KENYATTA UNIVERSITY

SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
DEPARTMENT OF BUSINESS ADMINISTRATION

AN INVESTIGATION OF THE LEARNING ORGANISATION CONCEPT:

(A CASE OF SELECTED NON-GOVERNMENTAL ORGANISATIONS BASED IN NAIROBI, KENYA).

A RESEARCH PROJECT SUBMITTED IN PARTIAL FULFILLMENT FOR THE AWARD OF MASTER OF BUSINESS ADMINISTRATION DEGREE (MBA-HRM), KENYATTA UNIVERSITY.

BY

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AUGUST 2005
DECLARATION

This project is my original work and has not been presented for a Degree award in any other University or any other award.

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ABSTRACT

The main objective of this study was to identify organisations' appreciation of the learning organisation concept. The study was limited to local and international Non-Governmental Organisations (NGOs) based in Nairobi, Kenya. The learning organisation being a new and widely embraced concept has implication for all organisations that desire to survive and thrive in the face of competition in the business environment. It is noteworthy that the world has become a global village where what happens in one place affects us all and this is especially true in the developing world. Living in a knowledge economy, the organisations of the future have to be more focused and therefore they have to change their thinking from employers and workers to managers and knowledge workers. To prepare modern organisations for social change, cutting-edge entities have to shift towards the knowledge economy for the human resources and completely restructure the current paradigm of training. It is in this light that there is a need to embrace the learning organisation concept.

The research concluded that NGOs based in Nairobi, Kenya, are not taking conscious steps towards being learning organizations. Though some amount of learning is taking place, it is not coordinated to achieve a given objective. This is seen by the fact that majority of the organisations do not have a learning policy known by the staff members. Again in the area of learning methodologies used, most indicated the traditional training styles and have failed to embrace new methodologies which enhance fast and continuous learning.
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Above all, I thank the Almighty God, for His grace, strength and favour, without which my dream to be an MBA holder would just have remained a dream. Glory be to God.

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I dedicate this work to my entire family, nuclear and extended, to whom I believe this achievement will be a blessing. Above all, I dedicate it to God’s glory for His gift of continuous knowledge acquisition to men and women of all ages.
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LIST OF ABBREVIATIONS

E.C.L.O - European Consortium for the Learning Organisation
NGOs - Non Governmental Organisations
TQM - Total Quality Management

DEFINITIONS OF TERMS

Learning: Process by which a learner or recipient, assimilates, understands and internalizes new concepts and ideas. It is learner based.

Training: Process by which the trainer or one who is knowledgeable about something impacts the same concepts to a trainee. It is trainer centered.

E-Learning: Electronic Learning. Learning without physical textbooks by use of computer programmes organised step by step. The only interaction the learner has with the learning material is computer-based. Also referred to as online learning.
CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

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

A Chinese philosopher, Confucius (551 – 479 BC) emphasised the need for learning by noting that one should learn as if he would not get enough of learning or as if he would miss something by not learning. He argued that without learning, the wise become foolish and by learning, the foolish become wise. This brought out the fact that we, individually need to learn continually in life even as we endeavour to get wiser.
Organisations or companies as living entities which have a given life span, are also expected to learn and as much as possible make it a continuous process. This is because the business environment is very dynamic and for an organisation to survive the turbulence, then it must keep itself abreast with the changes and adapt to them. There is a never ending quest to improve existing products and services and the need for continuous improvement and innovation within organisations is best achieved through human factors, such as skills, attitudes and appropriate organisational culture. There is a stiff competition in the environment and organisations appreciate that they must strive to learn and cope with the changing environment or die.

Karash (1994 – 1998), noted that the possibility of achieving extraordinary performance with satisfaction is anchored in the knowledge that learning to do something worthwhile is enormously rewarding and personally satisfying to those involved. Organisations have over the years been providing training programmes to their employees with the intention of equipping them as best as possible to perform their duties effectively. However, entrepreneurs and managers today realise that changes in the environment are very fast and what was new in the previous year, is quickly overtaken by others in the market, therefore, the need to institute continuous acquisition of knowledge and concepts in order to be profitable and competitive.
1.1.1 Learning Organisations and Traditional Training Programmes.

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

In a traditional training culture, the programmes are determined, designed and administered by the management and the employees are only asked to attend the sessions as the management sees fit. Training is an activity given to employees by the organisation which through the management and supervisory hierarchy determines the needs to be met, and then fulfils them through training programmes targeted at particular staff cadres. This traditional approach leads to the training activities being seen as punitive or rewards to the employees by the supervisor or employer depending on the relationship or ensuing circumstances. This in effect erodes the expected gains and appreciation of the programme objectives, thereby failing to achieve the desired results.

Training is accessed sequentially just like studying from a text or script and most of the time remains physically and mentally separated from the work experience. It therefore requires a clearly defined beginning, middle and ending, even as it places the content responsibility on the educator or administrator. Training is also seen to convey little, if
any, sense of relationship between the learner and the material. This is according to The Delphi Group Study on Enterprise E-Learning (2001).

Training which is loosely defined as any enhancement to an employee's skills is delivered in a classroom seating by an instructor. This method of acquiring knowledge and building skills is normally not systematic but rather ad hoc, and as a result, there is little correlation between who needs the training and who gets trained, (Clark, 2005).

Due to its ad hoc nature, traditional training is seen as one which perpetuates in some cases, bad habits and in most cases old habits, (John Berry, e-learning, 2000).

Training uses different methodologies for example, lectures, experimentation and others, but their objectives are very much the same; to equip the trainee with a desired skill or behaviour. It gives the impression that there is only one way to achieve a given result and the trainee is restricted within the given path. This reduces his participation and possible creativity as all he has to do is follow the prescribed path or steps. (Brenda, 1998).

Training to a large extent is reactive in the sense that it is a response by the management to bridge a recognized performance gap in the employees' skills or abilities. When an employee has been hired, it is assumed that he has the prerequisite skills to perform the given function, and training is then offered only if, the performance is not up to the expected level. The ultimate aim of the training is to enable the employee to perform his job as the employer desires.
1.1.2 Learning Organisations

Employees within a learning organisation, are likely to have some degree of self-determination of their own development rather than simply having the training imposed on them. A Learning Organisation is seen as one in which people at all levels, individually and collectively are continually increasing their capacity to produce results they really care about, (Karash, 1995). This definition gives two different sides: one that organisations have to increase their performance significantly and therefore, they need to capture and encourage the development of knowledge at all levels in order to keep up with the pace. On the other hand, there is consideration for the individual’s needs. Most people tend to derive great rewards and satisfaction when they learn to do something that they themselves are interested in. The learning organisation is one which achieves remarkable levels of performance while also making it rewarding and satisfying for the people involved, (Karash, 1995). In this setting then, employees are not viewed as a collection of passive, hired hands but are seen as the co-partners to the achievement of the firm’s mission and objectives. On the other hand, a learning organisation is one that builds and improves its own practice by consciously and continually devising and developing the means to draw learning from it’s own (and other’s) experience, (Taylor, 1998). This definition gives four elements for consideration. One is that a learning organisation is not one which just learns, but one that learns consciously. It is critical to have a conscious intention and commitment to the process of learning, so that the knowledge learnt is captured and used to change and improve future practice. The second element is one of improved practice, which means that the test for whether learning is taking place, lies in the extent to which the practice of the organisation has
been improved, thus the implementation of the action required. The third aspect is the ongoing nature of learning required of a learning organisation. Learning is not a one-off activity where an ultimate answer is found, but is a cumulative process which progresses at a pace dictated by the environment maintaining a balance between reflection, learning and action. Finally, the definition gives the aspect of experience as a source of learning. While there are many sources of learning, it is useful that attempts are made to exploit an organisation's experience and actions as main sources of learning, at times even to learn from mistakes made along the way.

Learning is therefore seen as a proactive activity where one is always looking for a different and hopefully better way to do something. It is the basis for discovery as with creativity, individuals always seek to improve what is or has been the status quo.

1.2 Problem Statement

There has been a significant growth of the number of Non-Governmental Organisations in Kenya over the last few years and they control a large amount of resources in the country, estimated to be between US$150 – US$200 Million per year. This has mainly been occasioned by the ability of the NGOs to reach people groups that the government and other agencies are not able to cover, and the NGOs also play a significant role in the design, preparation and implementation of various development initiatives as an alternative to the efforts made by the government. (RoseMarie, 1999). From this then, it is noteworthy, that the NGO community in Kenya is not to be ignored, but an area which
needs attention and encouragement for growth in the right direction, especially as they are funded by donors in form of individuals, associations and governments.

While it is the desire of every organisation to keep abreast with the changing times and demands in its environment, it has been accepted over the years that the only way to acquire the needed skills, competencies and methodologies of working is through traditional training. Employers seem to have accepted that it is one of their duties to provide training programmes to the employees when necessary and when funds are available, and the employees on the other hand have acquired learned helplessness in this situation, where they just wait to receive from the employers’ or management hand. While all this is useful, it does not help the organisations to always determine and appropriate the desired skills and competencies at the nick of time, and more often than not, organisations react to their environments’ changes instead of proactively anticipating and possibly driving the change. All this is as a result of cultural orientation which calls for a shift from the predominantly training culture to the development of an active learning culture.

As the need to make this shift appears logical, relevant and crucial for growth and survival of organisations, this research aimed at identifying why there seems to be the lack of will by organisations, to take steps in changing the orientation of people from training to learning. It becomes an area worth of study, with the aim of making the desired outcome, of a learning culture, encouraged and perceived as beneficial to the implementing organisations, so that others will soon follow.
1.3 Objectives of the Study

General Objective:

To identify Non-Governmental Organisations in Kenya that practice the learning organisation concept.

Specific Objectives:

(a) To identify the benefits of applying the learning organisation concept as opposed to the traditional training culture.

(b) To establish difficulties in implementation of learning organisation concept among NGOs in the Kenyan context.

(c) To highlight some lessons learnt from the learning organisation concept by NGOs in Kenya.

1.4 Research Questions

a) Which Non-Governmental Organisations in Kenya practice the learning organisation concept?
b) What are the benefits of applying the learning organisation concept as opposed to the traditional training culture?

c) What are the difficulties in implementation of learning organisation concept among NGOs in the Kenyan context?

d) What lessons can the NGOs in Kenya learn from the learning organisation concept?

1.5 Significance of the Study.

The interest in learning organisations is basically the search for the ideal organisational dynamics for growth, as it attempts to deal with the never-ending quest by organisations seeking to improve themselves while maintaining a position of advantage. The underlying cause for recent emphasis on organisational learning, is the increased pace of change in the evolving business environment. For many years, working conditions and structures have been thought of as being conservative and difficult to change and learning has been something divorced from work so that innovation has been seen as the necessary but disruptive way of change. This is however, no longer true as change and the need for it, is now measured in terms of months and not years as in the past. There is therefore the urgent need to keep abreast with the changing business environment and organisations must learn to work smarter to survive. (Karash, 1995).
Organisations now find that carrying out growth activities proactively, gives them a new source of competitive advantage referred to as capabilities-based competition which includes capability of learning (Peter Senge, 1994). The Organisations must then develop a capacity for fast paced innovations and learn to love change. The advantages that these organizations then seek to achieve makes organisation learning a logical step for all companies to follow (Karash, 1990). It is however, useful that the organisations have a good grasp of what organisation learning is all about, before they embark on it and the changeover to a learning organisation must be well calculated so that a conducive environment for the change is created.

This study is useful to:

(a) Managers in both private and public organisations who want to keep pace with the development in the market. The managers will be interested in this study as they will install, implement and use ideas brought out in it.

(b) Trainers who are in effect consultants for change in the society and who now have to change their mode of delivery of subject matter from traditional training methodology to learning concepts.

(c) Academicians, who will be expected to introduce new techniques, influence management styles and also synthesis the ideas presented to develop new ways of impacting knowledge. This is especially true for academicians in the Project Management and Business related fields.
(d) Employees who will have to change their mind set on training and appreciate the place of informal learning for growth development.

1.6 Scope of the Study

This study targeted a number of Kenyan-based NGOs both locally established as well as those with an international orientation. The specific areas that the concentrated in were:

(a) Understanding of learning organisations concept versus the traditional training culture in the chosen NGOs;

(b) Identify if the NGOs that understand learning organizations use it and if not why;

(c) Benefits experienced by NGOs that have embraced the learning organisation concept;

(d) Lessons learnt in the Kenyan context by NGOs implementing the learning organisation concept.
CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter focused on critical literature review of previous studies in the area of learning organisations, giving attention to the theory of the concept as well as the conceptual framework on which this particular study was based.

2.1 Theoretical Review

Various people have researched and written their views on learning organisations and one, Dr. Peter Senge discusses the five disciplines or components which must interact together to form a learning organisations. The disciplines are: Systems thinking – which calls for contemplating the whole and seeing the patterns; Personal mastery - continually clarifying and deepening our vision, focusing energy while developing patience and seeing reality objectively; Mental models - explicitly subjecting to reflection and rigorous scrutiny of one’s deeply ingrained assumptions, generalisations, pictures and images that influence how one sees the world and takes action; Building shared vision - common identity and sense of destiny; Team learning - where the whole is greater than the sum of its parts; beginning with dialogue, suspending assumptions, overcoming defensiveness and freely thinking together, (Senge, 1990). Systems thinking is the fifth discipline which is seen to integrate all the others thereby forming a body of theory and
practice. These ideals emphasise individual and collective learning as the main drivers for organisational success and has introduced to many, the concept of learning organisation.

This theory by Senge has had its share of criticism from different quotas as some feel that the disciplines are rather abstract, since by following them, managers are not able to tell when their companies become learning organisations or know the specific change in behaviour that they should look out for, (Garvin, 1993). A recommendation is made for a concept which has specific building blocks like systematic problem solving, learning from own experience and past history as well as transferring knowledge quickly and efficiently.

Another theory of learning organisation comprises the following six characteristics: Customer orientation process; improvement process; learning process; participation process; decision-making process and the appropriation process, (Franz, 1995). These characteristics are tied up in the Total Quality Management (TQM) Theory and dictate that for an organisation to adopt a learning approach there must be cultural changes initiated so that the learning strategy is understood and considered a major activity. This theory seems to integrate the learning process within the fabrics of the whole organisation and does not see learning as a stand alone activity.

Learning organisations need to learn how to learn as is expressed by the triple-loop learning concept’s three levels of learning (Argyris and Schon, 1996). The single-loop
learning deals with detecting and correcting errors using simple feedback mechanisms, double-loop learning is when the organisation acts by questioning its objectives and possibly redefining it’s goals, policies or even structure. Triple-loop learning also referred to as learning about learning, allows organisations to develop the capacity to identify when and how they learn and to adapt accordingly. It is at this top level that successful learning organisations build on their experience to develop and test new learning strategies. The three levels are progressive and would be a way of determining the progression of the learning organisation concept in a company as one checks how the concepts are accepted and encouraged by the top management who are the catalysts of change.

2.2 Critical Literature Review

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

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

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

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

The above argument brings in the question of who learns, is it the individuals or the organisations and can organisations per se learn? When we look at organisations as structures, then the answer to the question would be no, but when we consider organisations to be purposeful interaction of people who apply and modify these structures, then the answer would be yes (Franz, 1995). It is the researcher’s understanding that organisations being structures that encompass people, can only learn for as long as their members learn both individually as well as collectively.

In pursuit of the desire to be learning organisations, a number of organisations and countries have taken up the learning organisation concept. In Europe and specifically the United Kingdom, the government has developed policies and initiatives to create a learning society through a consultancy document for a learning age, which advocates for adding value and keeping the people up to date, so that the country’s intellectual capital continues to be the nation’s competitive strength in the development and growth environment (Learning Age, 1998). In Wales, a government paper on lifelong learning has been written setting out a National Strategy emphasizing individual’s learning with provision of support and guidance, (Learning is For Everyone, 1998). The United Kingdom’s department for Education and Employment, sponsors a network of learning cities which develop new ideas and practices for the promotion of the community through learning, (European Consortium for the Learning Organisation, E.C.L.O).
Organisations and companies being social entities have also been studied with varied results on whether they are learning organizations. These include the following: Schools as Learning Organisations (J. Cibulka et al., 2000) and it was found that for organisations to be learning organisations, they need support in the desired attributes, a strong leadership to build and sustain the conditions and opportunities, a culture of learning characterised by an ethic of caring by all members and finally that learning is a continuous task as the organisation has to learn how to learn and provide lifelong learning. Through the Community Development Resource Association (CDRA), which is based in Cape Town in South Africa, NGOs as learning organisations have been studied (Taylor 1998), with the conclusion that learning organisation concept calls for changes in behaviour which are often resisted, organisations need to have times for reflection and not always action, an environment of providing challenge, support and trust is crucial for learning unlike the commonly found atmosphere of undermining and threatening others. International Organisations (Bernd, 2003) noted that there are internal factors: structural, personal, cultural and external elements which influence learning in these organisations and need to be researched on and synthesized from a learning organisation perspective. Private enterprises like Apple Computers of Japan (Gerard, 1999); which emphasised that while perfect learning organisation is not an attainable goal but a desirable concept, there is no correct or wrong implementation of the learning organisation. Every organisation can continuously adapt, adjust and learn something new in order to survive today's global market place which has continuous changes. Comparison of European Countries by (S. Sambrook and J. Stewart, 1999);
concludes that key players in the development of learning organisation are: (i) the management who need to facilitate, coordinate and support individuals' learning rather than merely provide training; (ii) the organisation culture; (iii) the structural and set up of the organisation and the resources availed.

Since the learning organisation concept is being embraced widely especially in the developed countries, it is hoped that this research gives an insight into the practice of the concept in the developing world, specifically within the Non-Governmental Organisations in Kenya.

2.3 Conceptual Framework

The Learning Organisation concept is largely seen as appropriate for our times as managers appreciate learning as a useful strategy for business survival. The desire and ability of an organisation to continuously learn from any source and to rapidly convert the learning into action, provides the firm’s competitive edge (Welch, real business). Different approaches and theories have been developed in explaining the concept with one being known as Three Dimensional Approach by Michael Kellerher (E.C.I.O). which emphasises learning and not training. This approach suggests that learning organizations are established through continuous interaction between three key dimensions: individual, team and organisational learning, in an environment which encourages and maximizes effective learning. Learning organisation development and implementation should be seen as a journey but never a destination and therefore
indicators to measure organisations for accreditation cannot be comprehensively developed. Organisations have to work within their specific environments and will only improve through maximization of their human talent and potential, bearing in mind that learning is best achieved when it is intrinsically driven.

Fig. 1.1: Three Dimensional Model, by Michael Kellerher.

Individual learning is based on the understanding that it is individual people who learn and not organisations per se. It is essential that all organisations which are aspiring to be learning organisations support and sustain the learning of its individual employees, giving them increased responsibility for managing individual’s own learning. The second facet of this concept is the team, which is a collection of individuals and yet an entity in its own right. As more and more organisations get to work through different teams, team
learning becomes an important factor in the organisation's development. The transfer of learning experiences between team members is important and at this point the emphasis is on team learning and not team working. The environment for effective learning in groups is thus useful as it ensures that individual learning also takes place and gives as varied dimensions to the situation as the members of the team. Finally at the level of organisation, the learning of individuals and teams becomes transferred and engraved in the structures and systems of the organisation. This is possible if the management has established an environment in which learning is maximized, so that as individuals and teams learn they are supported and learning for all in the organisation is encouraged and shared.

This model below captures the areas that this research targeted in learning organisations as all three entities, individuals, teams or groups and organisation work together, feeding and drawing from each other so that they together make the learning organisation. It is also to be noted that there is a need to create and establish the appropriate environment to inculcate the desired learning culture.
Figure 1.2: Conceptual Framework

- Encourage staff to pursue informal learning
- Encourage a coaching environment in the office
- Give incentives and rewards for initiatives taken by employees
- Set aside funds for staff development
- Encourage sharing of information and experiences in units and teams
- Organisational learning
  - Team learning
  - Individual learning
  - Provide opportunities for out of classroom learning eg. Internet
  - Allow staff time to learn

LEARNING ORGANISATION
CHAPTER THREE
RESEARCH METHODOLOGY

3.0 Introduction

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

3.1 Research Design

A survey design was used so as to cover the target population of NGOs within Nairobi. Since the study was exploratory, survey methodology was used to identify the various factors that influence the adoption of the Learning Organisation Concept by NGOs, specifically based in Nairobi, Kenya.

3.2 Target Population

The population was limited to NGOs of different kinds, sizes and focus in service provision, so long as they are based in Nairobi, Kenya. The researcher targeted NGOs set up by individuals or communities, both local and international in their scope. These
organisations are considered service-oriented as they tend to pursue activities that help the communities to alleviate suffering and promote the interests of the poor, at times protecting the environment and other community development initiatives. The non-governmental organisations have their own mechanisms for staff development which would be interesting to look at. The study however did not limit itself to only Kenyan-based NGOs but also focused on the multinational NGOs like the United Nations Organisations, Save the Children Fund and others.

According to NGO Council of Kenya, there is an estimated 3,200 NGOs country-wide, however, those that use an address in Nairobi are 736. The Nairobi based NGOs were the target for this research and so on a research sample of 30%, the research population was 220 organisations. The research recognized that there are four categories of NGOs based on how they have been formed. There is one group which is individually set-up, the second being national or community set-up, the third is the faith-based organisations and the fourth the international NGOs. The first three have membership from indigenous Kenyans who may have come together to establish it based on different reasons. The fourth one has an international perspective and is likely to be a branch of a larger body, possibly with a headquarters outside Kenyan borders. These different compositions of NGOs were expected to have different structures and practices and therefore, different perspectives in relation to learning and training. This research endeavoured to provide adequate representation of each category.
3.3 Sampling Procedure/Strategy

The study used stratified sampling procedure to select the research sample of 220 organisations from the total 736 registered in Nairobi. Stratified random sampling was used to select the organisations which represented the different categories, individual, community, faith-based and international. The same methodology was also used to identify the different respondents per organisation aiming at drawing respondents from the different levels of staff and responsibility, while still giving attention to their gender and age. This ensured that the responses were representative of the different kinds of NGOs found in Nairobi as well as all the employees in this sector.

3.4 Data Collection

The researcher used three methods for collection of data:

(a) Literature reviews

(b) Interviews with Human Resources Managers in the chosen organizations;

(c) Questionnaire to be filled out by the respondents (See Appendix).

3.5 Data Analysis

The data collected was arranged according to particular research questions with similar answers being given the same code. It was then analysed using qualitative and
quantitative methods using SPSS Computer Programme. Descriptive statistics such as frequency, percentages, mean and graphic representation was used. The final presentation was in charts, tables and narrative formats.

3.6 Expected Output

A common feature of the developing environment today is that start-ups which come from nowhere overtake the dominant players in the market. This is a sign of change from static markets to dynamism, which needs to be understood and embraced. This is called competing on capabilities and to prepare modern organisations for social change, cutting-edge establishments will have to shift towards the knowledge economy for the human resources and completely restructure the current paradigm of training.

It is also possible that a number of NGOs do not have an understanding of the learning organisation concept, and therefore do not know what they need to do to say afloat. Other could be well versed with the concept but do not want to take on the new direction as they resist change. Those that embrace the wave of change will survive and hopefully thrive, while those that do not will have condemned themselves to extinction.
CHAPTER FOUR

DATA ANALYSIS AND INTERPRETATIONS

4.0 Introduction

This chapter presents the analysis of data collected and discusses the findings of the study on the Learning Organisation Concept, with special reference to selected Non-Governmental Organisations based in Nairobi, Kenya.

4.1 An overview of Data collected and analyzed

The research covered a total of 109 NGOs based in Nairobi, Kenya, and dealt with a representation from different sizes of establishments. The respondents came from the whole spectrum of the workforce in the organizations from the receptionist to the senior managers.
4.2 Age of the respondents

Table 4.2

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Valid 21-30 years</td>
<td>22</td>
<td>20.2</td>
<td>20.2</td>
<td>20.2</td>
</tr>
<tr>
<td>31-40 years</td>
<td>42</td>
<td>38.5</td>
<td>38.5</td>
<td>58.7</td>
</tr>
<tr>
<td>41-50 years</td>
<td>45</td>
<td>41.3</td>
<td>41.3</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>109</td>
<td>100.0</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>

Figure 4.2

Age of Respondents

The above analysis indicates a workforce of between 21 to 50 years with the majority being between the ages of 41-50 years (41.0%) and 31 to 40 years (39.0%) of age. The minority of 20.0% were between 21 to 30 years.
4.3 Gender of the respondents.

Table 4.3

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Valid</td>
<td>Female</td>
<td>56</td>
<td>51.4</td>
<td>51.4</td>
</tr>
<tr>
<td></td>
<td>Male</td>
<td>53</td>
<td>48.6</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>109</td>
<td>100.0</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Figure 4.3

The figure above indicates a well balanced gender distribution in the NGOs studied. The male respondents had a frequency of 48.6% and their female counterparts had a frequency of 51.4%.
4.4 Identification of Learning Needs

### Table 4.4

<table>
<thead>
<tr>
<th>Variables Description</th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Valid</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>By me, without help of discussion</td>
<td>39</td>
<td>35.8</td>
<td>36.8</td>
<td>36.8</td>
</tr>
<tr>
<td>Through discussion with my supervisor</td>
<td>45</td>
<td>41.3</td>
<td>42.5</td>
<td>79.2</td>
</tr>
<tr>
<td>My development needs have not been identified</td>
<td>22</td>
<td>20.2</td>
<td>20.8</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>106</td>
<td>97.2</td>
<td>100.0</td>
<td></td>
</tr>
<tr>
<td>Missing</td>
<td>3</td>
<td>2.8</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>109</td>
<td>100.0</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

In the identification of learning needs, the research established that 42.5% of the respondent’s identify their learning needs through discussions with their supervisors,
36.8% by themselves without any help or discussions. However 20.8% indicated that learning needs had not yet been identified.

4.5 Learning Opportunities in an Organization

Please Indicate if You Agree or Disagree with each of the Following Statements.

Table 4.5

<table>
<thead>
<tr>
<th>Ranking</th>
<th>It is easy to find out what learning opportunities exist in the organization?</th>
<th>Staff take initiative to find learning opportunity for themselves?</th>
<th>Supervisors are knowledgeable about suitable learning opportunity for staff?</th>
<th>Staff attend other learning activities apart from classroom training/workshops?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agree</td>
<td>39.44954</td>
<td>70.6422</td>
<td>38.53211</td>
<td>60.55046</td>
</tr>
<tr>
<td>Disagree</td>
<td>60.55046</td>
<td>29.3578</td>
<td>61.46789</td>
<td>39.44954</td>
</tr>
</tbody>
</table>

Indicate if You Agree or Disagree with each of the Following Statements.

Figure 4.5

- It is easy to find out what learning opportunity exist in the organization?
- Staffs take initiative to find learning opportunity for themselves?
- Supervisors are knowledgeable about suitable learning opportunity for staff?
- Staffs attend other learning activities apart from classroom training/workshops?
Asked whether they agreed or disagreed on the statements, the respondents provided these responses; on the fact that the staff take initiative to find learning opportunities, an overwhelming majority of 70.6% agreed while 29.4% disagreed. On the statement that staff attend other learning activities apart from classroom training/workshops, 60.6% of the respondents agreed while 39.4% of the respondents disagreed.

The statement that it is easy to find out what learning opportunities exist in the organization, elicited various reactions with 39.4% of the respondents agreeing while 60.5% of them disagreed. Lastly, the statement that supervisors are knowledgeable about suitable learning opportunities for the staff had 38.5% of the respondents agreeing and 61.5% disagreeing.
4.6 Hindrances to appropriate learning

Table 4.6
Please indicate if any of the following has hindered your access to appropriate learning.

<table>
<thead>
<tr>
<th>Ranking</th>
<th>My location has restricted my learning opportunities?</th>
<th>The office budget has restricted my learning opportunities?</th>
<th>My status in the office has affected my learning opportunities?</th>
<th>My workload has left no time for learning activities?</th>
<th>My gender has restricted my learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>35.77982</td>
<td>62.38532</td>
<td>61.46789</td>
<td>61.46789</td>
<td>29.3578</td>
</tr>
<tr>
<td>No</td>
<td>64.22018</td>
<td>37.61468</td>
<td>38.53211</td>
<td>38.53211</td>
<td>70.6422</td>
</tr>
</tbody>
</table>

Figure 4.6
Indicate If Any of the Following Has Hindered Your Access to Appropriate Learning

The analysis above indicates that the hindrances of access to appropriate learning are: location, with 35.8%, the office budget with 62.4%, status in the office, 61.5%, the workload of respondents 61.5% and the gender 29.4%
4.7 Time spent on specific learning activities in the last 12 months

Table 4.7

<table>
<thead>
<tr>
<th>Valid</th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>None</td>
<td>26</td>
<td>23.9</td>
<td>23.9</td>
<td>23.9</td>
</tr>
<tr>
<td>1-4 days</td>
<td>28</td>
<td>25.7</td>
<td>25.7</td>
<td>49.5</td>
</tr>
<tr>
<td>5-9 days</td>
<td>26</td>
<td>23.9</td>
<td>23.9</td>
<td>73.4</td>
</tr>
<tr>
<td>10 days or more</td>
<td>29</td>
<td>26.6</td>
<td>26.6</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>109</td>
<td>100.0</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>

The analysis above indicates that 26.6% of the respondents have spent 10 and more days on specific training in the last 12 months, followed by 25.7% who have spent 5-9 days, and lastly 23.9%, who have spent 1 to 4 days. However, 23.9 had not had any learning activities.
4.8 Organization’s support to staff learning

Table 4.8

Indicate if you agree or disagree with each of the following statements

<table>
<thead>
<tr>
<th>Ranking</th>
<th>Senior management clearly supports staff learning and development?</th>
<th>Access to relevant learning is open to all, regardless of level</th>
<th>Supervisors respect time allocated to staff learning?</th>
<th>Senior managers respect budget allocated to staff learning</th>
<th>Informal learning is considered important for staff development?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agree</td>
<td>50.45872</td>
<td>47.70642</td>
<td>52.29358</td>
<td>45.87156</td>
<td>66.97248</td>
</tr>
<tr>
<td>Disagree</td>
<td>49.54128</td>
<td>52.29358</td>
<td>47.70642</td>
<td>54.12844</td>
<td>33.02752</td>
</tr>
</tbody>
</table>

Figure 4.8

Indicate if you agree or disagree with each of the following statements

- Senior management clearly supports staff learning and development?
- Access to relevant learning is open to all, regardless of level
- Supervisors respect time allocated to staff learning?
- Senior managers respect budget allocated to staff learning
- Informal learning is considered important for staff development?
The table above indicates that 50.5% of the respondents agreed that senior management clearly support staff learning and development, while 49.5% disagreed. On the statement that access to relevant learning is open to all regardless of their level, 47.7% of the respondents agreed while 52.3% disagreed. As for the issue that supervisors respect time allocated to staff learning majority of the respondents, 52.3% agreed while 47.7% disagreed. Asked whether senior managers respect budget allocated to staff learning, 45.9% agreed while 54.1% disagreed. Lastly on the statement that informal learning is considered important for staff development, 67.0% agreed, while 33.0% disagreed.
Whether the organization have a learning policy/strategy.

Table 4.9

<table>
<thead>
<tr>
<th>Does your office have a learning Policy/Strategy?</th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Valid No</td>
<td>24</td>
<td>22.0</td>
<td>22.0</td>
<td>22.0</td>
</tr>
<tr>
<td>Not sure</td>
<td>31</td>
<td>28.4</td>
<td>28.4</td>
<td>50.5</td>
</tr>
<tr>
<td>I have heard of it never seen it</td>
<td>16</td>
<td>14.7</td>
<td>14.7</td>
<td>65.1</td>
</tr>
<tr>
<td>Yes, i have seen it but it has not been explained to me</td>
<td>10</td>
<td>9.2</td>
<td>9.2</td>
<td>74.3</td>
</tr>
<tr>
<td>Yes, I have seen it and it has been explained to me</td>
<td>28</td>
<td>25.7</td>
<td>25.7</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>109</td>
<td>100.0</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>

Figure 4.9

Does your office have a learning Policy/Strategy?

<table>
<thead>
<tr>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>22%</td>
</tr>
<tr>
<td>26%</td>
</tr>
<tr>
<td>9%</td>
</tr>
<tr>
<td>15%</td>
</tr>
<tr>
<td>28%</td>
</tr>
</tbody>
</table>

 Asked whether their offices had a learning policy or strategy, 22.0% of the respondents indicated that their offices did not have it, 28.4% indicated that they were not sure, 14.7%
had heard of it but had never seen it, 9.2% had seen it but had not been explained to them and 25.7% had seen it and it had been explained to them.

4.10 The organisation’s learning practices

Table 4.10

From your knowledge and experience of the current organisation practice, please Indicate if you agree or disagree with the following statements

<table>
<thead>
<tr>
<th>Ranking</th>
<th>Learning activities meet individual, term and organisational needs?</th>
<th>Staff learning is considered important to the success of the organisation?</th>
<th>Individual are encouraged to share what they have learned with others?</th>
<th>Managers are open about their own learning needs?</th>
<th>Managers openly learn from their staff and peers?</th>
<th>Staff at all levels share their information about learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agree</td>
<td>56.88073</td>
<td>55.9633</td>
<td>47.70642</td>
<td>52.29358</td>
<td>40.36697</td>
<td>34.86239</td>
</tr>
<tr>
<td>Disagree</td>
<td>43.11927</td>
<td>43.11927</td>
<td>51.37615</td>
<td>47.70642</td>
<td>59.63303</td>
<td>65.13761</td>
</tr>
</tbody>
</table>

The respondents ranked their responses on statements as follows: On the statement that learning activities meet individual, term and organisational needs, 56.9% agreed, while 43.1% disagreed. On the statement that staff learning is considered important to the success of the organisation, 56% of the respondents agreed while 43.1% disagreed. On the claim that individuals are encouraged to share what they have learned with others, 47.7% agreed while 51.3% disagreed. On the statement that managers are open about their own learning needs, 52.3% of the respondents agreed while 47.7% disagreed. On the statement that managers openly learn from their staff and peers, 40.4% of the respondents agreed while 59.6% of them disagreed. Lastly, on the claim that staffs at all levels share their information about learning, 34.9% agreed while 65.1% disagreed.
From your knowledge and experience of the current organisation practice, please indicate if you agree or disagree with the following statements:

- Learning activities meet individual, term and organisational needs?
- Staff learning is considered important to the success of the organisation?
- Individual are encouraged to share what they have learned with others?
- Managers are open about their own learning needs?
- Managers openly learn from their staff and peers?
- Staff at all levels share their information about learning?
4.11 Ease of access of learning methodologies

Table 4.11
Indicate if you have ease of access of the following learning methodologies:

<table>
<thead>
<tr>
<th>Ranking</th>
<th>Other distance learning programmes and activities?</th>
<th>Learning through experience on the job?</th>
<th>Classroom based learning e.g. Workshops?</th>
<th>Job rotation and secondment?</th>
<th>E-Learning Programs and activities?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>44.0367</td>
<td>70.6422</td>
<td>61.46789</td>
<td>33.94495</td>
<td>52.29358</td>
</tr>
<tr>
<td>No</td>
<td>55.9633</td>
<td>29.3578</td>
<td>38.53211</td>
<td>66.05505</td>
<td>47.70642</td>
</tr>
</tbody>
</table>

Figure 4.11
Indicate if you have ease of access of the following learning methodologies:

[Bar chart showing the percentage of responses for each variable]
From the above Analysis, 44.0% of the respondents had access to other distance learning programs and activities, while 56.0% did not. 70.6% indicated that they learn through experience on the job while 29.3% did not. 61.5% accessed classroom based learning such as workshops while 38.5% did not. 33.9% access job rotation and secondment while 66.0% do not and lastly, 52.2% access e-learning programs and activities while 47.7% do not.
4.12 Reasons for failure to share learning acquired from learning opportunities

Table 4.12

If you have attended learning opportunities in the last 12 months, indicate possible reasons, why you have failed to share the learning acquired:

<table>
<thead>
<tr>
<th>Ranking</th>
<th>Poor access to other staff?</th>
<th>I did not have skills to pass on learning?</th>
<th>It is not part of the culture here?</th>
<th>I was ready to, do so but no one asked me?</th>
<th>I had already shared?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>34.86239</td>
<td>20.18349</td>
<td>38.53211</td>
<td>38.53211</td>
<td>29.3578</td>
</tr>
<tr>
<td>No</td>
<td>65.13761</td>
<td>79.81651</td>
<td>61.46789</td>
<td>61.46789</td>
<td>70.6422</td>
</tr>
</tbody>
</table>

Figure 4.12

If you have attended learning opportunities in the last 12 months, indicate possible reasons, why you have failed to share the learning acquired:

The reasons for failure of the respondents to share the learning acquired were given as poor access to other staff (34.9%), lack of skills to pass on learning (20.2%), the sharing of learning acquired being not a culture at the organization (38.5%), the sharing not being not asked for (38.5%) and 29.3% said they had already shared learning acquired.
4.13 Comments on the current organization practice

Table 4.13

From your knowledge and experience of the current organisation practice, please indicate if you agree or disagree with the following statements:

<table>
<thead>
<tr>
<th>Ranking</th>
<th>Use of informal learning is encouraged to meet learning needs?</th>
<th>Learning activities improve the overall performance of the organization?</th>
<th>Learning activities are evaluated in terms of Return On Investment (ROI)?</th>
<th>Senior managers frequently cancel staff participation in learning activities?</th>
<th>Learning activities (formal/informal) are not perceived as time wasted?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agree</td>
<td>66.97248</td>
<td>79.81651</td>
<td>47.70642</td>
<td>44.0367</td>
<td>56.88073</td>
</tr>
<tr>
<td>Disagree</td>
<td>33.02752</td>
<td>20.18349</td>
<td>51.37615</td>
<td>55.9633</td>
<td>43.11927</td>
</tr>
</tbody>
</table>

Figure 4.13

From your knowledge and experience of the current organisation practice, please indicate if you agree or disagree with the following statements:

- Use of informal learning is encouraged to meet learning needs?
- Learning activities improve the overall performance of the organisation?
- Learning activities are evaluated in terms of Return On Investment (ROI)?
- Senior managers frequently cancel staff participation in Learning activities?
- Learning activities (formal/informal) are not perceived as time wasted?
Asked whether they agreed on the statements provided on the fact that use of informal learning is encouraged to meet the learning needs, 67.0% agreed while 33.0% disagreed, on the statement that learning activities improve the overall performance of the organization 78.9% agreed, while 20.0% disagreed, on the claim that learning activities are evaluated in terms of returns to investments (ROI) 47.7% agreed while 51.4% disagreed. On the statement that senior managers frequently cancel state participation in learning activities 44.0% agreed while 56.0% disagreed. Lastly, on the claim that learning activities (formal /informal) are not perceived as time wasted, 57.0% agreed while 43.1% disagreed.
5.0 Introduction

This chapter summarises the major findings of the study in relation to the understanding of learning organisation concept in the studied non-governmental organizations. The summary is basically related to the objectives provided in chapter 1 of the document. The chapter discusses the summary and conclusions, recommendations, limitations of the study and suggestions for further research.

5.1 Summary and Conclusions

The NGO population which responded to the questionnaires provided a well-balanced and evenly distributed representation of the NGOs based in Nairobi. A total of 109 non-governmental organisations were studied during this research. Below are analysis of findings and possible conclusions:

The majority of people working in the NGOs are between the ages of 31 and 50 years as only 20% of the respondents were below age 30. While that represents an experienced and mature workforce, it could also indicate a need for cultivation of a culture of continuous learning as most employees graduated from school long ago and have already got used to doing things in a given manner. (See Table 2).
Most of the respondents indicated that their learning needs are discussed with the supervisors while a significant majority identified their learning needs by themselves. Of concern are the 20% whose development needs have not been identified as they represent a group which is not learning and therefore one which is not prepared to take the activities of the organisation to new levels of performance, as could be dictated by the dynamic and changing environment that they operate in. (See Table 4.4)

On learning priorities, the researcher found that most of the employees took their own initiative to identify learning opportunities by themselves. It is noteworthy that most employees indicated that it is not easy to know the existing learning opportunities in their organisations and the supervisors are not knowledgeable about suitable learning opportunities for their staff. Even under the circumstances, it is encouraging that staff members still pursue other learning activities apart from classroom based events like workshops. (See Table 5)

It is observed from the research that three factors hindered employees' access to appropriate learning. These are: the office learning budget, individual employees' status and levels in the office as well as heavy workloads which leave staff with no time for learning. While these factors could be fuelled by different situations in the offices, it could be a pointer that more funds need to be allocated to learning activities in an effort to cater for as many staff members as possible. An encouraging finding on access to appropriate learning is that the location of the employees and their genders did not significantly hinder employees' learning opportunities. (See Table 6)
On amount of time spent on specific learning activities within the last 12 months it is encouraging that 76% of the respondents indicated that they had spent different durations on learning. Of particular interest is the fact that 24% indicated that they had not spent any time in learning activities over the last 12 months. This is significant especially in view of the corresponding finding that 20% of the respondents had not had their learning needs identified. It is an indicator worth some concern for an organisation which hopes to thrive in an every changing environment, even though 80% of the respondents recognize that learning activities improve the overall performance of the organisation. (See Table 7 and Table 4)

The responses on organisation support to staff learning were very balanced with almost 50% of the respondents agreeing that their organisations support learning while a very close percentage disagreed with the same statements. This does indicate an element of an ambiguous message from the different managements on learning, so that the employees do not know exactly where they stand as far as organisational support to learning is concerned. (See Table 8)

The research yielded an interesting finding that out of the 109 organisations studied, only 25.7% had a clear learning policy or strategy which staff knew and understood. The majority of the respondents, 55.1% were either clear that no learning policy existed or were just not aware of one in their organisations. This is an important finding in that employees do not know their learning policy or even the place of learning in their
organisation. It is a grey area worthy of careful considerations as it could be contributed to the 50/50 finding above. (See Table 9)

In the area of organisations' learning practices, a balanced view is presented by the respondents. Of importance however, is the fact that staff do not seem to share information on learning for various reasons as indicated by over 60% of the respondents which include lack of skills to pass on the learning, the fact that it is not the culture in the firm to share and therefore no effort is made to share what they have learnt. In general, it is noted that sharing of learning acquired is a weak area. (See Table 10)

Under the responses on learning methodologies, it was found that majority of the respondents acquired learning through on-the-job experiences and workshops. Only 34% had learnt through job rotation and secondment. Distance learning programmes and e-learning activities had a 50/50 response. This shows that organizations are still using a lot of the traditional methodologies and have not taken to the continuous learning techniques. (See Table 11)

The researcher found that even with the learning activities taking place within the organisations, there is very little transfer of the same knowledge from one staff member to another. This is brought out by various factors and it is interesting that 38.5% of the respondents indicated that there was no culture in the organisational set up to share the learning acquired. Another 38.5% indicated that they had also not shared their acquired learning because no one asked them to do so. This would show that even with learning
activities taking place, the benefits accrued are not transferred to the teams in the organisation or to the larger body but remain and end with the individual. (See Table 12)

5.2 **Recommendations**

Based on the analysis of the study and the findings and conclusions it is good for the NGO community in Kenya and the other stakeholders in the sector to consider the following recommendations as far as the learning organisation concept and culture is concerned.

Organisations need to ensure that all staff have their learning needs identified in an effort to create a learning culture within the firm. This forms the basis for growth and survival in a competitive environment.

The managements need to make it easier for staff to identify existing learning opportunities within the organisations, as well as encourage supervisors to provide guidance to their staff on suitable learning opportunities.

Managements need to let their staff know that they support learning by increasing the learning budget and respecting it, providing access to learning to all staff and acknowledging time allocated to learning as important.
Organisations need to develop and communicate to their staff, an all inclusive learning policy which is understood by all. This forms the basis of a learning organisation culture. Employees also need to be encouraged to share their learning experiences as this could easily lead to team learning and eventually organisational learning.

Encourage employees to embrace new learning methodologies, for example, distance learning and e-learning programmes where possible. These would promote fast and unrestricted learning in the firm, which is an essential facet of a learning organisation.

5.3 Limitations of the Study

The researcher however, encountered some challenges and limitations in the course of carrying out this study:

Due to a busy schedule at the researcher’s work place and the short time allocated for this exercise, the researcher found it hard to study a bigger sample. The researcher however, selected a representative sample, as well as, hiring an assistant to assist in data collection so as to beat the deadline provided.

Lack of adequate funds was a limitation. Since this project was self-sponsored, the researcher considered a small scope for the study. The researcher used his own personal savings for the task.
Lack of cooperation – some of the respondents were not willing to answer the questionnaires. In an effort to win better cooperation, the researcher accompanied each questionnaire with a cover letter informing the respondent that the research was for academic purposes only and that the information given was to be treated with utmost confidentiality.

5.4 Suggestions for further Research

There is need to carry out further research on the Learning Organisation Concept, with reference to Non-Governmental Organisations in Kenya. In the course of the study, issues that need further research emerged and the researcher would like to list a few:

1) The factors that hinder effective learning in Organisations in Kenya.

2) The Learning Organisation Concept and its application in the institutions of higher learning.

3) Effects of employees learning in relation to the performance of the NGOs in Kenya.
REFERENCES


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www.lifelonglearning.co.uk/greenpaper/ "Education is the best economic policy we have.", July 1998

www.see.ed.ac.uk/ Case Studies of the Learning Organisation. MOTOROLA UNIVERSITY, Gerard, 1999
APPENDIX I

LETTER OF INTRODUCTION

15th June 2005

Dear Sir/Madam

Masters of Business Administration (MBA) Human Resource Management
Kenyatta University.

This questionnaire is designed to gather information on The Learning Organisation
Concept: A case of organizations in Kenya. This study focuses on Non-Governmental
Organisations as well as other non-profit corporates based in Kenya.

The study is being carried out as a project paper and a partial fulfilment of an award of a
KU Degree of Masters of Business Administration, Human Resources Management.
Your contribution to this project would render invaluable benefit for the successful
completion of the course.

Kindly take some time to review the questionnaire and complete it with as much accuracy
as possible at your earliest convenience. Your responses shall be treated with strict
confidentiality and will be used for academic purposes only and in no event shall your
name or the name of your organisation be mentioned in the report or anywhere else.

Thank you for your participation. Your cooperation is highly appreciated.

Sincerely

Zephorah Njeri Weru
Kenyatta University

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APPENDIX II

QUESTIONNAIRE

Instruction: Kindly tick as appropriate.

1. (a) What is the level of your current position? ..............................................
   (b) What is your age? ..................................................................................
   (c) What is your gender? ...........................................................................

2. Which of the following identify your learning needs? (Please tick all that apply to you)
   a) By me, without help or discussion ....................................................
   b) Through discussion with my supervisor ..............................................
   c) My development needs have not been identified. ..............................

3. Please indicate if you agree or disagree with each of the following statements, Y/N.
   a) It is easy to find out what learning opportunities exist in the organisation ....
   b) Staff take the initiative to find learning opportunities for themselves. .......
   c) Supervisors are knowledgeable about suitable learning opportunities for staff ...
   d) Staff attend other learning activities apart from classroom training/workshops ...

4. Please indicate if any of the following has hindered your access to appropriate learning.
   a) My location has restricted my learning opportunities ...........................
   b) The office budget has restricted my learning opportunities ..................
   c) My status in the office has affected my learning opportunities .............
   d) My workload has left no time for learning activities .........................
   e) My gender has restricted my learning opportunities ...........................

5. How much time have you spent on specific learning activities (formal and informal) in the last 12 months? Please tick.
   (a) None ...............................................................................................
   (b) 1 – 4 days ......................................................................................
   (c) 5 – 9 days ......................................................................................
   (d) 10 days or more. ...............................................................................

6. Indicate if you agree or disagree with each of the following statements: Y/N
   a) Senior management clearly support staff learning and development ........
   b) Access to relevant learning is open to all, regardless of level ...............  
   c) Supervisors respect time allocated for staff learning. .........................
   d) Senior managers respect budgets allocated to staff learning ..............
   e) Informal learning activities are considered important for staff development.
7. Does your office have a learning Policy/Strategy. Please tick as appropriate, Y/N.
(a) No
(b) Not sure
(c) I have heard of it but never seen it
(d) Yes, I have seen it but it has not been explained to me.
(e) Yes, I have seen it and it has been explained to me.

8. From your knowledge and experience of the current organisation practice, please indicate if you agree or disagree with the following statements: Y/N
(a) Learning activities meet individual, team and organisational needs; ............
(b) Staff learning is considered important to the success of the organisation. ............
(c) Individuals are encouraged to share what they have learned with others. ............
(d) Managers are open about their own learning needs. ............
(e) Managers openly learn from their staff and peers. ............
(f) Staff at all levels share their information about learning with each other. ............

9. Indicate if you have ease of access of the following learning methodologies:
(a) e-learning programmes and activities ............
(b) other distance learning programmes and activities ............
(c) learning through experience on the job. ............
(d) Classroom based learning eg. Workshop ............
(e) Job rotation and secondments. ............

10. If you have attended learning opportunities in the last 12 months, indicate possible reasons, why you have failed to share the learning acquired:
(a) Poor access to other staff ............
(b) I did not have the skills to pass on learning ............
(c) I did not have the time to pass on learning ............
(d) It is not expected in my job ............
(e) It is not part of the culture here ............
(f) I was ready to do so, but no one asked me ............
(g) I have already shared. ............

11. From your knowledge and experience of the current organisation practice, please indicate if you agree or disagree with the following statements:
(a) Use of informal learning is encouraged to meet learning needs. ............
(b) Learning activities improve the overall performance of the organisation. ............
(c) Learning activities are evaluated in terms of Return On Investment (ROI). ............
(d) Senior managers frequently cancel staff participation in learning activities. ............
(e) Learning activities (formal/informal) are not perceived as time wasted. ............

Thank you for taking the time to complete this questionnaire. The results will be valuable in providing an understanding of the learning organisation in NGOs.
APPENDIX III

THE BUDGET SCHEDULE

PROPOSAL WRITING

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<td>c. Binding 6 copies @ Kshs. 50</td>
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GRAND TOTAL | 49,800.00
APPENDIX IV

TIME TABLE OF EVENTS

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<td>2</td>
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<tr>
<td>3</td>
<td>Result Writing</td>
<td>7-8</td>
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<td>4</td>
<td>Report Writing</td>
<td>9-10</td>
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<tr>
<td>5</td>
<td>Compilation &amp; Presentation</td>
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Number of Weeks: 10 weeks