justification of human knowledge; and understanding the epistemology is necessary for conducting research (Hofer and Pintrich, 2004). Epistemology heavily influences the researcher conception of the participant in data collection and analysis is heavily influenced by epistemology (Carter and Little, 2007). When evaluating the quality and analysis of data, the epistemology is crucial (Angen, 2000). Finally, the epistemology determines how the researcher communicates with audiences and conceptualizes the audience, analyst and participants (Mantzoukas, 2004). Qualitative researchers choose their research methods for their studies. So, data analysis necessitates understanding how to interpret the collected data to answer the theory questions (Creswell, 2005).

The qualitative research aims to acquire data and more profound knowledge of a subject whereas, the experimental research methodology examines exceedingly complex phenomena that quantitative research cannot explain. The qualitative research methods involve case studies, theory, ethnography, history and phenomenology (Sharique et al., 2019). There are several methods to collect the primary data such as interviews, surveys and questionnaires, observations and focus groups. The collected data in these methods fall under the qualitative date. Qualitative data collection approaches are critical in influence assessment because they deliver vital data about the processes that lead to visible effects and how individual opinions of their well-being change (Kabir, 2016).

The quantitative approach is the most often used investigation structure in the social disciplines. It is an assortment of strategies, approaches and theories for investigating

the psychological, social and fiscal phenomena via numerical forms. Researchers can utilize quantitative data to perform basic to highly advanced statistical analyses that accumulate the data gathered. In contrast to qualitative research, a quantitative study employs procedures like surveys, organized studies, and experiments. The objective of quantitative research is to develop information and comprehension of the societal environment. Quantitative research is used by public researchers to examine the events that affect people. It is founded on scientific investigation, uses observable or quantifiable data to address concerns about a sample population (Sharique et al., 2019).

3.2 Data collection

Researchers collect data via interviews and surveys from different scoops of organization sites in research using the qualitative method. The researchers get the information by conducting one-to-one interviews or sending surveys from links to participants (Creswell et al., 2007). The questionnaires and interviews are exploited to collect the required data. While researchers collect primary data directly from main sources, minor data is obtained from significant sources and made freely accessible to scholars for use in the research. The distinction between these two definitions is that the essential data is derived from primary sources whereas; the minor data is derived from secondary sources. The researchers may use secondary data from existing sources previously gathered as primary data for the study. The researcher's conclusion to make their records readily available or not has a substantial influence on the availability of secondary data (Sharique et al., 2019).

3.2.1 Surveys and questionnaires

A questionnaire is a method used to gather quantitative data by making indirect contact with respondents. Surveys and questionnaires can be completed online through various devices, and they offer extended exposure at a low cost. This technique allows for more representative samples; result in more significant findings (Krosnick and Presser, 2009). Unfortunately, most of the selected participants do not respond to open-ended questions or skip some questionnaire questions. Additionally, the participants may abandon the questionnaire if they feel obligated to answer all questions.

3.2.2 Interviews

Interviews have different shapes (group interviews, one-to-one interviews, telephone calls and online call/video calls). Questions used in the interview tend to be open-ended or closed based on the researcher information. Moreover, the researcher pays attention to the respondent interaction and asks more questions to clarify the concept and confirm data reliability (Kabir, 2016). However, interviews can be complex due to researcher's inquisitive abilities and potential biases. Nickerson (1998) highlights confirmation bias and interviewer bias, which can affect the usability and success of the final product. Enago Academy (2019) highlights the challenges of overcoming bias in qualitative research.

3.3 Research method question justification

The continuous learning and improvement programs are crucial for organizations where they improve employee performance, productivity, and business culture. These questions reflect the importance of continuous learning and individual role enhancement in a fast-changing environment.

3.4 Sampling

Kothari (2004) emphasizes the importance of a sample range in investigating unfairness, highlights the challenges of large investigations. Igwenagu (2016) highlights the need to consider methodical bias and sampling errors. Tripathy (2015) suggests that identifying and correcting these flaws can improve accuracy but, larger sample sizes increase data collection costs and methodical bias.

3.4.1 Non-probability sampling

The non-probability sampling model involves a deliberate selection of items from a large scope, ensuring the final selection accurately represents the entire study scope, highlighting the importance of the researcher judgment (Kothari, 2004).

3.4.2 Probability sampling

Sampling scheme, known as probability sampling, confirms the law of statistical predictability, ensuring a representative sample (Kothari, 2004). In real-life situations, other sampling methods such as organizational scoping may be more effective and cost-effective. Selecting the right method depends on the careful selection of participants.

3.5 Data Analysis

Qualitative researchers use data collection methods such as interviews, surveys and historical data analysis to create generalizations (Creswell and Plano Clark, 2007). Scholars analyze data in real-time, using inductive and deductive methods. The qualitative researchers investigate the individual data to build themes and provide distinct interpretations. Data from interviews, surveys and secondary sources support the literature review on continuous learning organizations. The data gathered from questionnaires has been organized and analyzed to ensure accuracy, consistency and coding as much as possible (Jambwa, 2003).

3.6 Ethical considerations

The research morals ensure scientific reliability by promoting willingly engaging participants in research, respecting human rights and avoiding harm to ensure ethical practices and societal collaboration as presented in Table (3-1).

Table (3-1): The ethical considerations

Ethical issue	Definition
Participate voluntarily.	At any point during the study, participants can join or leave.
Consent with awareness	Before accepting or rejecting participation, participants are educated regarding the study's purpose, advantages, consequences, and funding.
Anonymity	No idea who the candidates are. No directly associating data is gathered.
Discretion	The researchers are aware of the participants' identities, but we conceal that information from the public and anonymize directly distinguishing information so that it cannot be connected to additional data.
Possibility of harm	Physical, social, psychological, and other types of harm are minimized to the utmost.
Communicating findings	The researcher checks that the work is devoid of plagiarism and dishonest research practices and that the findings are correctly presented.

4.1 Introduction

Recently, the economy has changed faster. To stay updated, the organizations need to adopt different strategies and keep competition in the market through continuous training of their staff to the latest technologies in their field (Manole and Alpopi, 2013). However, the organizations try to measure if their employees have adopted these cultures periodically through engagement surveys and reviews (Serrat, 2017). The study focuses on the differences between learning and training. Questionnaires and interviews have been conducted with front-line and middle-level staff to analyze the results and connect them to existing literature. The study aims to propose hypotheses to enhance the learning culture among employees in the organization.

4.2 Interview and questionnaires participants

In the general manager position, 18% of the participants in the questionnaire work. Approximately, 63% of them are aged from 35 to 45; and 26% are from 45 to 55 years old. Moreover, 58% of the respondents work more than 13 years with the same employer. This reflects that the organization is stable and provides employment stability and has the essential elements for success.

4.3 Data analysis and discussion

One positive aspect of the interview is the clear distinction made by the participants between learning and training. They understand training as improving on existing knowledge, while learning is seen as acquiring new information to creatively address current and future challenges. Martinelli (2018) emphasizes the importance of suitable training for employees to navigate market volatility effectively. The results will increase the turnover of the employees because unsafe, poorly trained, and unappreciated employee is more likely to leave the job looking for another one with better terms and conditions. Milway and Saxton (2011) state that a lack of training will drop employee performance and increase work stress, resulting in unhappy and dissatisfied employees.

All leaders who participated in the interview agree that continuous learning is essential to stay ahead of competitors. They concern that a fear of failure, risk

aversion and a focus on routine rather than innovation may hinder their progress. Leaders also struggle with the idea of empowerment as it seems like losing control. Encourage the employees to develop their unique abilities and share their innovative ideas for improvement. Empower them to think independently and solve problems on their own, rather than conforming to external knowledge. Leaders should schedule more breaks and time for reflection to avoid burnout (Gino and Staats, 2015).

Long-life learning and training both have different approaches. While the training can be short term learning for the current job, the long-life learning can lead us to change our career path and help expand our job horizons. We can find that only 47% are thinking of having academic studies to improve their chances of the promotion, and 71% out of this 47% are considering taking MBAs because from the field experience, managers have a better income than employees, and the top management gets the best. Out of the 29% who said that currently, they are not taking any studies, 56% said that yes, they are considering taking some studies and 33% are not sure if they will take any studies, while 11% were very sure that they would not take any additional studies in the future. The issue behind this 11% is the age factor. They feel that they are too old to study or believe that this study will lead to nowhere, so why should we spend time and money on it. Moreover, 16% responded that any person could be appointed to any position without getting suitable training, and 79% should get suitable training before being appointed to the required position. However, from the feedback we received during the interview, we found that people did not pay attention that the appointed person could have the potential, the skills and the background to do a similar job while, he needs the cultural training to be aligned with his new colleagues and the organization mission and vision.

Training and career development are critical components of every organization success. This encompasses decision-making, creative thinking and people management (Ershad, 2017). A couple of interviewees stated that training is essential because training helps in tackling employee flaws, developing associate performance, stability in job performance, guaranteeing employee satisfaction, productivity enhanced, quality of service improved, cost reduction and supervision reduction. However, the necessity for training changes is determined by the goals we set for ourselves, whether we want to advance in the same organization or change careers and work for a different company, as one of the interviewees stated.

For staff training, there is a two-way communication process where staff can request training or training may be initiated if there is a drop in productivity. However, training requests may be rejected if they do not align with business goals. Training and development goals are determined based on personal and administrative objectives, tactical planning, appraisal procedures, organizational mission, vision, values, strategic objectives, equal training opportunities, core competencies, professional workplace requirements, structural changes and budget availability (Fenwick, 1996).

Toyota technical certification is a crucial factor in determining the nature and duration of training for technicians. Compensation increases are contingent upon this certification and the employees are encouraged to receive the training related to their job field. However, the employees spend more time on personal development than professional development. This indicates a lack of job security. The Toyota business plan (TBP) method, which teaches problem analysis and problem-solving, has been implemented to address this issue, but many managers still lack practical implementation. This highlights the importance of financial constraints in determining the nature and duration of training. Unconsciously, failure can lead to negative emotions, often in organizations where fear of failure is institutionalized. Leaders who are willing to accept failure and open discussion are crucial for learning from malfunction and developing new capabilities. Learning from achievement may produce significant challenges, but it is essential for personal and business growth (Gino and Pisano, 2011). We tend to attribute our success to our current model or plan, neglecting environmental factors and unplanned events. Overconfidence can lead to a lack of systematic investigation into the reasons for high performance. This bias hinders leaders and their groups from broadening their knowledge and changing perspectives on the world.

A slight improvement is a famous principle created by Toyota to conduct minor improvements toward the goal. This question reflects the possibility of implementing this principle on our goals personally and professionally. Approximately, 95% of the respondents agree on different levels that we can implement this principle on development goals. However, not all of them have the same degree of agreement and this may represent that some of them agree on the principle but never implement it. Performance measurement is crucial for managers to track their desired performance. However, each manager approach to performance measurement varies, even within

the same department. The review duration and KPIs may differ, affecting the overall performance. It is essential to conduct performance reviews with managers or subordinates and ensure everyone receives necessary training. Individuals should take responsibility for their actions, empowering them to take control of their tasks. All respondents agree to receive feedback about their performance. People will be sensitive about the feedback they will receive. As we saw in the previous question, only 63% agree that this feedback will lead to improvement. However, it does not mean that they are not afraid of losing part of their bones, but they plan their performance to learn how to grow without killing their performance. About, 95% of the respondents agree that receiving feedback about their performance will improve while, only 63% were genuinely convinced that reviewing their performance will improve. It shows that those people have a sense of learning and they can improve their performance. This is a controversial question. We can see from the answers that there are 21% refuses to link learning to incentive, 11% are neutral, they do not have a say in that while, 79% agree on different levels but only, 16% strongly support linking learning with incentive. From experience, no one is willing to improve himself or learn something new if it is not linked to a performance review. This will lead us to ask: why does not the employee learn unless it is linked? Through many years in the training center, we found that the service centers do not send technicians to be trained unless it falls into one of two options. Option one is that the training will lead to a certification exam because HR has linked salary increment to passing the exam. Option two is facing a severe problem that they cannot solve. In this case, they need special training to cover this area.

5.1 Foundations of a Learning Organization

Organizational research has identified three critical variables for organizational learning and adaptability over the last two decades: a suitable learning atmosphere, tangible learning procedures, and reinforcement of effective leadership behavior. We refer to these as the learning organization building blocks. Regardless of their relative relevance to the overall image, each block and its distinct subcomponents are self-contained and may be assessed independently. Never before has this level of granularity been available (Hill, 2021). The three elements of organizational learning are complementary and overlap to some extent. Managers and employees benefit from such environments. Leadership behaviors contribute to the seamless and efficient implementation of particular learning processes and practices. Contribute to the creation and maintenance of conducive learning environments. Concrete strategies allow leaders to behave in ways that encourage learning and instill that behavior in others, fulfilling the righteous loop.

Let us look at each component of a learning organization to see how valid these comparisons are (Gino et al., 2008). The first step is to provide a friendly and comfortable learning atmosphere. Four unique features define a learning environment. Employees must not fear dismissal or exclusion for disagreeing with peers or authority, asking naive questions, speaking out about errors, or expressing a minority position. Rather than that, associates must feel free to share their opinions about the task. When people become aware of competing perspectives, they develop an appreciation for variety. Recognizing the usefulness of various functional perspectives and worldviews boosts our energy and passion, generates fresh ideas, and protects us from becoming bored or wandering.

When it comes to being receptive to new ideas, it is not only about rectifying errors and addressing issues. It is also about generating fresh ideas. The organizations should be encouraged to experiment and take calculated risks. Too many managers are evaluated based on how many hours they work and how much they achieve. When individuals are overworked or stressed out by targets and schedule constraints, their capacity to think clearly and creatively, they lose their capacity for issue recognition and learning from their mistakes. Employees may take a break from the activity and

reflect on the company operations in supportive learning settings (Staats and Gino, 2015). A learning organization involves specific strategies for learning, involving tangible activities like business processes, billing, and product production. These strategies involve knowledge generation, accumulation, explanation, and transmission, ensuring competitiveness, customer and high-tech developments, employee development through research, intellect assembly and methodical examination (Fenwick, 1996).

To get the maximum influence, knowledge should be conveyed rigorously and definitively. Communication can benefit individuals, companies, and organizations through vertical or horizontal knowledge sharing. Internal knowledge sharing can be used for implementing corrective actions. Post-project audits or reviews are important and should be shared with other project teams. The third pillar of leadership is focused on learning. Leaders play a crucial role in promoting organizational learning by actively engaging with employees, encouraging open communication, and fostering a culture of innovation. By prioritizing problem-solving, knowledge sharing and embracing diverse perspectives, leaders can create an environment that supports continuous learning and the generation of new ideas (Staats and Gino, 2015).

The three-building blocks provide a framework for conducting surveys and interviews to assess learning capacities in-depth. Companies should focus on their strengths and weaknesses to plan long-term learning strategies. These pillars apply to managers and businesses of all sizes, allowing organizations to analyze data creatively and effectively. By understanding unique learning styles and comparing them to a control group, companies can improve their learning profiles.

5.2 Steps to establishing a culture of learning in a corporation

5.2.1 Recruitment

The input emphasizes the importance of learning and growth opportunities in professional career decisions. It highlights the need for clear explanation of assessment tasks during the interview process and the incorporation of learning in the on boarding process. It also suggests considering candidates who value lifelong learning and show interest in acquiring new knowledge and skills.

5.2.2 Appropriate content, appropriate timing

The optimal mix of in-person workshops, webinars and online resources is crucial for effective learning; ensuring that employees can direct their learning and progress effectively.

5.2.3 Strengthen formal education

Training sessions can be shared with the team, highlighting key lessons and their impact. It is crucial for team members to adhere to their commitments and apply the lessons learned in their work.

5.2.4 Encourage informal education

Share skills beyond job titles, recognizing strengths beyond job titles. Track languages, editing abilities and Excel guru abilities. Establish forums for learning and collaboration among employees.

5.2.5 Recognize and reward educational attainment

Recognizing and celebrating employees' new abilities or formal qualifications is important. Encouraging staff to conduct team training sessions, providing time for learning, creating a distraction-free environment for training, and incorporating learning into performance evaluations are all key aspects of supporting employee development.

5.2.6 Make errors and learn from them

A learning culture is characterized by its willingness to learn and grow from failures. It emphasizes creating a safe environment for taking risks and viewing failure as a chance to learn. Encouraging experimentation and learning through trial and error is essential. Post-action reviews are crucial, allowing teams to reflect on successes and lessons learned from various projects or processes.

5.2.7 Top-down commitment

Finally, for any cultural change to be effective, it must be promoted and supported at the highest levels. Establish obvious connections between learning and development and the company vision and goals. Encourage senior leadership to promote and participate in new learning programs and recognize employees who invest time and effort in their professional growth.

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