

# **A STUDY OF HUMAN RESOURCE PRACTICES IN ORGANIZATIONAL LEARNING RELATING TO SELECT CAR MANUFACTURING COMPANIES IN PUNE REGION**

**SUBMITTED TO**  
**TILAK MAHARASHTRA VIDYAPEETH PUNE**  
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June 2022

## Certificate of the Guide

This is to certify the thesis entitled “ A Study of Human Resource practices in organizational learning relating to select car manufacturing companies in Pune region” is a bonafide record of original work done by Vipra Ashish Tiwari at Tilak Maharashtra Vidyapeeth , Pune during the period June2014 and February 2021 under my guidance and supervision for the award of the degree of Doctorate of Philosophy in Management.

Such material has been obtained from other sources and has been duly acknowledged in the thesis.

Date:

Dr S.P.Kandalgaonkar

(Research Guide)

## **Declaration by the candidate**

I do hereby declare that the thesis entitled A Study of Human Resource practices in organization learning relating to select car manufacturing companies in Pune region, submitted to Tilak Maharashtra Vidyapeeth, Pune for the award of degree of doctorate of Philosophy in Management is a record of independent and original research work done by me during the period 2014 and 2021, under the guidance and supervision of Dr S.P. Kandalgaonkar.

I further declare that the material obtained from other sources has been duly acknowledged in the thesis.

Date:

Vipra Ashish Tiwari

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## List of Abbreviations used:

GDP- Gross domestic Production

CNG- Compressed Natural Gas

FDI- Foreign Direct Investment

AMP- Auto emission Plan

DIPP- Department of Industrial Policy and Promotion

SUV- Sports Utility Vehicle

NEMMP- National Electric Mobility Mission Plan

OEM- Other equipment manufacturers

CAFE- Corporate Average Fuel Efficiency

FAME- Faster Adoption and Manufacturing of Hybrid and Electric Vehicles

OL- Organization Learning

HR-Human Resource

KRA- Key result area

KPA- Key performance area

LO- Learning Organization

R&D- Research and Development

## **Abstract**

### **A Study Of Human Resource Practices In Organizational Learning Relating To Select Car Manufacturing Companies In Pune Region**

#### **1.Introduction:**

Learning organizations, relatively new to the field of research are considered as an ideal form of organization, which have the capacity to learn effectively and hence prosper. (Tsang1997). Initial business operations were influenced by Industrial revolution and governed by the compulsive need to be efficient. In the current business environment, it is impossible for an organization to remain untouched by the changes happening in it. Merely responding to these changes is not enough for the organizations to sustain and survive. It is cardinal to be dynamic with the dynamic business environment. Small and large, both types of organizations are required to behave like small and agile organizations, to keep up with the pace of business environment and stay relevant in the business.

Organization learning is a process that incorporates emerging learning in congruence with the overall purpose of the organization. Such learning need not be only the accidental ones, but the organization can plan and share the learning that would prepare the organization navigate through future challenges. This entails involvement of a very large number of members of the organization and empowering them. This learning is from the existing location of the employee where interaction with the immediate work context and stakeholder can be improvised by imbibing the learning one gets from the everyday routine work.

#### **1.1Challenges and trends in the Car manufacturing industry in India:**

The car manufacturing industry in India faces challenges to match up with the foreign brands and features that are incorporated in passenger cars. On one hand mileage, fuel efficiency and

ergonomics are points of attention, whereas drive features like “easy to park”, driving assistance and safety need to compete at the global level.

Also, the demography of Indian passenger car market has changed and increased many folds. Customer is now aware of various options and can compare across the brands available. There are websites that help tally features and prices and assist in making buying decisions. As a result, car manufacturers stop the production of few variants after car sales reach a plateau.

Thus, constant upgradation through innovative and distinctive features is what is sought for. This requires a constant connect with the market forces and changes in different aspects of car manufacturing, like design, style, component and many more. This demands the entire value chain to be in tandem with the changes expected by the task environment.

## **1.2 Significance of study:**

Pune being home to many Indian and international car manufacturers, is an ideal region to study methods that are used to meet the demands posed by the dynamic market. Learning to match the pace of change that is switching production from traditional engine and chassis focused manufacturing to fast data processing-based cars that are complete with features focusing on buyer’s demands looks very promising. The influx of variants in cars manufactured in India and introduced in the market indicates how the car industry is becoming more customer centric. The features and technological advancements are benchmarked against top international brands and manufactured at much lower price. The researcher was intrigued to study what propels a car manufacturing firm to stay relevant in the market and offer the latest and the best. Responding to the market needs at the right time

is cardinal develop and maintain the competitive edge. This requires the entire organization to synergize and respond. Thus, the exploratory study in to role of human resource practices in organization learning in select car manufacturing companies in Pune was conducted.

Given the increase in dynamism in the business context or eternal environment of car manufacturing companies, it has become absolutely necessary to respond to external forces quickly and swiftly. This has pressurised even the large companies to behave like small ones. The study aims to find the exact role that Human resource function may play in terms of establishing procedures to institutionalise organization learning, policy guidelines that need to be created for the same and structural interventions that can help car manufacturing organizations to engage with various demands of stakeholders in a better and faster manner.

This study empirically establishes correlation between specific Human Resource Practices and Organization learning in the organization.

### 1.3 Research Gap of the study:

This research is undertaken to find out how Human resource practices carried out in an automobile company may encourage or discourage organization learning in a car manufacturing company, study being limited to Pune region. Literature review clearly shows a gap where empirical work in the area of OL may be done.

### 2. Objectives of the Study:

To achieve this following research objectives were laid down:

1. To study the systems that enable organization learning in select car manufacturing companies

2. To study the structural requirements for enabling organization learning in select car manufacturing companies
3. To study the factors that act as facilitators of organization learning in select car manufacturing companies
4. To study the strategy of an organization to facilitate organization learning in select car manufacturing companies
5. To study factors that inhibit organization learning in select car manufacturing companies
6. To study the outcomes of organization learning in select car manufacturing companies.

## 2.1 Hypothesis of the study :

### Hypothesis-1

H0: There is no change in the learning culture of the organization due to the change in the learning process.

H1: There is a change in the learning culture of the organization due to the change in the learning process.

### Hypothesis-2

H0: There is no change in building learning organizations due to the change in the learning process.

H1: There is a change in building learning organizations due to the change in the learning process.

### Hypothesis-3

H0: There is no change in the Learning Approach due to the change in feedback Mechanism in Cross-Functional Teams and the commitment of top management towards learning and development function.

H1: There is a change in the Learning Approach due to the change in feedback Mechanism in Cross-Functional Teams and the commitment of top management towards learning and development function.

### Hypothesis-4

H0: There is no change in the Learning on the Job function due to the change in commitment of top management towards the learning and development function and feedback mechanism in cross-functional teams.

H1: There is a change in the Learning on the Job function due to the change in commitment of top management towards the learning and development function and feedback mechanism in cross-functional teams.

### Hypothesis-5

H0: There is no change in learning culture due to the change in how learning happens within the teams.

H1: There is a change in learning culture due to the change in how learning happens within the teams.

## 3 Chapter scheme

### 3.1 Chapter I- Introduction

Researcher has given the overview of the global as well Indian car manufacturing industry, along with the theoretical concept of organization learning in this chapter. the existing need



of organization learning and how it may be of use to address some of the challenges faced by car manufacturers are mentioned.

### 3.2 Chapter II- Literature Review

Literature in the form of research papers, articles, interviews of industry leaders, books and videos were studied to identify the practices that may be of value to align human resource practices with learning across the organization.

### 3.3 Chapter III- Research Methodology

In this chapter researcher mentioned the Qualitative and quantitative methods used for data collection. Sources of primary and secondary data were shared. Researcher has included hypotheses of the study, objectives of the study collection of data, sampling and sample size determination techniques in detail.

### 3.4 Chapter IV- Data Analysis, Interpretation and Hypotheses testing

This chapter was divided into three parts A, B and C followed by hypothesis testing. Part A comprises of analysis of the data collected from the R&D as well as Production managers. Part B comprises of analysis of the data collected from the HR managers. Part C comprises of analysis of the data collected from the Marketing managers. This part of the research discusses the significance of various HR practices and attributes that can enable organization learning and the elements that may restrict it.

### 3.5 Chapter V- Findings, Suggestions and Conclusion

Based on the data analysis researcher could draw findings and give suggestions. Conclusion was drawn to specifically comment on HR practices that can enable or facilitate OL.

#### 4 Research methodology:

To carry out this research, data was collected from Human Resource Managers of car manufacturing companies, employees working in the Marketing Department of car manufacturing companies, Employees working in the Research & Development Department and Production Department of car manufacturing companies. The response was correlated with HR probes.

##### **The Research Design:**

The research is based on Descriptive Research Design. In the Descriptive design, the researcher conducted literature review along the lines of organization learning as a concept, its utility and significance. Indian as well foreign publications were studied, which helped the researcher narrow down on to the research objectives and frame hypothesis.

In the descriptive research, long interviews were conducted to identify the variables for organization learning. Employees of Production, R&D, Marketing and Human resources departments of select car manufacturing companies in Pune region were interviewed and administered questionnaires. Three sets of questionnaires were designed, one for the Marketing department, second for the R&D and Production department and the third for the Human resource department.

##### **Qualitative Approach**

Researcher conducted long interviews with Human resource employees of select car manufacturing companies in the Pune region. The interviews were conducted with an objective to explore the existing approach of the organization towards organization learning and the role Human resource department played.

Researcher also conducted long interviews of employees of Production as well as Research & Development departments of select car manufacturing companies in the Pune Region. For this, researcher used unstructured interview method to explore the contexts where organization learning happens.

Researcher studied the working of marketing employees through interviews as well as observing their interactions with customers in showrooms that sell cars manufactured in Pune Region. The idea was to identify the approach of marketing employees in dealing with potential customers and their methodology to respond to customer queries.

The interviews and observations helped the researcher to frame the questionnaires. In all three questionnaires were prepared.

### **Quantitative Research**

The research was conducted through quantitative data collected through structured questionnaires. Three questionnaires were prepared – one to seek responses from Research & development as well as Production department employees of select car manufacturing companies in Pune region. The idea was to find what attributes encouraged organization learning and which factors restrict it. The underlying quest was to be able to find the human research processes that were expected to assist in making fast technical modifications in the product to meet the market demands in time.

The second questionnaire was prepared to seek responses from the employees handling marketing of cars manufactured in the select companies in Pune region. The instrument was designed to find out how well marketing employees could meet the challenges faced while interacting with customers and how was the feedback received from customers used to improvise the product or process.

The questionnaires consisted of questions that sought responses on a five-point Likert scale. Questionnaires were first introduced to a small number of respondents as a pilot study, their inputs were considered and then subsequently relevant changes were made in the questionnaire. The focus was to meet the research objectives and find all data to test the proposed hypotheses.

#### **4.3 Data Collection:**

Secondary data: Secondary data was collected from magazines, company websites, videos of top management and conference proceedings.

Primary data: Primary data was collected through interviews of managers, observing car sales in showrooms and subsequently interviewing marketing executives.

##### **4.3.1 Sampling and Sample Size Determination**

Now as the population is known and defined, researcher used following concepts, method and formula to calculate the minimum sample size.

Along with the purpose of the study and population size, there are other three criteria usually need to be specified to determine the appropriate sample size. These are; the level of precision, the level of confidence or risk, and the degree of variability in the attributes being measured (Miaoulis and Michener, 1976).

The level of precision, also called as sampling error, is the range in which the true value of the population is estimated to be. This range is often expressed in percentage points, (e.g.,  $\pm 5\%$ ). The confidence or risk level is based on an idea which comes under the Central Limit Theorem. When a population is repeatedly sampled, the average value of the attribute obtained by those samples is equal to the true population value. The values obtained by these

samples are distributed normally about the true value, with some samples having a higher value and some obtaining a lower score than the true population value. In a normal distribution, approximately 95% of the sample values are within two standard deviations of the true population value (e.g., mean). This risk is reduced for 99% confidence levels and increased for 90% (or lower) confidence levels.

The degree of variability in the attributes is related to the distribution of samples in the population. The more heterogeneous a population, the larger the sample size required to obtain a given level of precision. The less variable (more homogeneous) a population, the smaller the sample size. Generally, a proportion of 50% indicates a greater level of variability than either 20% or 80%.

Research used 90% confidence level and 6% i.e. 0.06 margin of error and consider 30% response distribution i.e. 'p' means probability proportion is 0.3 to determine the sample size.

The sample size is decided by using statistical formula by referring the statistical books "Determining Sample Size", Program Evaluation and Organizational Development, IFAS, University of Florida. PEOD-6, (Glane D. Israel, 1992). Researcher uses following formula for calculation of sample size:

$$x = \frac{Z_{\alpha/2}^2 * p * (1 - p)}{M.E^2}$$

$$x = \frac{1.64^2 * 0.3 * (1 - 0.3)}{0.06^2}$$

$$x = 0.564816/0.0036$$

$$x = 156.8933$$

$$n(\text{sample size}) = \frac{N * x}{x + (N - 1)}$$

$$n = \frac{2055 * 156.8933}{156.8933 + (2055 - 1)}$$

$$n = \frac{2055 * 156.8933}{156.8933 + 2054}$$

$$n = \frac{322415.7315}{2210.8933}$$

$$n = 145.8305$$

$$n (\text{Sample size}) = 145.8305 \approx 146$$

Population Size = N,

Margin of error (M.E) = 0.06,

$Z_{\alpha/2} = 1.64$ ,

$p =$  is probability or population proportion = 0.3.

As the thumb rule is larger the sample size greater the accuracy, even though the minimum sample is 146; researcher has taken 149 as a sample for research study.

### **5.1 Data analysis , Interpretation and Hypothesis testing:**

The Researcher has performed factor analysis on the given item statements. Based on the factor analysis researcher has identified factors which have been used for hypothesis testing.

In hypothesis testing various statistical techniques have been used such as regression analysis.

## **6. Finding, conclusion and suggestions:**

### **6.1 Findings from R&D and Production managers.**

In view of R&D and Production managers, the major findings are:

1. It is found that a very large proportion of managers from R&D and Production, respondents acknowledge that the expertise required to attain superior performance in their current work context is largely obtained while doing everyday tasks. Almost, three-fourth respondents experienced getting support from their supervisors in the context of learning at work.
2. In the context of work in the R&D and Production department, mistakes need to be avoided.
3. HR Practices that encourage Team learning are found to improvise work methods. Team learning is used to make changes in SOPs and stabilize novel methods of work.
4. It is found that working towards the vision with new knowledge is an established practice. Introducing innovations and experimenting is widely encouraged. HR Practices reward establishing of new methods .
5. The Appraisal process entails conducting of periodic reviews, during the process of making innovations. Successful approaches are compared with previously established practices and then selectively documented and recorded for future reference.
6. Marginally larger number of respondents find their work context to be collaborative than competitive.
7. HR practices of team building and autonomous team functioning are found in the form of CFTs (cross functional teams) which are formally designed to resolve technical issues faced during production, in relatively less time. CFTs are commonly found to offer pragmatic solutions even when it involved taking some risk. Fewer instances were found where learning in a CFT could be shared with other teams. HR practices of making

communication open and far reaching are found in the form of Regular review meetings that are conducted to track the progress of a CFT and few instances of documenting for reference in the future are found.

8. Only a little over 50 percent are found to share their learning at the individual level, with the other team members.
9. Very large number of R&D managers are found to experience OL at individual level resulting in upgrading of product quality and lowering the process or cycle time.
10. Three fourth of managers in the R&D or Production department are found to have used OL at individual level to improve the efficiency of cars and introduction of newer models.
11. Factors that help an employee to learn and share for superior performance are in the order of -flexibility in work, open communication channels, formal training for futuristic work and appreciation by superior.
12. Learning culture that propagates OL across the organization are found to be -a) flexibility in the work context, b) availability of free communication pathways that make flow of any information easy, c) provision of formal training organised from the perspective of futuristic needs and d) appreciation received from the superiors.

Designing seamless flow of information across the organization facilitates the learning process. Also, systems like programmed contests that invite ideas and innovative intervention ideas are found to be rare.

13. Responses direct that when operational efficiency is focused and new ideas are not encouraged, it restricts organization learning. Also, closed communication channels that selectively share communication and control behaviour restrict organization learning. Work structure that requires employees to work in individual capacity and compete with others do not facilitate organization learning.



## **Findings from HR Managers:**

In view of HR managers major findings are:

1. Only half the HR managers are found to have HR practices that enable employees in their company to learn or learn and share easily in order to introduce and stabilise work improvements. A third of HR managers believe they have been able to meet the structural requirements for easy and free communication for OL. One-fourth HR managers are found to have mechanisms that make OL possible through formally assigned roles. Cultural setting that makes individual or group learning a normal routine is found only in one third of HR responses ;mostly the Indian car manufacturers.. It means HR practices that enable smooth communication streaming across the departments and levels are not prevalent to that extent. Also, practices that can foster an ambience for OL are insufficient.
2. HR practices of establishing liaisons with industry experts are found to be prevalent in the form of attending conferences and seminars.
3. HR practices of appraisal do not encourage or value Experimentation. However, guided innovations are found to be prevalent that are reviewed regularly and also rewarded. This indicates that HR practices support experimentation within certain limits and permits.
4. Structuring Task groups for implementing and monitoring new projects or experiments is found to be a popular practice. However, in the process of introducing new work methods, comparisons with older version are found to be missing. This is required to stabilize the new practices and make the ambience suitable for new practices.

5. It is found that while introducing a new work method or an innovative practice, HR practices focus on utilization of relevant skills currently available in the organization. This helps to maintain the culture of the organization.
6. Documenting and recording experiences of implementing and innovating are found to be uncommon.
7. HR Practices build Flexibility in the system , where scope to include changes as per response from employees is valued.
8. In order to build a learning organization, HR Practices should focus on following –  
i)Systems thinking, ii)Problem solving iii)critical thinking, iv)Personal mastery and v)Mental models vi)Self-directed learning, vii)Dialogue, viii)Team work, and ix)leadership .
9. Only half the managers find presence of HR practices that foster autonomous working. HR Practices of rewarding employees for experimenting are also found in only 50% of respondents.
10. It is found that learning and working are not considered synonymous, meaning learning while working is not a norm.
11. Any knowledge created at work place is found to be shared with relevant people in the organization which indicates HR Practices that create open communication pathways. Also any such sharing of learning is found to be rewarded through HR Practices of appraisal.
12. Infrastructure requirements are found to be adequate to simplify sharing of any learning pan organization.
13. Processes obstructing OL are found to be – i) unbending norms and rules, ii) competing at individual level, iii) control of employee behaviour and iv) compulsive need to achieve efficiency.

### **Findings from primary data collected through long interviews:**

Additional data that helps understand the HR Practice requirements to support OL suggests that formally learning must be recorded for future use. There are instances where team struggled to recollect a past learning and that led to loss of time and resources. Tata Motors for example uses technology to capture such learning , including the tacit knowledge by asking employees to mention thoughts and feelings while dealing with a problem.

### **Findings from Marketing managers.**

In view of Marketing managers major findings are:

1. It is seen that the marketing managers learn better and more while they work.
2. HR Practices of imparting formal training to address complex issues involved in the marketing context of Marketing managers are found to be inadequate.
3. Around three quarters of marketing managers are found to be able to share their learning straightforwardly within their departments.
4. In a large quantum the technical inputs are found to be inadequate amongst the marketing employees. HR Practices of training in technical aspects and establishing communication channels with Production department are required.
5. Marketing managers are found to not modify or use new ways to gratify customers, indicating HR practices of appraisal being rigid.
6. Almost all the marketing managers approached are found to miss out on getting to the reasons of rejecting a car of their brand. They do not solicit this information from the customers. This may help the organization to get to the bottom line of the reasons of their cars not selling, and give them focus areas to improve on.

7. It is found that following the standard norms of duty is the cardinal focus and steering away or beyond is not avoided. This highlights the need to introduce flexibility in their work as HR practices of performance appraisal focus on efficient working.
8. It is found that marketing managers have limited authority when it comes to making any commitment to the customer, as HR Practices do not allow for a Flat structure or autonomous working.
9. Dependence on others is found to be high when resolving technical queries. This shows the need to learn from within and from R&D department to solve such issues faster.
10. Participating in temporary collaborative teams / cross functional teams with members from Production and/ or R&D department, is found to resolve product related matters earlier. Thus, formalised cross functional teams in the organization structure, may assist in sharing of learning across departments.
11. The organization structure is found to provide for cross functional teams with reviews taken at regular intervals. Also, working in such teams is found to ease the sharing of learning across them.
12. Working in cross functional teams is found to allow free - flow of information and sharing of learning. Organization Learning is found to take place at the team level in the marketing department.
13. However, such sharing of learning within the team, is not found to be documented or equated with earlier practices. This may lead to loss of any such learning and cultural continuity.
14. Employees in the marketing division are found to have scope to alter their work design, in order to lower the processing time or to improvise the work delivery.

15. It is found that expertise gained by the marketing employees is not used by the organization to increase sales or to increase conversion rate to customers or to persuade them. Thus, the individual or team learning is not found to translate into organization benefits.
16. Appreciation by superiors and flexibility in the work design is found to benefit organization learning. Formal training offered with a view to meet the future needs is not found to be of assistance to OL
17. HR Practices that enable Open communication networks are found to aid OL and make employees a superior performer.
18. It is found that when employees get encouraged to experiment it favors OL. Also, autonomy while working and learning while working and being able to share such learning with ease; leads to OL. Practices like rewarding actions that generate learning are of huge help in fostering OL. Suitable layout and infrastructure is also found to facilitate OL.
19. Learning process is found to be constrained due to i) rigidity of rules and norms iii) working and competing in individual capacity iii) controlled access to resources iv) controlling employee behaviour v) confining communication to selected members.

**Comparative analysis:**

1. Comparing the responses and ratings of R&D managers, Production managers, HR managers and marketing managers, it is found that R&D, Production and marketing managers reported that they are encouraged for experimentation and innovation in their departments, while HR managers responded that the encouraging employees to experiment and innovate in

the organization at large is of low value. This shows that though in immediate work contexts or in silos, managers innovate and try new methods of working, it is not shared across the organization. The data shows inter- department, sharing of learning is low.

2. R&D managers, Production managers, HR managers and marketing managers find working in cross functional teams valuable to develop OL. Only 34% HR managers report that cross functional teams are functional in their organizations to promote OL. It means HR practices need to make Cross functional teams a part of the structure, to develop and share learning across the organizations.

3. According to HR managers, R&D managers and Production managers, Top management is involved in expediting OL, while marketing managers disagree with it. In their view, Top management must get involved actively to promote OL.

4. In view of R&D managers and Production managers, their learning is used to improve quality of cars manufactures, reducing cycle time and problem-solving time, and introducing new features in cars. According to Marketing managers, their learning is not used for improving customer experience or increase in sales.

5. R&D managers and Production managers think, flexibility in their work and open and smooth communication are important to facilitate OL. In a structured interview with R&D managers of a car manufacturing company, most of the managers mentioned that they need 5 day working week and flexibility of timing and budgetary allowance to function better. Marketing managers also think flexibility and open communication are important, but also appreciation by superiors plays a significant role in OL.

6. In the context of HR practices encouraging experimentation, 97% R&D managers and Production managers think that it is essential to foster OL, while 63% marketing managers

think so. Only 51% HR managers respond positively for encouraging experimentation in their organization.

7. While large percentage of R&D, Production and Marketing managers think HR Practices encouraging autonomy is key to facilitate OL, only 51% HR managers report that they have autonomous working in their organizations.

8. According to 90% of R&D, Production and Marketing managers, learning along with work is cardinal for OL. Only 41% HR managers report that learning happens all the time in their companies.

9. 84% of HR managers report that contests are conducted in their organizations to encourage employees to share innovation ideas. Only 33% of R&D, Production and Marketing managers think it could help to promote OL.

10. In view of HR managers rigidity of rules (80%), individual competitiveness (86.7%), control of behavior and resources (86.7%), controlling communication (86.7%) and focus on efficiency (97%) are observed in their organization. These are the attributes that restrict OL. R&D, Production and Marketing managers in very high percentage think these factors can restrict OL.

## **A. Conclusion**

Researcher studied the role of HR practices in organization learning in select car manufacturing in Pune region and found that learning takes place at individual as well as team level. Individuals learn more about their work while performing regular tasks and also share with the team members. However, the prime concern is to do error free work and experimentation is not encouraged. Sharing one's learning with the team is regular to improvise work. Sharing with other teams and departments is required to institutionalise organizational learning and use it to negotiate with the demands of external environment and

develop a competitive edge. Hence communication across the structure of organization needs to be established by easing the communication processes. Documenting new and successful practices resulting from organizational learning is found to be missing.

Formally structured Cross functional teams are found to be instrumental in solving problems at hand, as they are allowed to take risk and freely share learning across departments. OL is found to reduce i) cycle time, ii) reduce cost and iii) increase efficiency. However, it is found to not lead to increase in sales or improve customer experience.

Data collected from HR managers reveals that Innovation is encouraged but within the boundaries defined by the top management and is regularly reviewed. Survey data shows, giving training required to build capabilities for future is almost absent. But the practice to utilize existing talent and deploy it fully is evident. Also, flexibility and autonomy in working is limited.

## **C. SUGGESTIONS**

Researcher had drawn some suggestions from this study on HR practices that may , enable organization learning.

### **1. HR Practices of flat Structure:**

As the research shows, formal structures of learning and sharing in the form of cross functional teams or task force help to look at a problem from multi - functional perspective. These teams have, special authority that can take more risks and are more objective. Thus, self-managed or autonomous teams may be encouraged in the organizations. These may consist of managers from R&D, production and marketing so that inputs from various sources are utilized. Also, structure may allow smoother communication channels across the



organization structure to promote organization learning. Flat and autonomous structure would help HR managers to design role, authority and responsibility for OL.

## 2. HR practices of employees' Performance Appraisal :

Introduction of systems in the form of employees' Performance Appraisal that reward innovations or attempt to introduce new work methods must be recognised and successful ones must be rewarded. In the course of experimentation if mistakes or errors occur, they should be ignored and not held against employees else, they would fear to experiment. Also, system of periodic reviews with superiors and top management can institutionalise OL.

## 3. HR Practices of Training and development :

HR practices need to be aligned with Strategic vision by developing capabilities that would be required in future. This would help employees to work closely with the vision of the organization and internalise it. Training and facilitation exercises in this direction may be organised.

## 4. Networking and liasioning:

Also, encouraging networking with external entities like R&D of other or related companies and international bodies need to be built. This could reflect in the budgetary provisions for tata motors, for example.

## 5. Relevant HR Practices for creating climate for OL:

Climate at work place conducive for OL is an amalgam of many processes and systems.

Study suggests, that to nurture organizational learning, following actions are needed

- i) removing fear of failure while learning
- ii) creating learning opportunities.
- iii) documenting learning practices

- iv) sharing and recording learning with other teams and recording it.
- v) Seeking support of Top management to promote OL by a) identifying competencies suitable for OL in employees while recruiting b) identifying episodes of innovative work practices suitable for OL and offering them as best practices through training c) using performance appraisal system to improve performance.

# **Chapter 1**

## **Introduction**

### **1.1 Background**

Learning organizations, relatively new to the field of research are considered as an ideal form of organization, which have the capacity to learn effectively and hence prosper. (Tsang1997). Initial business operations were influenced by Industrial revolution and governed by the compulsive need to be efficient. In the current business environment, it is impossible for an organization to remain untouched by the changes happening in it. Merely responding to these changes is not enough for the organizations to sustain and survive. It is cardinal to be dynamic with the dynamic business environment. Small and large, both types of organizations are required to behave like small and agile organizations, to keep up with the pace of business environment and stay relevant in the business.

### **1.2 Definition**

The organizations that operate in more dynamic environment are required to act faster to respond to changes happening outside. These changes may be in any sector that immediately affects the business of the organization. The knowledge required to steer in these changing realm needs to be generated accrued and shared all across the organization. For example, a garment manufacturing organization that operates in multiple countries is more susceptible to varying prices of raw materials in each, variety in demand, differing trade procedures and therefore needs to gear to meet all such

uncertainties that arise in its business environment, time and again. Besides, number of factors that require attention, what also matters is how often these factors change and require recalibration to be done. Thus both the factors make the business environment complex and also uncertain. In order to deal with uncertainty and complexity, organization has to work to increase its response time. This triggers a change that may be required across the organization as its the whole organization that is supposed to respond and act, continuously. Thus this is not a process that requires a one- time solution, but a continuous functioning to be proactive.

### **1.3 Traditional manufacturing companies**

The car manufacturing industry was born in the year 1885, with Carl Benz registering his patent for “gas engine fueled vehicle” numbered 37435. With almost no competition, the organizational focus was product- that is improving the cars and the mechanical operating system.

Since the inception of mass manufacturing, it was efficiency that was most important to achieve for any organization. With the scientific management principles laid down by Fayol and Taylor, bureaucratic organizations came into existence. Rigid rules and standard operating procedures, (SOPs) became a protocol. Mechanistic operations made working with the machines easier and semi-skilled work force and standardization kept the costs down. Measuring input and output at multiple stages was key and aiming for efficiency and profits was good enough to keep the operations under control. Specialization was encouraged where an employee could become an expert at doing a

specific part of the job, repeatedly. So, working in silos became the norm. Pyramid structure and centralization of power ensured the controlling the deviations as early as possible.

#### **1.4 New face of car manufacturing**

With the car industry becoming a prominent contributor to country's GDP and employment, the way and means of business are undergoing a huge change.

However, in view of business going global and more competition worldwide, efficiency is no longer the critical success factor. What matters is how impactful are activities and operations in an organization while delivering to the objectives. (Adler 1990, Adler and Clash 1991, Dimovski, 1994; Dimovski and Skerlavaraj, 2005; Skelvarajetal; 2007)

This requires organizations to focus on effectiveness rather efficiency (Organization theory and Design, Richard Daft,2002). Comparatively it is easy for the organizations to measure efficiency and take corrective measures, and it is dominantly the practice.

However, measuring the effectiveness of any organization requires more involvement of people at all levels. In order to increase the involvement of employees, organizations may resort to structural or procedural solutions, or both. This way it is equipped to deal with complexity and uncertainty; where the knowledge to negotiate and navigate in the ever-changing business environment is spread across the organization, and not available

in silos. This learning is called as organization learning that makes the organization learn effectively and prosper. Peter Senge defines it as a continuous testing of experiments and its transformation into knowledge available to the whole organization and relevant to their mission.

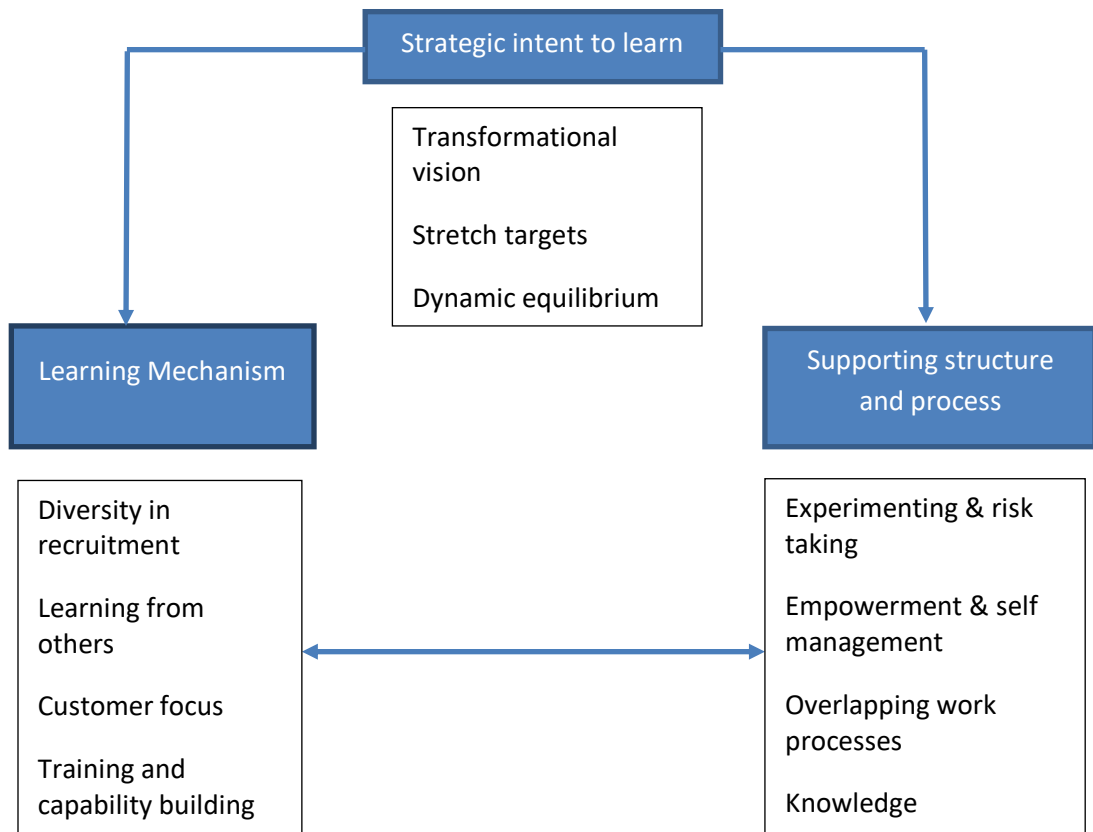
The learning can happen at many levels, individual, group or at systems level. It may lead to changes in structure or even at higher levels of rules and norms. When the learning leads to taking corrective action in accordance with achieving the goal it is called as single loop learning. It helps to serve the customers more efficiently and effectively through new products and services. When the learning leads to questioning the norms, the system and the rules itself, then it leads to double loop learning. This helps to create a new customer base and markets. (Slater and Nerver 1995).

Organization learning is positively related to innovation, reduction in production costs and cycle time, behavioral and cognitive changes of employees and growth in sales and markets. These outcomes help organizations to survive and remain relevant even when business dimensions change radically. In the current business scenario, innovation is critical to survival. But it entails deviation or change from existing or immediate work design with which employees are used to. Thus, at all stages there has to be unlearning and new learning followed by implementation, continuously. This requires revisiting the goals and all underlying organizational processes.

The organization processes are therefore required to support learning – which would result in experimenting, change in specifications, change in the way effectiveness is measured, more collaboration, change in mind set and living with uncertainty. Thus, as Law of requisite variety propounds, the complexity in the external business needs to be matched by certain level of complexity inside the organization.

Thus, unlike traditional organizations, Learning Organizations need people who can function like entrepreneurs, taking more ownership and accountability. They need to work in teams and be ready to move out of their comfort zone anytime. This requires strong support from the top management and built in systems. The system should offer space and scope for uncertainty and experimentation, Also, it must be prepared for failures, as all experiments may not be successful This also puts a pressure on resources, demanding in design. Therefore, most of the learning organizations are large organizations, but are required to function like a small one.

Model of Learning in organization:



*A model by Madhukar Shukla: Architecture of a learning organization*

Figure 1.1

### **1.5 Indian Passenger Car Industry:**

As in 2016 the Indian Automobile sector contributed 7.1% to India's GDP, and 31% cars sold globally are manufactured in India. The Government of India aims to make automobile manufacturing the main driver of "Make in India" initiative, as it expects the passenger vehicles market to triple to 9.4 million units by 2026, as highlighted in the Auto Mission Plan (AMP) 2016-26. The Government also encourages foreign



investment in the automobile sector and allows 100 per cent FDI under the automatic route. The government plans to promote eco-friendly cars in the country that is CNG-based vehicles, hybrid vehicles, and electric vehicles—and also to make mandatory five per cent ethanol blending in petrol. The industry has attracted Foreign Direct Investment (FDI) worth US\$ 14.32 billion during the period April 2000 to December 2015, according to data released by Department of Industrial Policy and Promotion (DIPP).

Some of the major global players in car manufacturing have strategically planned their way into the Indian market. American car manufacturing firm, Ford plans to launch its iconic Ford Mustang in India shortly. It also plans to manufacture two types of engines, a 2.2-liter diesel engine and a 1.2-liter petrol engine in India. There would be 270,000 Ford vehicles globally by 2022.

Nissan Motor Co. Ltd is in the initial stage of launching the electric and hybrid technologies to India as the government plans to reduce air pollution caused by vehicles. General Motors plans to invest US\$ 1 billion in India by 2020, to increase the capacity at the Talegaon plant in Maharashtra from 130,000 units a year to 220,000 by 2025. US-based car maker Chrysler plans to invest Rs 3,500 in Maharashtra, to manufacture Jeep Grand Cherokee model.

Mercedes Benz has decided to manufacture the GLA entry SUV in India. The company has doubled its India assembly capacity to 20,000 units per annum. Germany-based luxury car maker Bayerische Motoren Werke (BMW) now procures components from seven India-based auto parts makers.

Thus, the Indian automobile industry that emerged in 1940s and steered its way through strict government policies and nationalization, is now seeing unprecedented changes. Its dotted with almost all major global players, FDI new models and technology. The organizations therefore need to learn to operate in a very different and dynamic business environment, which has more competition, rapidly changing technologies, volatile consumer preferences, and alterations all along the value chain. The rationale of sticking to what an organization does best is obsolete in this dynamic business environment. It is now required to stretch out of its comfort zone, and experiment what works in the new market driven economy. The only way organization can steer its way through the uncertainties and respond appropriately to complexities is by having a force ready for it.

High rate of urbanization in India the country will lead to almost 500 million people migrate to bigger cities by 2030. This number is 1.5 times the American population. With an increase in disposable income as approximately 60 million families would qualify as the consuming demography. More number of young men and women; as they enter the working class, need for commutation gets created. A part of them would opt for buying cars causing a surge in demand for cars.

Small cars and hatchbacks have been the pillar for the car industry in India, which constitute almost 50% of the cars sold every year. However, the industry expects a rise in demand for other segments like Sedans, SUVs, and “luxury vehicles powered by electric power-packs.

### **.1.6 Indian government initiatives:**

#### **NEMMP:**

Automotive Mission Plan, and the National Electric Mobility Mission Plan (NEMMP), are some of the government initiatives, that aim to accomplish two objectives: one is to enable sustained growth in the industry and second is to diminish emissions and dependency on oil as fuel source.

Automotive Mission Plan 2026, intends to increase the revenue in the industry by three folds. It also aims to increase exports by seven times. The plan would help create millions of additional jobs in the car manufacturing, servicing, and other equipment manufacturing (OEMs) industries. The players in the industry would then be able to build sustained competitiveness and also curtail the emissions as per global standards. Also, since the focus would target exports too, meeting international norms and quality standards would be required to be worked on. Complying with the international

emission norms car engines have migrated to BS-6 from the previous BS-4. BS-6 is at par with the European emission norms.

### **CAFE**

Corporate Average Fuel Efficiency (CAFE) norms are another set of regulatory norms which are introduced by the Indian government. These norms require the cars to upgrade the fuel efficiency by 10% by the end of 2021; and by 30% by the end of 2025. This is indicative of the pressure on the research and development efforts that need to be taken by the car manufacturing companies.

### **FAME1, FAME2**

With the increase in number of cars that would run on Indian roads, the need for fuel would increase multiple times and pressurize the economy. In order to deal with this , the government has been promoting the research and development of alternate fuels ; and designing of engines compatible with them. FAME2 is yet another government mechanism which endorses embracing alternate fuel sources. The auto industry has seen two phases, FAME1 and FAME2 (Faster Adoption and Manufacturing of Hybrid and Electric Vehicles). FAME1 promoted the manufacturing of vehicles that could use diesel or petrol, along with technology to switch to electricity as an alternate fuel. FAME1 also encouraged buyers of hybrid or electric vehicles by offering huge discounts. This has led to development of many electric emission and hybrid automobiles.

FAME2, which is a continuation of FAME1 promotes electric versions of public transport. Additionally, to aid fast implementation, goods and services tax was reduced from 48% to 12%.

Thus, Indian car manufacturing currently has challenges that need to deal with, need for increasing number of cars, meet the international emission norms, development of cars running on alternate fuels, and meet the cosmetic expectations posed by the new generation customers. These get compounded by the introduction of newer versions, models and attributed in the industry by global players, in the Indian car market.

## **1.7 Car Manufacturing Industry- a Global perspective.**

### **1.7.1The American Car manufacturing industry:**

Fiat Chrysler automobiles (FCA), Ford and General Motors are the most prominent players in the American car manufacturing sector employing two-thirds of the American population working in the automobile industry in the entire American continent. Put together they have invested 35 billion dollars till year 2020 in the car manufacturing technology, with 18 billion dollars dedicated to research and development. This is four times the investment in entire Europe.

The speed and span of operation in the American car factories produces 20 million cars per year. The efficiency achieved lends an enviable competitive edge to such plants. These cars have minimum wiring and are microprocessors and sensors based. On an average an American car has 55% parts that are manufactured by other countries, and some of them have 100% parts made out of America.

As the shift moves to production of electric cars, many OEMs may go out of business, and lead to unemployment. Technologies like 3D printing (three dimensional) reduce the production cycle time by avoiding prototype making, giving an edge to American cars. American market estimates a sales increase by 30% by the end 2030.

### **1.7.2 The European car manufacturing industry:**

Europe also estimates a huge surge in the car sales by 2030. Use of electric cars will rise and almost 55% cars will be fueled by electricity with improved mileage. Also, 40% of the cars would use artificial intelligence to navigate in complex traffic, making driving easy for all. Over all larger number of people will drive cars and drive more. This will require people to change cars often, thus compounding the demand.

Car designing is customer centric, where innovations are made to make the drive “feel” better. Increasing number of cars are software based with intelligent responses and in built features. The pattern of investment in research is similar to that of American car manufacturing companies.

### **1.7.3 The Chinese car manufacturing industry:**

The urban, young and economically well to do customer is the typical Chinese car owner who buys to achieve a social status. Sharing a car to travel is very common and is promoted in view of poor air quality in Chinese urban cities. The sharing of car travel is likely to develop faster in China than in other countries.

Travelling by car in China will increase threefold by end of 2030. This will also lead to increased use of electric cars.

Globally, it will be “EASY”.

E- Electrified: Electricity to be used as fuel. This will reduce emission and pollution.

A-Autonomous: In built artificial intelligence to facilitate navigation and maneuvering

S- Shared: Car pools that will make car travel accessible and affordable

Y-yearly updated: As a large part of the car would be software and microprocessor based, updating the technology yearly will be required.

Further, the car manufacturing industry globally, is experiencing a magnanimous change where it has to work in tandem with traditionally disconnected businesses. Earlier, it was just the mechanical and electronic realm of production that was responsible and capable of producing cars, but now a car design involves, people from various backgrounds- like architects, designers, animation artists and many more. For instance, British telecom would in future, closely work with car manufacturers to design a mobile phone that may be installed in the car. It would be able to display the screen on to the side view of driver and also be connected to the internet.

These attributes would drive the car manufacturing globally, creating new platforms and doing away with many old technologies.

### **1.8 Rationale of the Study:**

Indian car manufacturing sector has a huge potential to grow, within and outside India. Some of the break throughs that it has achieved, have been due to leveraging its control on processes to manage time and costs; as well as continued efforts in research and development.

Going by the global trends that indicate a shift in technology and use of microprocessors, India as a manufacturing hub has lot to offer. Pune being home to many Indian and international car manufacturers, is an ideal region to study methods that are used to meet the demands posed by the dynamic market. Learning to match the pace of change that is switching production from traditional engine and chassis focused manufacturing to fast data processing-based cars that are complete with features focusing on buyer's demands looks very promising.

The influx of variants in cars manufactured in India and introduced in the market indicates how the car industry is becoming more customer centric. The features and technological advancements are benchmarked against top international brands and manufactured at much lower price.



The researcher has studied what can propel a car manufacturing firm to stay relevant in the market and offer the latest and the best. Responding to the market needs at the right time is cardinal develop and maintain the competitive edge. This requires the entire organization to synergize and respond. Thus, the descriptive study in the role of human resource practices in organization learning in select car manufacturing companies in Pune was conducted.

## Chapter-2

### Literature Review

HR practices involve the strategic operations of HR. They form the foundation and guidance for managing the company's employees and should coordinate with the executive business plan. While HR functions are generic and common; HR Practices are company specific.

HR Practices constitute specific organisational HR strategy and policies to shape structures and processes so that it leads to desired attitudes and behaviours of managers and employees. Hence HR practices are company specific and reflect how people conduct work behaviours.

While HR functions work at individual level; HR Practices work at systems level required for institutionalising organization learning (*Pfeffer 1994*).

This study looks at organizations as a system. System may be defined as any composite whole made up of a number of interconnected parts. System can be thought of as open or closed. The word organization itself is a combination of organic+ization , which literally is bringing things to life. Given the context of operation for car manufacturing companies, they are open systems, with dependence on the external environment for information and resources.

All organizational systems have a purpose. With additional clarity about the purpose and more internal constancy, greater is the purposefulness. Also, the evolutionary process of any organization ensures its fit with its environment. Daft, R. (2008)

Organizational systems can exist in constantly changing context, and therefore they may need to re-examine their notions of purpose periodically. This may be done

through vision – mission exercise or during strategic planning. Open systems achieve purposefulness by interacting with their environment. These interactions are directed by intelligence.

Intelligence is the ability to learn, and System intelligence is located at various locations that needs to be tapped for all over response from the organization (*Argyris, C 1993*).

In the automobile industry HR practices can contribute to achieve the goals set for the year, by working in tandem with the strategy chosen to achieve them. While some organizations may need to resort to cost cutting, some may want to focus on innovating. In order to save costs, HR practices would focus on reducing costs too-visible in the form of reduced training programs, salary offered, performance and bonus disbursements. Organizations that focus on innovation, require HR Practices that facilitate innovation- like allowance for mistakes, no time bound targets, flexible working and reporting and training in the relevant areas. (*Barney, W1997*)

A balanced system in intelligence can give an organization a proactive orientation, while fixation with internal processes and condition gives a reactive orientation to an organization. Focusing only on responding to external changes gives a drift orientation to an organization, threatening the identity and purposefulness.

The most prevalent and widely accepted best HR Practices are:

#### 1. Selective Hiring

A key best HR practice is selective hiring. This enables an organization to bring in employees who add value through a structured and fair selection process. This can be

hugely beneficial for understanding wider consumer behaviour and the needs of various stakeholders.

## 2. Self-managed and autonomous groups:

High-performance teams are crucial for any company when it comes to achieving success. Teams provide value because they consist of people who are, and think differently (differentiation) but are working towards a common goal. This means that different ideas are generated to help achieve the goal. These ideas are then processed and combined, resulting in the best ones being selected.

3. Performance evaluation: Performance evaluation is directly linked to employees' involvement in their work. It is the assessment of an employee's contribution to achievement of strategic goals. The criteria for such assessment need to be designed to measure all relevant work areas.

## 4. Training

Training can be instrumental to create an organization in which the rate of learning matches the pace of change. Learning has become a way to stay innovative, grow faster, and sustain a competitive advantage. Employers increasingly invest in skills-specific forms of training. In addition to formal learning, on-the-job learning also plays an important role.

## 5. Creating a flat structure :

A structure which reduces the obvious power distance between various layers of hierarchy in the organization and values contribution from everyone is preferred. Also, a structure that allows employees from various divisions to come together for a specific task is valued.

## 6. Open communication:

Open communication about strategy, financials, and operations creates a culture in which people feel they are trusted. It truly involves employees in the business. As an additional effect, it discourages hear-say and negative informal chatter. Being informed about the business is also something that employees often mention as something they find important in attitude surveys, as well as having a chance to contribute to and influence decisions affecting their working life. *(Banana S, 2016)*

### **2.1 Organization Learning Process:**

Organization learning is a process that incorporates emerging learning in congruence with the overall purpose of the organization. Such learning need not be only the accidental ones, but the organization can plan and share the learning that would prepare the organization navigate through future challenges. This entails involvement of a very large number of members of the organization and empowering them.

This learning is from the existing location of the employee where interaction with the immediate work context and stakeholder can be improvised by imbibing the learning one gets from the everyday routine work.

The existing learning needs in the organization need to identified – they could be social learning needs, cultural learning needs, work based learning needs , and some knowledge based learning needs. While social learning needs require one to

understand whom to talk to, how to approach one in case of a work problem, the cultural learning needs focus on the norms and behavioral expectations. Work based learning focuses on employees' orientation to improvise work in terms of effectiveness and efficiency, and knowledge-based learning focuses on developing a competitive edge in the workforce, that can add value to the organization.

For the purpose of conducting this research, researcher has focused more on the process aspect of Organization learning than outcome. This research work has attempted to identify the conditions in the passenger car making companies, that can foster and encourage learning at an organization level.

Organization learning may not necessarily lead to improvement. What an individual or team in an organization learn from their immediate work context, may not be useful for organization in the guiding light of vision and mission. It may not compliment the goal that the organization is chasing in that time frame.

In the context of this research, "Organization" is the site of learning. The place and the universe where an individual, group or a larger subset learns, by virtue of constant engagement with routine work. Thus, Organization Learning may also be looked upon as a learning process that takes place in an environment which constricts learning.

A learning organization is defined as an organization that is capable of creating structures and strategies to facilitate learning across the organization to institutionalize learning at an organization level. (Burger and Luckmann, 1996)

One of the key processes involved in sharing one's knowledge with others is by communicating. This happens within the framework of power structures existing in the organization as well as examples of precedence. For instance, researcher observed that many Research and Development department employees were asked to work with customer service team to resolve a critical customer complaint related to a new car purchase. The former did not appreciate their involvement in this process as they felt it is neither their job nor their competence.

However, the Research and Development employees did not share their knowledge about resolving a particular technical issue with the customer servicing or marketing team. This could have saved them from frequent customer visits. Sharing one knowledge with cognitively different teams has many constraints. It could be the political environment or governed by a policy. Even if shared, it is required to be internalized by the receiver and then it gets evaluated with one's own belief system.

**As observed by researcher- Case of sharing learning at Deenanath Mangeshkar Hospital, Pune.**

Researcher, during a short stay at Deenanath Mangeshkar Hospital, Pune observed that the second duty nurse for the day came in and realised that the previous duty nurse had left the medicines, injections and syringes in a disarray. She called up the first nurse to ask why had she done so. And then arranged everything in sequence of usage as if giving a demonstration. While she did so she also explained how cardinally important it was to do so, as it would save a lot of time from being wasted in sorting

the right medicine or a particular syringe. She also explained to her, it would also prevent mistakes.

This small conversation had so much knowledge to offer. It was for the benefit of an important stakeholder- Customer, would save time for the Organization and also reduce errors to everyone's benefit.

Analyzing this process of sharing knowledge- this knowledge stems from one employee's routine experience. It is shared by means of a conversation and accepted by other as there is no hierarchy and it clearly looks like improving the overall working experience for both. The changes suggested are subtle and do not involve any challenge in execution.

## **2.2 Technology and OL**

Organization learning is heavily dependent on Information technology, where knowledge generated is shared and maintained through tools based on information technology. This increases the competence of an organization to take advantage of its experience and improve the overall performance of the organization. (*Pan and Scarborough 1999*). Thus collecting information from the environment and important shareholders is timely and fast. Also, this information can be reached to the particular location within seconds and be leveraged. This also gives the organizations the chance to work with new knowledge. In this space Human Resources has immense potential to manoeuvre its employees towards development and get updated continuously. This has its own challenges of working against the "traditions", Culture and established protocols. Employees tend to get comfortable working with a system, but a new knowledge that involves working in a new way, could get intimidating. Thus,



knowledge management is used to continuously update employees and validate the need to change.

The era of “knowledge economy” has pushed management of human resources from a bureaucratic role to a strategic one, where employees and their talents are required to be managed like any other resource. This resource could be updated, appreciated every day to give the organization a leverage against any competitor. Human resource practices can keep this resource in a state where it is ready to renovate and contribute utilizing its every day experience, which is a profound asset. (*Storey and Quintas 2001; Gloet 2006*). This would require Human resource practices to focus on enabling employees to train for new things, alter the methods of operation if required, take some risk, experiment and share the lessons learnt all along. (*Scarborough and Carter 2000*).

Knowledge management can be tapped to create and share new knowledge, maintain and alter the knowledge to strike a balance between business opportunities and in-house capabilities. Human resources work around these three key areas in order to make this balance happen- employee’s ability, employee’s motivation and employee’s opportunity. Globally, the literature on role that Human resource practices can play in facilitating the creation and sharing of learning within the organization; focuses on Policies, Practices/ Procedures and Structure/Systems that enable learning across the organization, through influencing “employee’s behaviour, attitude and performance”.

### **2.3 Performance appraisal and OL**

World over specifically in Europe and USA most Human resource practices have corroborated that high employee involvement is positively correlated to high performance(*Hekelova,2009*). Thus, the research focuses majorly on the role of Human resource practices in exploring the ability of the employee to learn, motivation to learn and apply and opportunities generated for utilizing the learning. Also, research shows that performance appraisal and compensation management need to be “nurtured” to institutionalize learning, using knowledge management tools. Doing in house inventions is a pre-condition for rewards, in many organizations in USA. This myopic view may hamper the sharing across the organization.

“Thus, in the researchers view, the focus on one employee’s deliverables to create new knowledge, may not necessarily lead to organization learning”.

Human resource practices of Performance appraisal have traditionally been a control mechanism, where the theme “closer to the objective, better the performance”(Marquardt, M.J 2002). This also leads to competition to do best and therefore sharing knowledge gets hampered. Few organizations, like IBM, have successfully mapped sharing the learning to KRAs (key result areas), which makes sharing almost mandatory. In this context, Human resource needs to reduce physical and psychological distance between employees, creating space to learn and share. Thus, the idea is to enable the process of sharing knowledge at all locations in the organization.

Human resource practices can hugely influence employees' abilities, motivation and opportunity to share, maintain and create knowledge by:

- (1) updating staff capabilities through adequate training and development processes
- (2) stimulating employees' motivation with suitable rewards and appraisal; and
- (3) nurturing collaborative behaviors and relationships.

For employees to actively engage in learning, it is essential that they are motivated and understand the opportunities associated with it. Motivation plays a powerful role in shaping attitude, behaviour and relationships between employees towards learning. Amongst various HR processes, Performance appraisal and compensation play a vital role in motivating employees.

Trust and collaborative working is strongly related to the process of sharing knowledge across teams. Also, building trust requires some autonomy in working and the work design, smoother communication across the organization and fairness in decision making.

#### **2.4 Planning the learning:**

While the organization may attempt to forecast the future learning needs and train the work force for it by following a structured learning process, everyday learning by employees that happens on its own, is also an essential ingredient in designing a structured process for learning across the organization. Thus, the richness of such experiential learning is a must to be institutionalized.

For instance, interaction with one of the most critical stakeholders - the customer, might be the source of immense learning that could actually help an organization to make relevant changes in the product, service or approach. This would require many parts of the organization to get in action (not only the marketing department) and could improve the acceptability of the product and result in profits. Some of the automobile companies have gone to the extent of involving customers in designing the vehicles-called as concurrent engineering. This helps creating products in “real time”.

Organization learning requires employees to take initiatives, and share ownerships of projects. It requires members to question the assumptions and existing paradigms. Appreciating such efforts across the organization helps more people to get involved in organization learning. Members should be able to create liaisons and partnerships with related entities to keep abreast with the dynamism of external business environment.

Learning may be included as KPA and employee may be held accountable for it. Incorporating assessment for learning and sharing in the performance appraisal upholds the institutionalization of Organization learning. Further, empowering the employees to take decisions on spot helps increase the response time of the organization. Employees’ learning needs may be assessed and aligned with strategic needs of the organization. Developing and offering employee-oriented training, bridges the knowledge gap and ensures learning in the relevant areas. Training in confined time and space frame could be replaced by training and learning all around

the year while continuing to perform routine tasks and achieving designated effective ( *Jagasia B.M, 2015* ) .

When employees with similar learning styles team up, sharing happens naturally. One of the key reasons for organizations to invest in organization learning is to be able to negotiate with the business environment and stakeholders at a higher speed(*Huber G.P,2008*). Organization may focus on developing skills in factoring in the demands posed by such elements in the task environment which impact every day operations at workplace. The commonest of these are handling customers and competitors.

“Learning by doing” is the fastest and the most interesting way to increase one’s competence in the domain area or the immediate task context. This experiential learning is unique to the learner and emerges from the actual work context. This leads to what Peter Senge calls one of the principles of Organization learning – Personal Mastery.(*Senge,2000*)

During such course of learning while performing the tasks as per the job role, it is very possible that mistakes happen. A failed effort needs to be taken as a stepping stone to development. Work culture that nurtures a learning attitude provides the ambience to continuously experiment feeling safe and without the fear of “going wrong”. Anything that goes wrong could be a precious learning step. In fact, such experiences may be documented and used for training purposes.

## **2.5 Communication and OL**

People like to work with people whom they know. It is therefore important that communication pathways are made open and accessible. Collaboration of learning, experiences and culmination into knowledge that can be eventually leveraged by the organization to have competitive edge over its competitors (Lessem R, 1991). Sharing of experiences across the organization and with all departments is cardinal to improve the overall response time of organization to the demands posed by stakeholders. The process may begin with small groups and later integrate the learnings at all levels to institutionalize it. This includes the ones that were designed for and also the ones that grow organically and independently.

Organizations may develop list of competencies that effectively convert experiential learning and knowledge to behavior or action that has the right impact. However, it is essential that such competencies are in the context of the task. Competencies may be thought as “does do” statements, and not “may or can do”. These may be specific to the future needs of response expected from the organization. Out of context competencies may not lead to superior performance (Pastor S, 2010). For example, learning from the marketing department of an automobile manufacturing may suggest explaining every technical feature of the car to the customer. However, in case of a customer from the automobile industry, it may not work as the customer may be well versed them. Researcher during the field study experienced that such customers get bored during the sales talk and it is important that marketing training takes cognizance if the contextual competencies. This can be achieved by including people who are closely connected with performing the actual task and make them share their learning.

Overall learning is dependent on “attitude and actions” of people involved in the process of creating this intellectual capital and impacts the system’s performance. Employees may be developed to be coaches and mentors to others. “Anticipatory competencies” is what most learning organizations aspire to develop as they help an organization to survive the future challenges and cope with the uncertainties better than their competitors.

Collectively a shared list of competencies generated on a priority basis can help the organization to plan the development of workforce. The whole idea is to facilitate the learning process distinguished from teaching. Learning can be institutionalized through several meetings and facilitating free flow of information across the organization (*Tomar A, 2014*).

Sharing learning with outside world through publications and participation in conferences helps to liaison and develop a network. Such efforts when backed by appreciation and rewards invite more participation and offer a sustainable learning ambience.

## **2.6 Building LO**

Everyday learning that takes place at work is very relevant, close to the action, and unique to each member of the organization. In fact, the part of the workforce, that is constantly on the move and needs to deal with critical stakeholders like customers or

end users on a daily basis. Success and failure, both impart significant learning which is the outcome of performance. (*Day P,1999*).

Teamwork and free flowing well channeled communication play very important role in creating and sharing learning and knowledge across the organization. Organizations no longer aim only for profits, but also the knowledge to exceed even in the future. For example, Indian car manufacturer Maruti, came up with the concept of a virtual showroom, where in a large physical showroom, virtual cars may be exhibited, and through stimulation by light and sound one may experience the car. This helps to reduce the inventory of cars in showroom, and only specific models may be stocked.

The way the tasks were performed earlier in car manufacturing factories, has changed. Traditionally tasks were broken down to smaller parts and assigned as per skill, to achieve efficiency. With the change in demands of the industry and markets, organizations have altered their ways of performing tasks. The entire job is performed by people in teams, instead of doing a small part of it. This ensures collective accountability and looking at the job as a whole and not in parts. Also, this helps the organization to focus on their core competencies and limit the peripheral activities that may not offer any competitive edge to the organization. In-fact working equates with learning in such contexts. (*Agarwal M, 2010*)

With increased access to foreign markets, the competition multiplies. Now customers are aware of what better features or attributes in a car may be available, and expect to see it in the product and /or service. They have the choice and evaluate the product



/service in terms of cost, quality, time, innovation and customization. Thus, organizations need to design the structure, policy and procedures to match the complexity in their external environment.

### **2.6.1 Knowledge – the Resource**

Organizations need to invest in knowledge as it is the latest magic raw material that can improve the outcome hugely. With the task environment getting dynamic and complex, organizations need information to upgrade or update their products, services, cycle time, communication solve problems and many more insights into the market (*Shukla M,2000*)

Besides receiving information from the markets, knowledge also gets created within the organization by the members, while performing their tasks. This adds tremendous value as its experiential knowledge which is tested and proven right in the work context. Such knowledge is cumulative of what all each member knows, and this can offer a differential competitive edge to the organization. Learning is a large part of the task.

It is important to focus on what may come in the way of utilizing this learning and institutionalizing it to the extent that it results in competitive edge over competitors. Traditionally organizations focus, aim at, train and measure for achieving the goals that are designed in the context of limited information from the external environment.

As members of the organization learn on a real time basis, they may find that the goals, methods, policies or available knowledge resource are not in line with the current status or demands of the external environment. Employees in today's postindustrial times work more with their experience than being dependent on past learning or memories. They are willing to take risk than avoid it and do repetitive work. However, in order to stay close to the assigned goal, employees may not find value in acting with the new knowledge. Therefore, it is essential to explore what factors allow the learning, its sharing and its institutionalization and the ones that facilitate. This offers a wide scope to the organizations to offer a structure and a canvas where this learning may be converted to competitive edge.

#### **2.6.2 Factors that facilitate learning and sharing are:**

1. Open communication channels across the organization that allow seamless flow of information without too much internal filtering creating more fluidity.
2. Empowering employees to control working conditions, work schedules, methods and systems.
3. Enabling employees to measure their performance and access feedback
4. Designing jobs to offer ownership and responsibility.
5. Training employees to equip them with relevant and "just-in -time" content and moment.
6. Encouraging experimentation and treating mistakes as learning opportunity.
7. Designing rewards and recognition to reinforce learning behavior.
8. Encouraging collaboration with other teams and external sources.

*(Marquardt, M. J. 2002)*

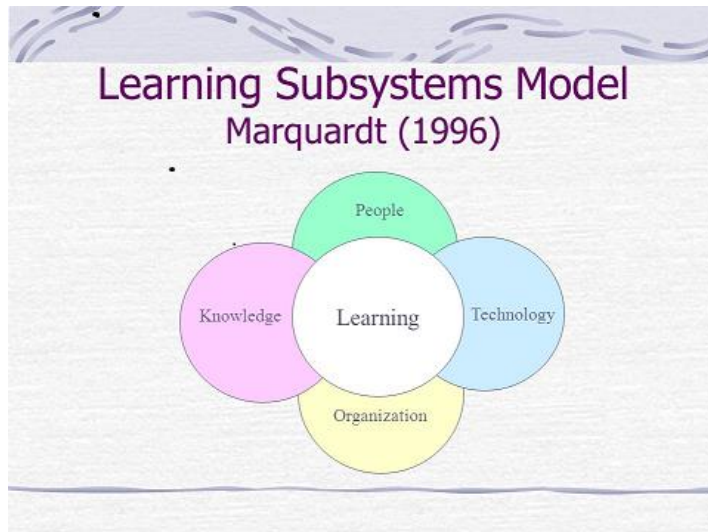


Figure 2.1

The central pivot around which the sub systems of Learning operate are -Organization  
People, Knowledge and Technology.

## **2.7 Learning:**

### **2.7.1 Tiers of learning:**

Learning occurs at three levels- individual, group and organization. Individual learning results in changes in skills, modification of attitude towards performing the job, developing deeper insights and change in values. An individual can learn on his or her own, or from the coworkers, or through a programmed training.

At the team level, the skills and competencies are developed within the members of team working together. Teams learn by breaking down complex problems and analyzing it collectively. At the organization level learning leads to augmented

productivity. Team learning thus accrued needs to be passed on to other teams for it to actually contribute to an organization's ability to navigate through its external environment and its challenges.

### **2.7.2 Types of Learning:**

Three types of learning approaches have been found to be relevant in the context of Organization Learning:

1. Adaptive learning: This refers to learning that reflects on past experiences and leads to modification in the way tasks are performed. This is in a way single loop learning, where action is taken to remove deviation from the path to achieve the assigned goals.
2. Anticipatory learning: This focuses on future opportunities for which the organization plans. It is more focused on coping and is a type of a preparatory learning process that would save the organization from making certain mistakes or losses in the future.
3. Action learning: This refers to inquiring and checking with the real time and real problems scenario in the organization. Questioning the premises in which goals are made and procedures are set makes this double loop learning. It focuses on people in small groups as to what are they learning and applying in their work context. This is a more accelerated form of learning.

### **2.7.3 Elements for building Learning Organization:**

The following elements are essential to develop organization learning(*Peter Senge, 2004*):

1. **Personal Mastery:** Expertise in the domain area and proficiency that is continually upgraded is a base level requirement. It upholds the level of skill available with all employees. Organizations can learn only through their people, and at all levels of the organization. Having the fire to learn, test oneself and improve everyday can fuel the learning consistently. Emphasizing on personal mastery can help employees revive the enthusiasm and force with which they began.
2. **Systems Thinking:** “Organizations are interconnected nodes”. Traditionally management of organizations has focused on breaking the problems into parts and rejigging it to solve. This creates a myopic understanding of the organization. On the other hand, systems thinking promotes looking at the whole, rather than parts. It helps to look at the problems as cause and effect, and also to look how one part of an organization effects the other. Thus, systems thinking can facilitate organization learning in a big way.
3. **Mental Model:** This refers to how one thinks of the world or a concept depending on one’s past experiences. For example, people from very open cultures find sharing and working with autonomy very natural. They view the world through

this. Mental model plays a very significant role in preparing one to learn, to enquire and cope up.

4. Self-directed learning: Being aware of one's own learning preferences and methods of learning makes the journey sustainable and optimizes the learning process.
5. Dialogue: This is the medium where organization learning takes place. Listening with an open mind helps tap the collective intelligence and generate an objective view of the way others think and act.

#### **2.7.4 People sub system:**

This sub system includes employees, customers, vendors and managers, that contribute in their capacity to the generate learning. Various degrees of participation and empowerment can ensure a smooth learning relationship.

Managers act as coach and mentor the employees to unleash their best. Exploring and experimenting are encouraged. Leaders co create vision with the employees and assist in developing a common understanding of the same. Employees work in task focused teams and may be required to mentor multiple teams. Thus, the manager is required to have superior people and organizing skills.

Managers need to understand various mental models and provide a wide view of the organization to all team members. Systems thinking can be brought into action only with such an approach towards people.

Employees also are expected to be enthusiastic and risk taking. Honda believes that there is more knowledge on the shop floor than in corporate offices, as the worker on the shop floor learns every day. Operations and power both are decentralized.

Learning organizations continuously are engaged with their customers, their demands, needs and feedback- as they are the source of real time information. Many manufacturing companies are successful due to concurrent engineering, where customer is actively involved in designing and making of the product.

#### **2.7.5 Knowledge sub system:**

Knowledge is more important than money to organizations of today. This subsystem is the place where knowledge that gets generated or acquired from the task environment, is managed. It comprises of Acquiring or creating knowledge, storing, Analysis and data mining, Transfer of the knowledge and Validation.

Acquisition is concerned with collection of relevant information, at the right time while creation of knowledge consists of knowledge created on a routine basis as well as innovation done by the organization through scientific research process (Wart2004).

Such knowledge needs to be stored appropriately and may be made available to members through a technological platform. Such knowledge when used by various locations of the organization is continuously tested and updated to be contemporary.

Knowledge that resides in people's memories, personal experiences and assumptions is called the "tacit knowledge" which is more difficult to extract and institutionalize. Organizations may use active or passive methods of reaching out to access such knowledge it is of utmost value (Galvin A,1992).

In order to collect the best practices in the industry, organizations make benchmarking a mandatory practice. This can fasten the speed of operation and make change more acceptable to the members of an organization. Consistent benchmarking can make change and improvement a routine process.

#### **2.7.6 Technology sub system:**

The freeways of communication can be constructed through technology, structure or procedures for collaboration and knowledge sharing. It can be used to transfer knowledge as well as train members on the new learning, or to manage the knowledge and enhance the knowledge.

Technology can alter many existing functions in an organization, and add to the capabilities of employees in the form of enabling decision making process, and decentralizing so that even a generalist can work as an expert. Technology can help in making the required communication channels and reaching the learning across the



organization. Knowledge that is available to or restricted to only a part of the organization is not sufficient to lead to competitive advantage of the organization.

Technology is one of the most critical tools that has helped to achieve flat structure of an organization and also flexibility. Knowledge is stored and may be accessed in real time using database, files and intranet by everyone.

Technology has a deep and wide impact on the work structure. It leads to integration of work at all levels and changes in the structure of organization. It impacts several aspects of the organization, like *production* in the form of use of robotics, *management* in the form of forecasting changes and integrating better with the value chain.

In order to facilitate learning from work, it is important to develop capabilities in employees. While learning may take place at an individual level or group level, the capacity to learn is rooted in systems, processes, culture and work habits. Human resource practices have the potential to create opportunities for employees, augment ambitions of employees, ensure supporting mechanisms of reward and growth and foster feelings of positive drive to learn, share and institutionalize learning.

The hierarchy has levels through skills, system, structure, strategies and culture. “Components of capability building, a hierarchical model”, Adler et al (2003). Enabling skills to enquire into issues, share learning and implementing changes ensure achieving a superior outcome. Providing systems or mechanisms that foster collaborative effort help an organization to develop faster decision making. Through

structural provisions it is possible to outline responsibility and accountability amongst employees or departments, which enables a coordinated action. Culture of an organization can provide for the platform on which continued learning happens at all levels.

Thus, role of Human resource practices in terms of skill building, erecting systems to foster learning, making it possible through structures to share learning and nurturing the culture of learning throughout the organization is studied.

### **2.8 Cultural facilitators of Learning Organizations:**

Organizations that emphasize learning at all levels have the following distinct features:

1. Employees are encouraged to experiment and mistakes are not punishable.
2. Employees enjoy reasonable autonomy and do not wait for permissions or instructions.
3. Learning and working are the same.
4. Training and learning have larger budgets allocated.
5. Knowledge created is shared with people who can put it into action freely.
6. People engaging with creating, transferring and using knowledge so generated are rewarded.
7. Learning organizations often have infrastructure and layout that facilitates learning and sharing, visible in the form of open spaces and no close door policies. Such visible changes underline organization's commitment to learning.
8. Organizations opt for flatter seamless structures with very few controls to make organization learning just another function.

9. Organizations focused on learning enable bridging and synergistic working with forces even outside of the organization.
10. Operating with networks that are faster helps in responding with new knowledge consistently.
11. Learning organizations use organized mechanism, like a contest, to generate a pool of innovative ideas within the organization.

### **2.8.1 Factors inhibiting organization learning:**

The following factors restrict organization learning( Stewart 2000), (Ellinger2005).

1. Strict rules and norms that are set in bureaucracy.
2. Work structure that requires employees to work in individual capacity and compete with others.
3. Control oriented management processes where resources as well as behavior is controlled.
4. Controlled communication where information is shared selectively.
5. New ideas and innovations are not encouraged against routine operation and efficiency orientation.

## **2.9 Challenges and trends in Car manufacturing industry in India:**

The car manufacturing industry in India faces challenges to match up with the foreign brands and features that are incorporated in passenger cars. On one hand mileage, fuel efficiency and ergonomics are points of attention, whereas drive features like “easy to park”, driving assistance and safety need to compete at the global level.

Also, the demography of Indian passenger car market has changed and increased many folds. Customer is now aware of various options and can compare across the brands available. There are websites that help tally features and prices and assist in making buying decisions. As a result, car manufacturers stop the production of few variants after car sales reach a plateau.

Thus, constant upgradation through innovative and distinctive features is what is sought for. This requires a constant connect with the market forces and changes in different aspects of car manufacturing, like design, style, component and many more.

This demands the entire value chain to be in tandem with the changes expected by the task environment which can be understood by the horizontal linkage model.

### **Research Gap:**

The literature review shows work in done in the area of improving team work to share learn, identifying learning patterns , outcomes of OL and theoretical approach to build learning organization. This research looks at OL at the system’s level where HR practices may facilitate OL and be more strategic in their approach.

## 2.10 The horizontal Linkages model:

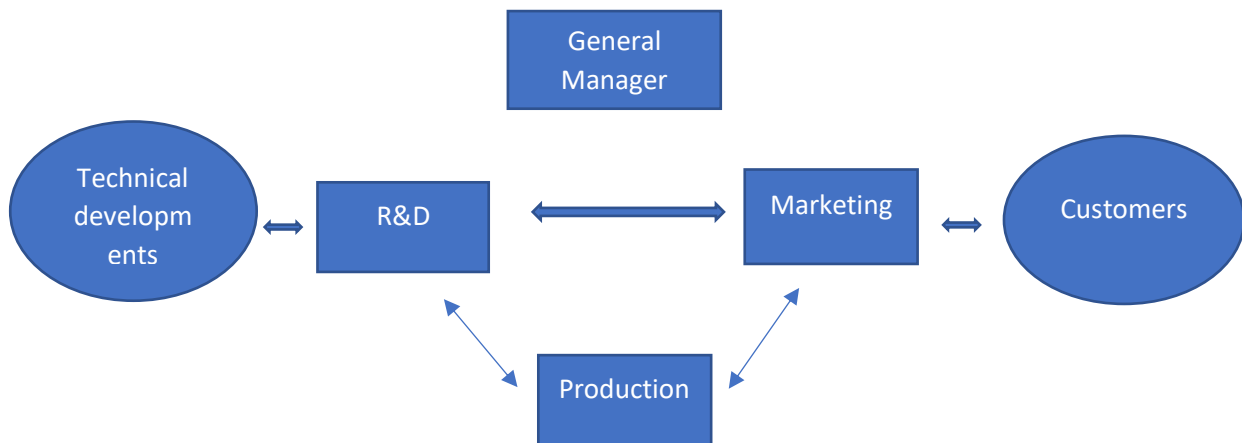


Figure 2.2

*Source: Organization Theory and Design, Richard L Daft.*

The horizontal linkage model, in the context of innovation and new product development, highlights the importance of coordination, communication and synchronization across Research and Development department, Marketing department and production department. Also, dependence on external elements like customers and technical developments taking place in task environment needs to be accounted for.

In the context of innovation and new product development, the key divisions are R&D, Marketing and production. They have skilled and well-equipped workforce and are very well differentiated. While marketing employees are aware of and have access to the real time market information concerning customers, R&D employees are well versed with the technical developments possible to innovate and develop an edge over competitors.

The horizontal coordination ensures that information regarding customers' expectations reach the production and R&D, and also the possible modifications and innovations are shared by R&D with others to ensure faster delivery of new or improved products.

Car manufacturers are heavily dependent on this coordination. Researcher has used this model to strategically seek respondents from Marketing, R&D and Production departments of car manufacturing companies.

Based on literature review and field work, the following constructs were used and questions were framed in the questionnaires administered to Marketing, R&D, Production and Human Resources managers.

**a) Learning Culture:**

Capacity to learn is constituted of individual and collective capacities; along with organizational dimensions of learning. Culture capacity to learn refers to organization's norms and values that favor individual and collective learning. These are openness, dialogue, transparency, risk taking ( Dixon 1994; Prbst & Buchel,1994).

The questionnaires administered to Marketing, R&D and Human Resources; probe the cultural dimension in terms of autonomy to teams and individuals to experiment and learn, ambience of consistent learning , free sharing of knowledge generated, rewarding such sharing of knowledge across the organization, availability of

infrastructure for learning and sharing, having a seamless organization structure to facilitate communication and organized efforts to generate innovative ideas.

**b)Building Learning organizations:**

Teamwork and free flowing well channeled communication play very important role in creating and sharing learning and knowledge across the organization.

Organizations no longer aim only for profits, but also the knowledge to exceed even in the future In order to build learning organization the key principles are identified (Peter Senge, 2000).

The questionnaires administered to Marketing, R&D and Human Resources; probe these in terms of personal mastery which comprises of constantly upgrading domain expertise , ability to orient oneself towards new things, self-directed learning, open free communication, leadership, team management, team work, Problem solving and Critical thinking.

**c)Learning Process:**

The cardinal process of organization learning is learning through experience (Duxa & Weiss,1989, Hebb, 1991). Some learning processes are adaptation of goals, learning from others, from conflicting patterns and development of interlinkages. (Weick & Robert, 1993). The process of OL is anchored in aligning the organization with its environment. OL is viewed as a process and not as an outcome). “The essential element is not that development leads to higher and higher state but that it inexorably leads somewhere” (James March,1990).

The questionnaires administered to Marketing, R&D and Human Resources probe into elements that facilitate the process of learning like rules, work structure, orientation of management processes, flow of communication, and treatment to new ideas and innovations.

**d) Learning Approach:**

Whether collective or individual, learning within the organization needs to be facilitated by structural elements that favour learning. In particular, flatter characteristics, decentralized working and empowered work force are key to foster learning (Hall & Fullan, 1994).

The questionnaire administered to Production and R&D probe into elements which are approaches to learn like encouraging innovations, use of new methods to solve problems, reviewing new approaches, sharing with other departments recording new learning.

**e) Learning on the job:**

Human beings are natural learners. Traditionally organizations are designed for not learning (Morgan G, 1986). Employees learn a large part of the task relevant skills while performing the routine tasks. It is imperative that the processes in the organization facilitate such learning by individuals or teams and also the sharing and institutionalization of such learning. OL is majorly comprised of learning on the job all along.



The questionnaire administered to R&D and Production and Marketing probe learning that takes place on the job, errors at work, applying the learning to work.

**f)Feedback from Cross functional teams:**

Cross functional teams (CFTs) work on specific projects and they are comprised of people from various departments. Once they complete the task, they are re absorbed into original teams, where they share their learning with their respective teams(Thougpan2008).

The questionnaire administered to R&D and Production probe if CFTs help resolve product related problems, sharing of their learning from others and periodic review of such work.

**g)Learning within teams:**

When learning happens in teams, the differences in members' perspectives become instrumental in generating learning.

The questionnaire administered to R&D and Production and Marketing probe into insights gained while working on teams, reviewing of innovative practices, recording of such team learning and sharing with other teams.

## **CHAPTER NO.3**

### **METHODOLOGICAL APPROACH**

#### **3.1 Introduction**

A study of HR practices in organization learning relating to select car manufacturing companies in Pune region, is a descriptive study. This research is undertaken to find out how Human resource practices carried out in an automobile company may encourage or discourage organization learning in a car manufacturing company, study being limited to Pune region. The purpose of this study is to identify Human resource practices that act as enablers to institutionalise the learning within the organization.

To carry out this research, data was collected from Human Resource Managers of car manufacturing companies, employees working in the Marketing Department of car manufacturing companies, Employees working in the Research & Development Department and Production Department of car manufacturing companies. The response was correlated with HR probes. This has found parameters that facilitate Organization Learning.

#### **3.2 Significance of Research**

Given the increase in dynamism in the business context or eternal environment of car manufacturing companies, it has become absolutely necessary to respond to external forces quickly and swiftly. This has pressurised even the large companies to behave like small ones. The study aims to find the exact role that Human resource function may play in terms of establishing procedures to institutionalise organization learning, policy

guidelines that need to be created for the same and structural interventions that can help car manufacturing organizations to engage with various demands of stakeholders in a better and faster manner.

This study empirically establishes correlation between specific Human Resource Practices and Organization learning in the organization.

### **3.3 The Problem Statement**

With the passenger car manufacturing industry getting more dynamic every year; the challenges faced by companies are almost unprecedented. Also, the nature of demand, industry composition and market demographics are not the same any more. Thus, the new challenges cannot be met by old practices. The car manufacturing companies need to closely respond to these demands and build a sustained competitive advantage. It takes more than technical advancements to reach there.

Through the literature review and personal interviews conducted by the researcher, it was found that the car manufacturing industry has emerged as a very competitive one. In order to survive the speed of operation needs to match the speed of change in its external environment.

Researcher was channelled to the detail that the employees who work closest to the place of action; generate tremendous knowledge during their routine operations. It is a natural source of information which is available to organizations and can be utilised to make changes in tandem with the external environment. This allows an organization to make innovations in the product, reduction in process time and increase sales.

Researcher thus has studied the role of human resource practices in organization learning in select car manufacturing companies in Pune Region. Through this research work, the researcher wishes to identify the role that human resource department can play in enabling the learning, making this learning available to the organization and therefore meet the demands of the business environment.

### **3.4 Research Questions**

The statement of problem leads to the following research questions.:

Q1. Is there a change in the learning culture of the organization due to change in the learning process?

Q2. Is there a change in building learning organizations due to the change in learning process?

Q3. Is there any change in the learning approach due to the change in feedback mechanism in cross functional teams and the commitment of top management towards learning and development function?

Q4. Is there any change in learning on the job function due to the change in commitment of top management towards the learning and development function and feedback mechanism in cross-functional teams?

Q5. Is there any change in learning culture due to the change in how learning happens within the teams?

### **3.5 Objectives of Research**

The research is directed to study the role of Human resource practices in organization learning in select car manufacturing companies in Pune Region. To achieve this following research objectives were laid down:

1. To study the systems that enable organization learning in select car manufacturing companies
2. To study the cultural elements that support the learning process.
3. To study the elements that facilitate building of learning organizations.
4. To study the learning approaches within teams.
5. To study factors that enable learning while working routinely.
6. To study factors that inhibit organization learning in select car manufacturing companies
7. To compare the learning processes and HR practices between the departments.
8. To study how HR managers perceive learning function in terms of culture and process.
9. To study the role open communication in building LO.
10. To study the role of commitment of top management in building LO.

### **3.6 Hypotheses of the study**

#### Hypothesis-1

H0: There is no change in the learning culture of the organization due to the change in the learning process.

H1: There is a change in the learning culture of the organization due to the change in the learning process.

#### Hypothesis-2

H0: There is no change in building learning organizations due to the change in the learning process.

H1: There is a change in building learning organizations due to the change in the learning process.

#### Hypothesis-3

H0: There is no change in the Learning Approach due to the change in feedback Mechanism in Cross-Functional Teams and the commitment of top management towards learning and development function.

H1: There is a change in the Learning Approach due to the change in feedback Mechanism in Cross-Functional Teams and the commitment of top management towards learning and development function.

#### Hypothesis-4

H0: There is no change in the Learning on the Job function due to the change in commitment of top management towards the learning and development function and feedback mechanism in cross-functional teams.

H1: There is a change in the Learning on the Job function due to the change in commitment of top management towards the learning and development function and feedback mechanism in cross-functional teams.

#### Hypothesis-5

H0: There is no change in learning culture due to the change in how learning happens within the teams.

H1: There is a change in learning culture due to the change in how learning happens within the teams.

### **3.7 Scope of Research:**

The cardinal points of research are the Marketing department, Research and Development department, Production department and the Human resource department. Research is based on the horizontal linkage model where these departments, when coordinated can have a positive outcome.

The research explores the role human resource practices play to encourage employees for organization learning and share their learning freely. Marketing department is in direct contact with the customers and hence gets the first-hand feedback about the quality of the car purchased and also views about competitor's car. Data collection for this Research is based on the horizontal linkage model where these departments, when coordinated can have a positive outcome.

Research identifies the structural factors, human resource systems, cultural factors, skills and strategies adopted by the organization to foster organization learning. The focus of the study is to find means to create an ambience that can help build capabilities to learn and share within a car manufacturing company.

### **3.9 The Research Design:**

The research is based on Descriptive Research Design. In the Descriptive design, the researcher conducted literature review along the lines of organization learning as a concept, its utility and significance. Indian as well foreign publications were studied, which helped the researcher narrow down on to the research objectives and frame hypothesis.

In the descriptive research, long interviews were conducted to identify the variables for organization learning. Employees of Production, R&D, Marketing and Human resources departments of select car manufacturing companies in Pune region were interviewed and administered questionnaires. Three sets of questionnaires were designed, one for the Marketing department, second for the R&D and Production department and the third for the Human resource department.

#### **3.9.1 Qualitative Approach**

Researcher conducted long interviews with Human resource employees of select car manufacturing companies in the Pune region. The interviews were conducted with an objective to explore the existing approach of the organization towards organization learning and the role Human resource department played.



Researcher also conducted long interviews of employees of Production as well as Research & Development departments of select car manufacturing companies in the Pune Region. For this, researcher used semi structured interview method to explore the contexts where organization learning happens.

Researcher studied the working of marketing employees through interviews as well as observing their interactions with customers in showrooms that sell cars manufactured in Pune Region. The idea was to identify the approach of marketing employees in dealing with potential customers and their methodology to respond to customer queries. The interviews and observations helped the researcher to frame the questionnaires. In all three questionnaires were prepared.

### **3.9.2 Quantitative Research**

The research was conducted through quantitative data collected through structured questionnaires. Three questionnaires were prepared – one to seek responses from Research & development as well as Production department employees of select car manufacturing companies in Pune region. The idea was to find what attributes encouraged organization learning and which factors restrict it. The underlying quest was to be able to find the human research processes that were expected to assist in making fast technical modifications in the product to meet the market demands in time. The second questionnaire was prepared to seek responses from the employees handling marketing of cars manufactured in the select companies in Pune region. The instrument was designed to find out how well marketing employees could meet the challenges faced while interacting with customers and how was the feedback received from customers used to improvise the product or process.

The questionnaires consisted of questions that sought responses on a five-point Likert scale. Questionnaires were first introduced to a small number of respondents as a pilot study, their inputs were considered and then subsequently relevant changes were made in the questionnaire. The focus was to meet the research objectives and find all data to test the proposed hypotheses.

### 3.10 Research Process

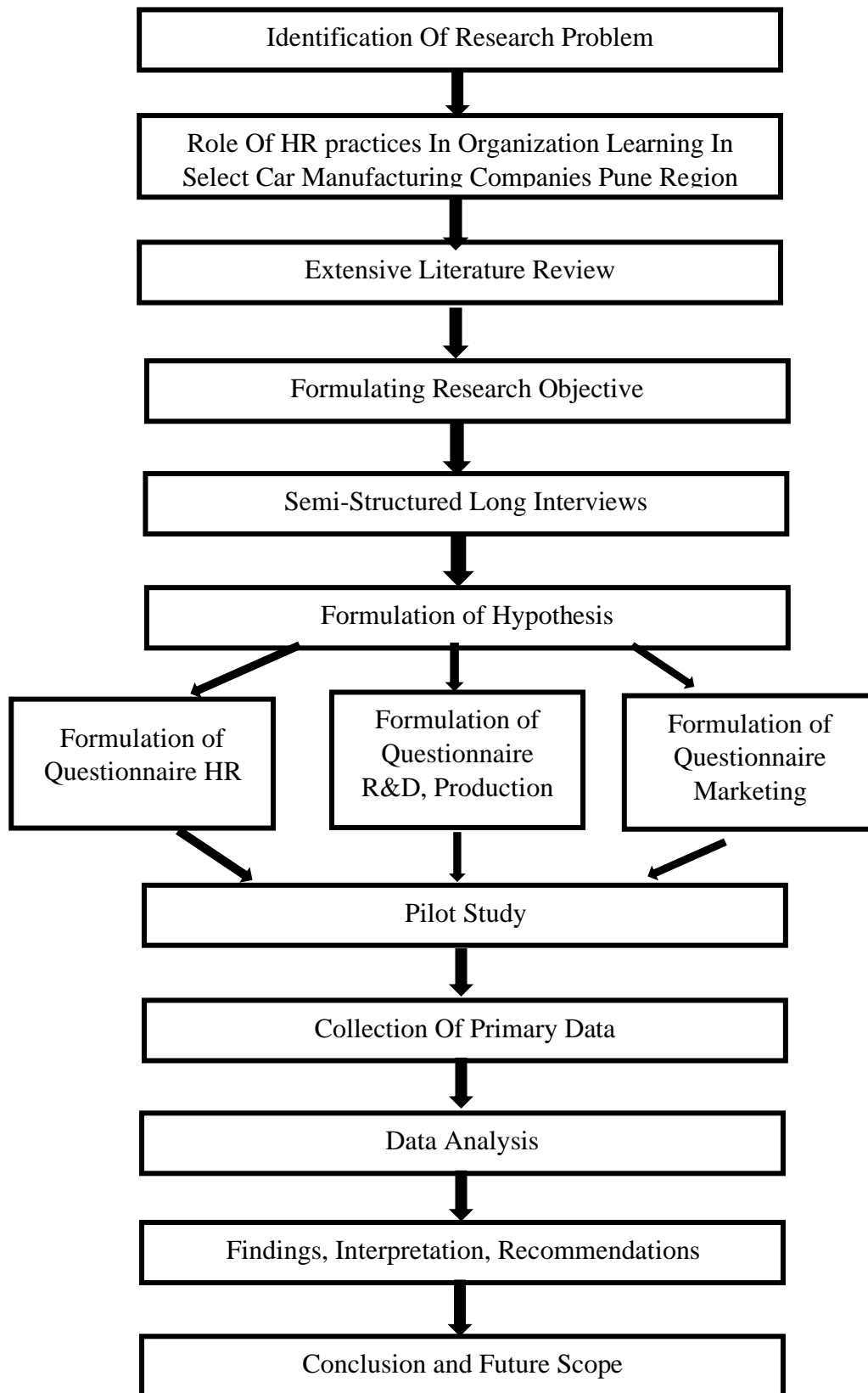


Figure 3.2

### 3.11 Population size

Sr.No.	Company Name	R&D	Production	HR	Marketing	Total
1	Tata motors	400	200	40	25	665
2	Bajaj auto	100	200	20	50	370
3	Volkswagen	0	200	5	20	225
4	Fiat	250	20	3	0	273
5	Mercedez Benz	300	0	0	2	302
6	Mahindra & Mahindra	0	200	20	0	220
	Total	1050	820	88	97	2055

Table 3.1

### 3.12 Sampling and Sample Size Determination

Now as the population is known and defined, researcher used following concepts, method and formula to calculate the minimum sample size.

Along with the purpose of the study and population size, there are other three criteria usually need to be specified to determine the appropriate sample size. These are; the level of precision, the level of confidence or risk, and the degree of variability in the attributes being measured (Miaoulis and Michener, 1976).

The level of precision, also called as sampling error, is the range in which the true value of the population is estimated to be. This range is often expressed in percentage points, (e.g.,  $\pm 5\%$ ). The confidence or risk level is based on an idea which comes under the Central Limit Theorem. When a population is repeatedly sampled, the average value of the attribute obtained by those samples is equal to the true population value. The values

obtained by these samples are distributed normally about the true value, with some samples having a higher value and some obtaining a lower score than the true population value. In a normal distribution, approximately 95% of the sample values are within two standard deviations of the true population value (e.g., mean). This risk is reduced for 99% confidence levels and increased for 90% (or lower) confidence levels.

The degree of variability in the attributes is related to the distribution of samples in the population. The more heterogeneous a population, the larger the sample size required to obtain a given level of precision. The less variable (more homogeneous) a population, the smaller the sample size. Generally, a proportion of 50% indicates a greater level of variability than either 20% or 80%.

Research used 90% confidence level and 6% i.e. 0.06 margin of error and consider 30% response distribution i.e. 'p' means probability proportion is 0.3 to determine the sample size.

The sample size is decided by using statistical formula by referring the statistical books "Determining Sample Size", Program Evaluation and Organizational Development, IFAS, University of Florida. PEOD-6, (Glane D. Israel, 1992). Researcher uses following formula for calculation of sample size:

$$x = \frac{Z_{\alpha/2}^2 * p (1 - p)}{M.E^2}$$

$$x = \frac{1.64^2 * 0.3 * (1 - 0.3)}{0.06^2}$$

$$x = 0.564816/0.0036$$

$$x = 156.8933$$

$$n(\text{sample size}) = \frac{N * x}{x + (N - 1)}$$

$$n = \frac{2055 * 156.8933}{156.8933 + (2055 - 1)}$$

$$n = \frac{2055 * 156.8933}{156.8933 + 2054}$$

$$n = \frac{322415.7315}{2210.8933}$$

$$n = 145.8305$$

$$n (\text{Sample size}) = 145.8305 \approx 146$$

Population Size = N,

Margin of error (M.E) = 0.06,

$Z_{\alpha/2} = 1.64$ ,

$p$  = is probability or population proportion = 0.3.

As the thumb rule is larger the sample size greater the accuracy, even though the minimum sample is 146; researcher has taken 149 as a sample for research study.

Researcher used **structured questionnaire method** to collect the sample by using the **convenience sampling** techniques.

<b>Sr.no</b>	<b>Strata(Category Name)</b>	<b>Population</b>	<b>Sample</b>	<b>Sample in %</b>
1	R&D and Production Managers (N1)	1870	88	4.71%
2	HR Managers (N2)	88	31	35.23%
3	Marketing Managers (N3)	97	30	30.93%
	Total	<b>2055</b>	<b>149</b>	7.25%

Table 3.2

Researcher saw that the population is heterogeneous so that researcher make strata or group of homogeneous samples and select the within each stratum. It's called as **stratified random sampling** which is used by researcher for sampling purpose. Researcher made strata -N1 is R&D and Production Managers, N2 is HR Managers and N3 is the strata of Marketing Managers.

Then used the disproportionate stratified random sampling is to define each stratum size i.e. N1 i.e., no. of R&D and Production Managers 88, N2 i.e. no. of HR Managers are 31 and N3 i.e. no. of Marketing Managers are 30. So, for the study purpose, researcher selects the sample size is **149** which is greater than the statistically accepted minimal sample size.

### 3.13 Company-wise Population Size and selected sample size

Sr. No.	Company Name	Study Population					Selected sample from population				
		R&D	Production	HR	Marketing	Total	R&D	Production	HR	Marketing	Total
1	Tata motors	400	200	40	25	665	17	10	8	11	46
2	Bajaj auto	100	200	20	50	370	13	8	7	12	40
3	Volkswagen	0	200	5	20	225	0	7	6	5	18
4	Fiat	250	20	3	0	273	12	4	2	0	18
5	Mercedez Benz	300	0	0	2	302	10	0	0	2	12
6	Mahindra & Mahindra	0	200	20	0	220	0	7	8	0	15
	Total	1050	820	88	97	2055	52	36	31	30	<b>149</b>

Table 3.3

### 3.14 Organization Profile

The research was focused on select car manufacturing companies. Researcher sought responses from employees of Indian as well as foreign car manufacturers in the Pune region. Employees of Research and development, production, human resources and marketing departments were interviewed or administered the questionnaire.

The spread to all these departments was based on the horizontal linkage model , which reaffirms the linkage between these departments and the external environment of the organization and also amongst them. A strong and smooth co ordination enables a faster response to demands from outside world.



Tata Motors, Fiat Automobiles, Mercedes Benz, Volkswagen, Bajaj Auto and Mahindra & Mahindra Limited were studied.

### **3.15 Design of Metric instrument – Questionnaire**

The metric instrument used was questionnaire, which was self-administered by the researcher. The questionnaire sought responses from employees working in marketing, research & development, human resources and production departments of car manufacturing companies. Instrument thus administered was an economical and convenient way to collect primary data.

### **3.16 Data Collection**

#### **3.16.1 Sources of Data**

Secondary data: Secondary data was collected from magazines, company websites, videos of top management and conference proceedings.

Primary data: Primary data was collected through interviews of managers, observing car sales in showrooms and subsequently interviewing marketing executives.

#### **3.16.2 Relationship of Research instrument to research objectives and hypothesis**

Researcher did extensive literature review and conducted in depth interviews of R&D and Production managers, HR managers and marketing managers of select car manufacturing companies to design questionnaires. Three questionnaires were designed – one for R&D and production second for HR managers and third for Marketing managers.

First the managers were interviewed and the questionnaires were designed to get deeper insight into their working and learning patterns. Systems that enable or restrict

organization learning, skills required to engage in OL, strategies that exist to make learning possible, structural interventions that institutionalise OL and cultural forces that build OL are studied.

### **3.17 Variables studied**

#### **3.17.1 Independent variables.**

“The independent variable is typically the variable representing the value being manipulated or changed and whose effects are measured & compared. These variables also known as Treatments (Dr. S. Shahjahan, 2007)”. For the purpose of this research, elements of systems, strategies, structure, skills and cultural were taken as independent variables.

#### **3.17.2 Dependent Variables**

Variables that measure the effects of the independent variables on the test units are called as the dependent variables. For the purpose of this study, Organization learning is taken as the dependent variable.

### **3.18 Reliability**

#### **Reliability Analysis of data**

<b>Sr. No</b>	<b>Strata (Sample)</b>	<b>Cronbach's Alpha</b>	<b>N of Items</b>
1	R& D and Production Managers	0.847	60
2	HR Managers	0.799	44
3	Marketing Managers	0.701	48

Table 3.4

**Interpretation:**

In the above table researcher calculate the reliability analysis by using cronbach Alpha. If cronbach Alpha 0.7 then it is statistically accepted and researcher can see that the given data is reliable and there is good inter correlation between the parameters. Here for research and development and production managers sample the current Alpha value is 0.847 which is greater than point 0.7. It means that the given sample of research and development and production managers are showing good reliability. the HR managers cronbach Alpha value is 0.799 is also greater than 0.7., also marketing managers cronbach Alpha value is 0.701 is greater than statistically accepted value that is 0.7. All sample show the good reliability and internal consistency between the parameters. So researcher can use this data for further statistical calculations and analysis of the given data by using appropriate statistical tools and technique.

**3.19 Limitations of Research**

The following could be the limitations of this study:

1. Primary data was collected through questionnaires that recorded responses of employees might have been influenced by their state of mind, perceptions or cognitive understanding.
2. The instrument was designed and modified to meet the research objectives outlined, which might not be applicable to many cases.
3. The respondents might have responded conservatively.

### **3.20 Future Scope**

The researcher aims to contribute to car manufacturing companies' objective to achieve sustainable competitive edge. The dynamic external environment of car manufacturer's demands faster response, innovation in products, customer focused car features and price competitiveness.

The research tried to explore the structural and systemic forces that enable learning at all levels and utilise the learning to align with the external demands. The other aspects that facilitate organization learning may be researched. Also, applicability in other sectors, offers a huge scope for further research.

# **CHAPTER 4**

## **DATA ANALYSIS, INTERPRETATION**

### **AND HYPOTHESES TESTING**

Researcher analyzed the data collected by using suitable statistical tools and techniques. Primary data was collected by using the structured questionnaire method and was then tabulated for further statistical operations and obtaining the results.

This chapter is divided into three parts I, II and III followed by hypothesis testing. Part I comprises of analysis of the data collected from the R&D as well as Production managers. Part II comprises of analysis of the data collected from the HR managers. Part III comprises of analysis of the data collected from the Marketing managers. This part of the research discusses the significance of various HR practices and attributes that can enable organization learning and the attributes that may restrict it. Such practices are explored in the work contexts of R&D managers, Production managers, Marketing managers and HR managers.

The total 149 Sample was selected by using statistical technique for gathering data. These samples were classified in three group's R&D and Production managers, Marketing managers and HR managers of select car manufacturing companies in Pune. 88 responses were taken from R&D and Production managers, 31 responses were taken from HR managers and 30 responses were taken from the marketing managers.

## PART I

### Statistics- R&D and Production managers Data

Statistics		
work experience		
N	Valid	88
	Missing	0
Mean		19.533
Std. Error of Mean		.8106
Median		20.000
Mode		20.0
Std. Deviation		7.6040
Variance		57.821
Skewness		-.108
Std. Error of Skewness		.257
Kurtosis		-.464
Std. Error of Kurtosis		.508
Range		31.6
Minimum		4.4
Maximum		36.0
Sum		1718.9

Table 4.A

**Interpretation:**

In the above table researcher calculate descriptive statistics to see the nature of the data. Researcher noticed that the average work experience of research and development and production managers are 19.533 years that is approximately 20 years. The standard deviation work experience is 7.6040 years. Skewness and kurtosis are -0.108 and -0.464 respectively. It means that the data are negatively skewed data. The minimum work experience is 4.4 years and maximum work experience is 36 years.

**Q1. The skill and knowledge to perform my work in my current role is largely obtained from: (Select statements that seem right- multiple options may be chosen)**

Sr. No	Type of Skill	Frequency	Percent	Valid Percent
1	Training that is provided by my organization	31	35.23%	35.23%
2	What I learn by performing routine tasks	69	78.41%	78.41%
3	Listening to and observing my work mates	44	50.00%	50.00%
4	Past work experience	58	65.91%	65.91%

Table 4.1

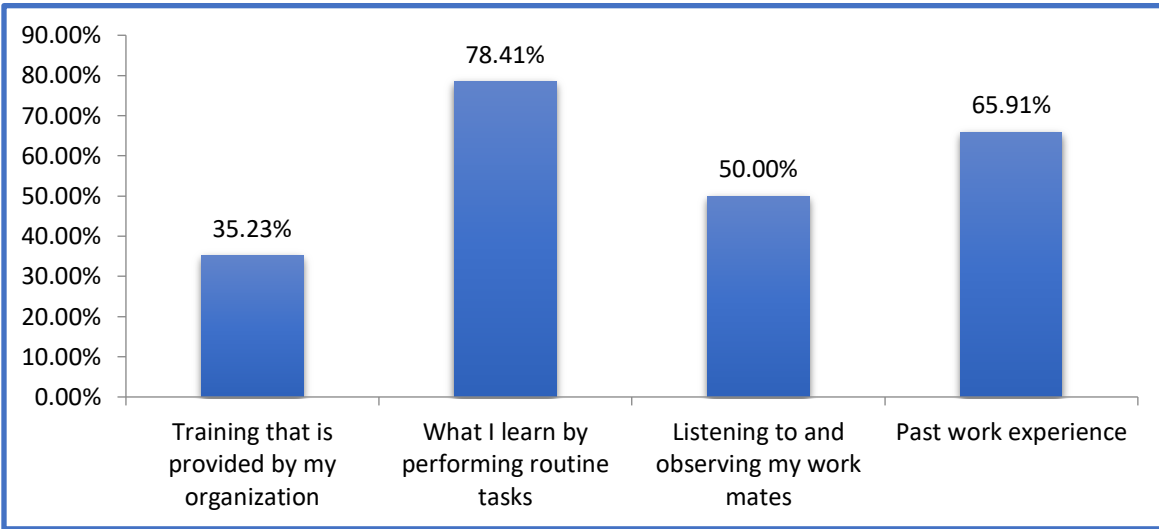


figure 4.1

**Observation:**

In the above diagram researcher observed that 35.5 23% respondents responded that skill and knowledge to perform their work in current role is largely obtained from training that is provided by their organization. The 78.41 % respondents are responded that that is skill and knowledge to perform their work in current role is largely obtained from what they learn by performing routine tasks. The 50 % respondents are responded that that is skill and knowledge to perform their work in current role is largely obtained from listening to and observing their work mates. The 65.91 % respondents are responded that skill and knowledge to perform their work in current role is largely obtained from their past work experience.

**Q2 For each statement related to Work and process, choose a number between 1 and 5, where 1= strongly agree, 2=agree, 3=can't say, 4=disagree, 5=strongly disagree**



**Q2\_1 I learn more about my work on my own while I perform my routine tasks at work**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Agree	32	36.4	36.4	36.4
Agree	45	51.1	51.1	87.5
Can't Say	6	6.8	6.8	94.3
Disagree	4	4.5	4.5	98.9
Strongly Disagree	1	1.1	1.1	100.0
Total	88	100.0	100.0	

Table 4.2

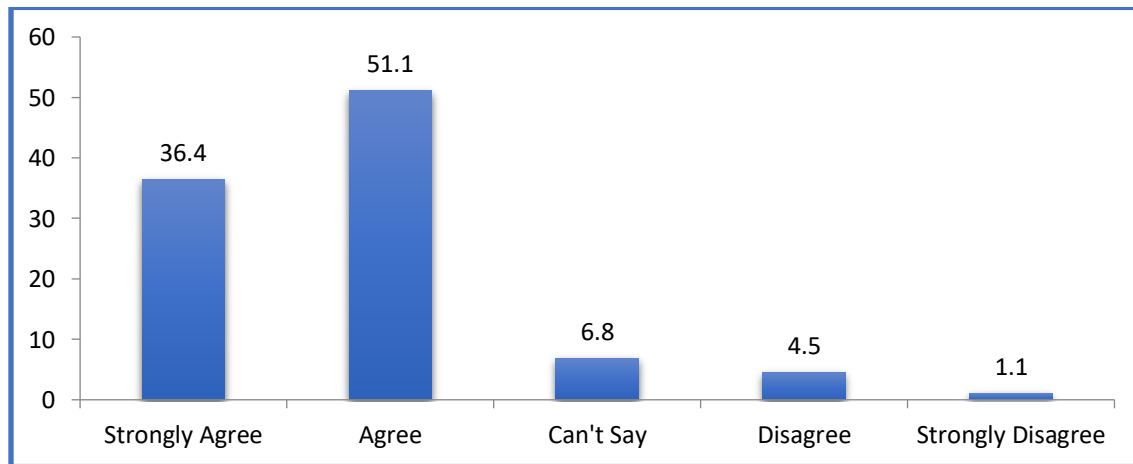


Figure 4.2

**Observations:**

In the above bar diagram researcher observed that the 36.4 % respondents are strongly agreed about them learning more when they performed their routine task at work. The 51.1% respondents agreed that at routine task of work they are learning more about their work. The 4.5% and 1.1 % respondents disagree and strongly disagree about learning more about their work when they perform their routine task at workplace.

**Q2\_2 I am updated with technical developments happening in the car manufacturing field globally**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Agree	25	28.4	28.4	28.4
Agree	40	45.5	45.5	73.9
Can't Say	13	14.8	14.8	88.6
Disagree	5	5.7	5.7	94.3
Strongly Disagree	5	5.7	5.7	100.0
Total	88	100.0	100.0	

Table 4.3

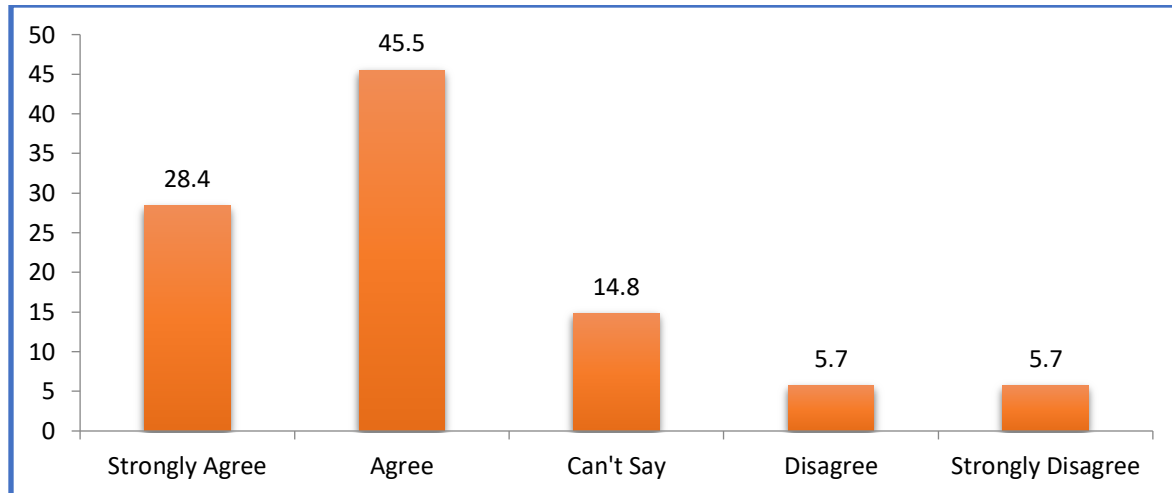


Figure 4.3

**Observations:**

In the above bar diagram Researcher observed that 28.4 percent respondents strongly agree that they are updated with technical development happening in the car manufacturing field globally. The 45.5% respondents agree about being updated with technical development happening in the car manufacturing field globally. 14.8% respondents did not have any opinion regarding being updated with technical developments happening in the car manufacturing field globally. Only 5.7% responded disagree and strongly disagree about being updated with technical development happening in the car manufacturing field globally.

**Q2\_3 My work is supposed to be error free**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Agree	58	65.9	65.9	65.9
Agree	23	26.1	26.1	92.0
Can't Say	1	1.1	1.1	93.2
Disagree	3	3.4	3.4	96.6
Strongly Disagree	3	3.4	3.4	100.0
Total	88	100.0	100.0	

Table 4.4

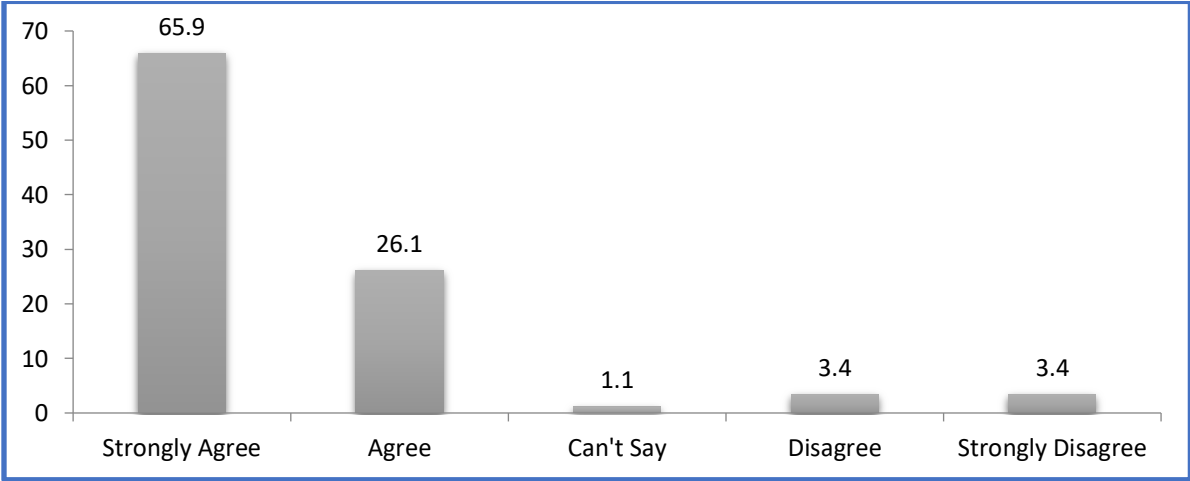


Figure 4.4

**Observations:**

In the above bar diagram Researcher observed that 65.9% respondents strongly agree that they feel their work needs to be error free. 26.1% respondents agree that their work needs to error free. 1.1% respondents recorded neutral. 3.4% respondents strongly disagree and also the same percentage of respondents disagree that their work needs to error free.

**Q2\_4 I often try new ways to do my work**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Agree	50	56.8	56.8	56.8
Agree	31	35.2	35.2	92.0
Can't Say	5	5.7	5.7	97.7
Strongly Disagree	2	2.3	2.3	100.0
Total	88	100.0	100.0	

Table 4.5

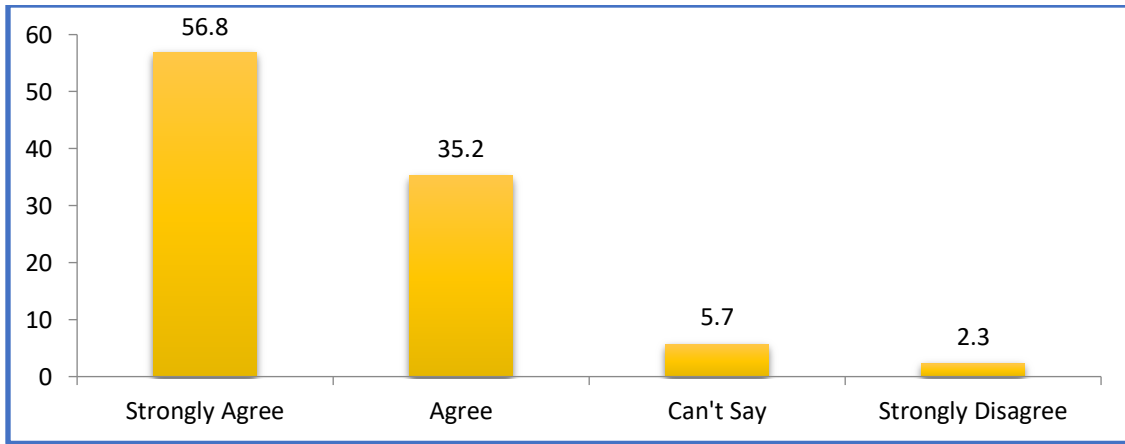


Figure 4.5

**Observations:**

In the above bar diagram Researcher observed that 56.8% respondents strongly agree that they find new ways of doing their work. 35.2% respondents agree that they find new ways of doing their work. 5.7% respondents were neutral. 2.3% respondents strongly disagree that they find new ways of doing their work.

**Q2\_5 Trouble shooting can be done following standard operating procedures**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Agree	13	14.8	14.8	14.8
Agree	40	45.5	45.5	60.2
Can't Say	25	28.4	28.4	88.6
Disagree	4	4.5	4.5	93.2
Strongly Disagree	6	6.8	6.8	100.0
Total	88	100.0	100.0	

Table 4.6

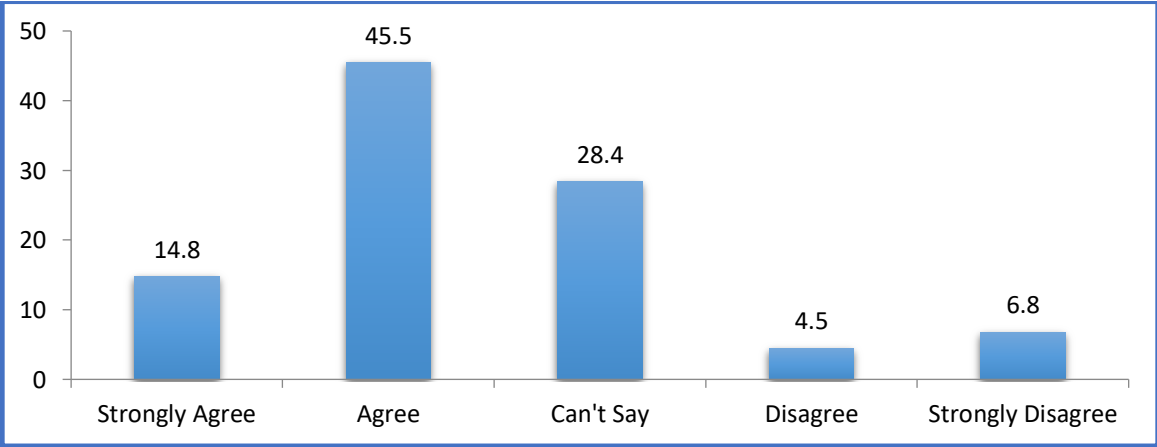


Figure 4.6

**Observations:**

In the above bar diagram Researcher observed that 14.85% respondents strongly agree that they trouble shoot using the standard operating procedures. 45.5% respondents agree that they trouble shoot using the standard operating procedures. 4.5% respondents were neutral about being able to trouble shoot using the standard operating procedures. 6.8% respondents disagree that they trouble shoot using the standard operating procedures.

**Q2\_6 I can make changes in Standard operating procedures with consultation with my team to stabilize new methods of work**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Agree	49	55.7	55.7	55.7
Agree	34	38.6	38.6	94.3
Can't Say	2	2.3	2.3	96.6
Disagree	1	1.1	1.1	97.7
Strongly Disagree	2	2.3	2.3	100.0
Total	88	100.0	100.0	

Table 4.7



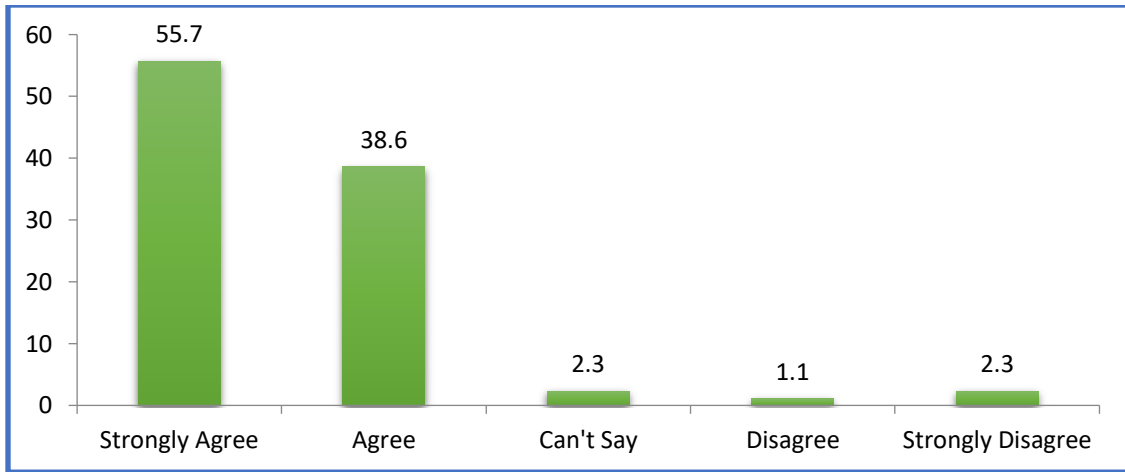


Figure 4.7

**Observations:**

In the above bar diagram Researcher observed that 55.7% respondents strongly agree that they could make changes in Standard operating procedures with consultation with their team to stabilize new methods of work. 38.6% respondents agreed that they could make changes in Standard operating procedures with consultation with their team to stabilize new methods of work. 2.3% respondents were neutral. 1.1% respondents disagree and 2.3% respondents strongly disagree that they could make changes in Standard operating procedures with consultation with their team to stabilize new methods of work.

**Q2\_7 Vision of the organization is shared and is understood**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Agree	39	44.3	44.3	44.3
Agree	26	29.5	29.5	73.9
Can't Say	10	11.4	11.4	85.2
Disagree	8	9.1	9.1	94.3
Strongly Disagree	5	5.7	5.7	100.0
Total	88	100.0	100.0	

Table 4.8

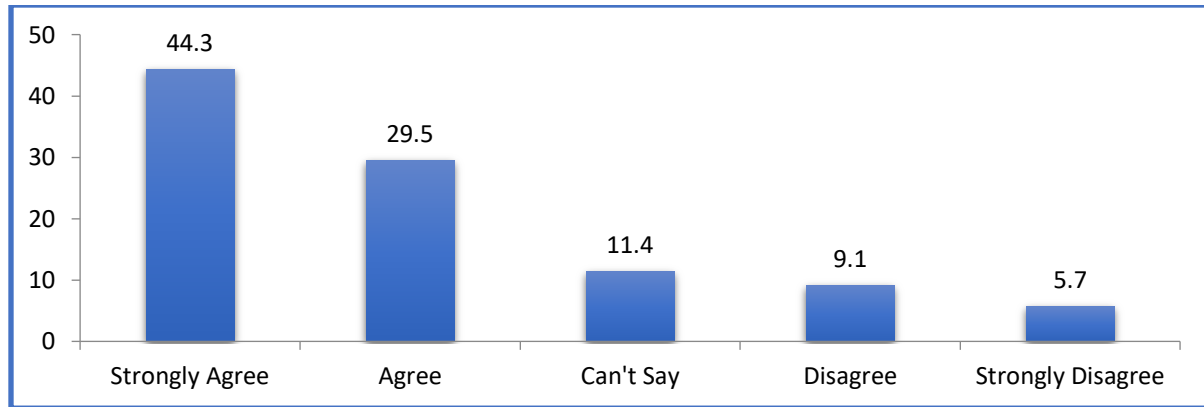


Figure 4.8

**Observations:**

In the above bar diagram Researcher observed that 44.3% respondents strongly agree that vision of the organization is shared and understood by them. 29.5% respondents agree that vision of the organization is shared and understood by them. 11.4% respondents are neutral. 9.1% respondents disagree that vision of the organization is shared and understood by them. 5.7% respondents strongly disagree that vision of the organization is shared and understood by them.

**Q.3 For each statement related to Experimentation and flexibility, choose a number between 1 and 5.**

**Q3\_1 My organization encourages making innovations in product or process**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Agree	44	50.0	50.0	50.0
Agree	29	33.0	33.0	83.0
Can't Say	8	9.1	9.1	92.0
Disagree	5	5.7	5.7	97.7
Strongly Disagree	2	2.3	2.3	100.0
Total	88	100.0	100.0	

Table 4.9

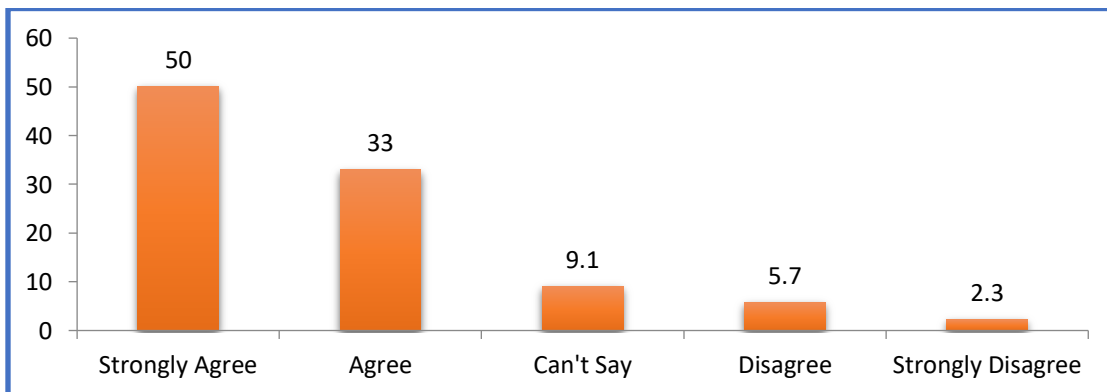


Figure 4.9

In the above bar diagram Researcher observed that 50% respondents strongly agree that their organization encourages making innovations in product or process. 33% respondents agree that their organization encourages making innovations in product or process. 9.1% respondents were neutral. 5.7% respondents disagree that their organization encourages making innovations in product or process. 2.3% respondents strongly disagree that their organization encourages making innovations in product or process.

**Q3\_2 Experimenting towards achieving better car quality is encouraged in my organization**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Agree	49	55.7	55.7	55.7
Agree	26	29.5	29.5	85.2
Can't Say	6	6.8	6.8	92.0
Disagree	6	6.8	6.8	98.9
Strongly Disagree	1	1.1	1.1	100.0
Total	88	100.0	100.0	

Table 4.10

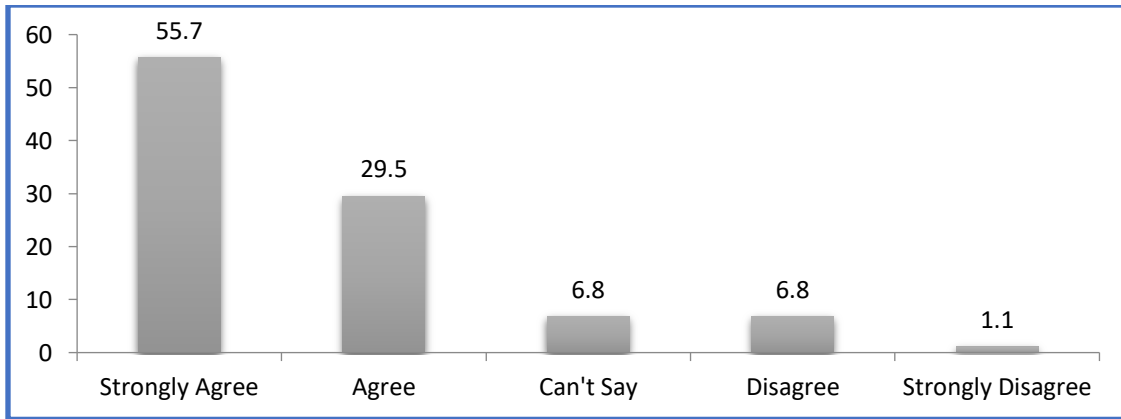


Figure 4.10

**Observations:**

In the above bar diagram Researcher observed that 55.7% respondents strongly agree that experimenting towards achieving better car quality is encouraged in their organization. 29.5% respondents agree that experimenting towards achieving better car quality is encouraged in their organization. 6.8% respondents are neutral. 6.8% respondents disagree that experimenting towards achieving better car quality is encouraged in their organization. 1.1% respondents strongly disagree that experimenting towards achieving better car quality is encouraged in their organization.

**Q3\_3 Making mistakes in the course of experimenting is very normal**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Agree	28	31.8	31.8	31.8
Agree	36	40.9	40.9	72.7
Can't Say	11	12.5	12.5	85.2
Disagree	9	10.2	10.2	95.5
Strongly Disagree	4	4.5	4.5	100.0
Total	88	100.0	100.0	

Table 4.11

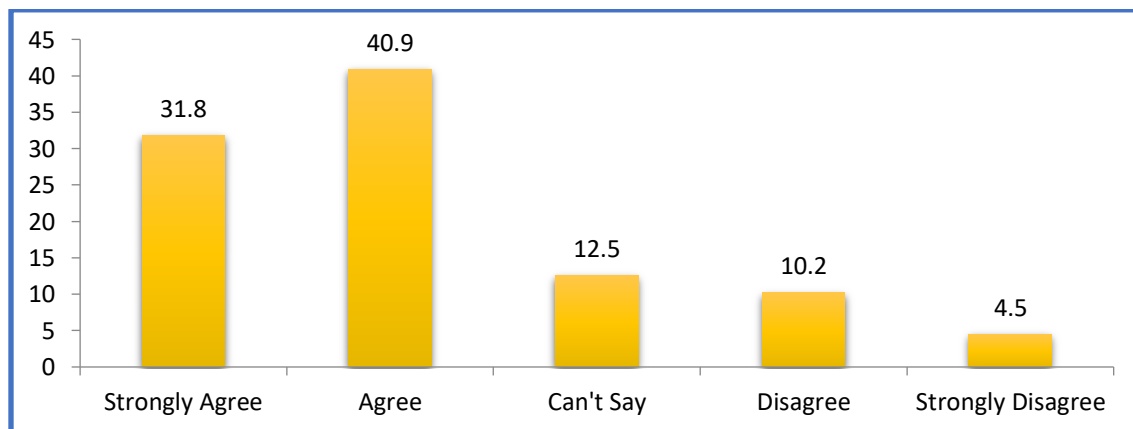


Figure 4.11

**Observations:**

In the above bar diagram Researcher observed that 31.8% respondents strongly agree that making mistakes in the course of experimenting is very normal. 40.9% respondents agree

making mistakes in the course of experimenting is very normal.12.5% respondents are neutral. 10.2% respondents disagree that making mistakes in the course of experimenting is very normal. 4.5% respondents strongly disagree that making mistakes in the course of experimenting is very normal.

**Q3\_4 Problems faced during designing or production can be dealt with using new methods**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Agree	30	34.1	34.1	34.1
Agree	37	42.0	42.0	76.1
Can't Say	13	14.8	14.8	90.9
Disagree	4	4.5	4.5	95.5
Strongly Disagree	4	4.5	4.5	100.0
Total	88	100.0	100.0	

Table 4.12

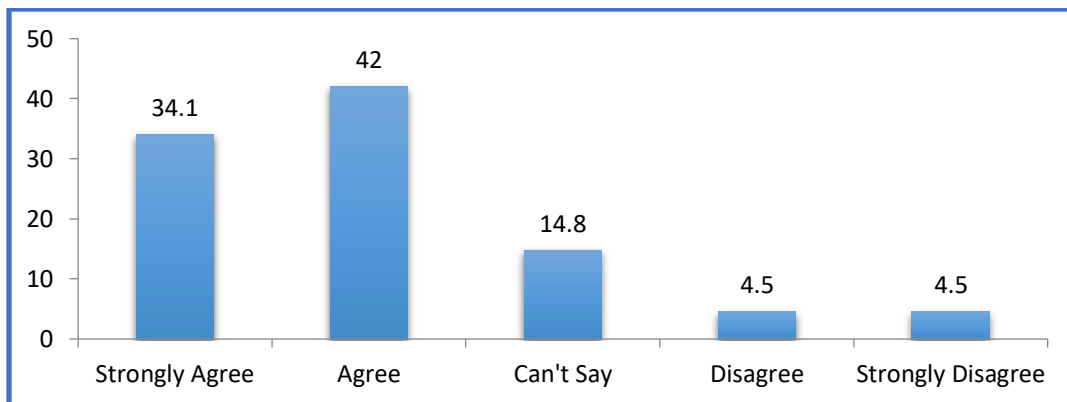


Figure 4.12



**Observations:**

In the above bar diagram Researcher observed that 34.1% respondents strongly agree that Problems faced during designing or production can be dealt with using new methods. 42% respondents agree that Problems faced during designing or production can be dealt with using new methods.14.8% respondents are neutral. 4.5% respondents disagree that Problems faced during designing or production can be dealt with using new methods. 4.5% respondents strongly disagree that Problems faced during designing or production can be dealt with using new methods

**Q3\_5 Failure to solve a problem in a new way is fine**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Agree	27	30.7	30.7	30.7
Agree	37	42.0	42.0	72.7
Can't Say	8	9.1	9.1	81.8
Disagree	11	12.5	12.5	94.3
Strongly Disagree	5	5.7	5.7	100.0
Total	88	100.0	100.0	

Table 4.13

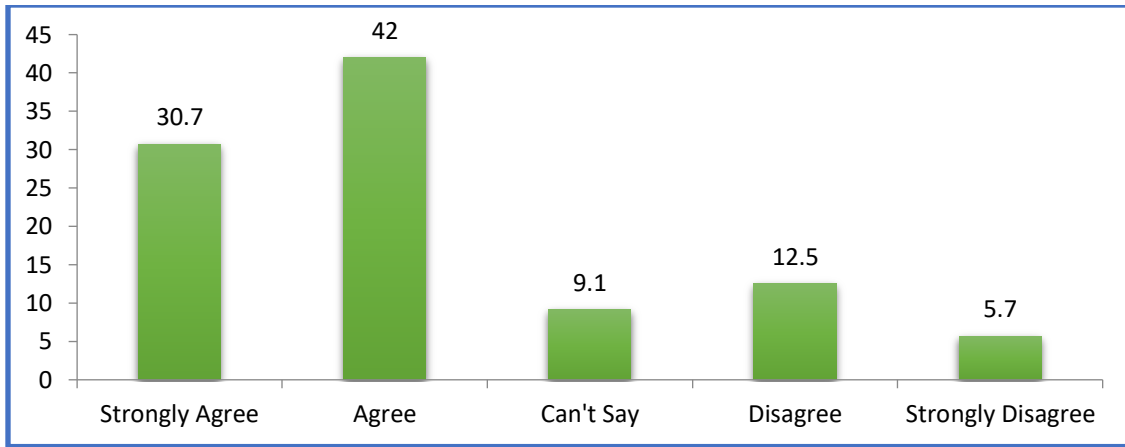


Figure 4.13

**Observations:**

In the above bar diagram Researcher observed that 30.7% respondents strongly agree that Failure to solve a problem in a new way is fine. 42% respondents agree that Failure to solve a problem in a new way is fine. 9.1% respondents are neutral. 12.5% respondents disagree that Failure to solve a problem in a new way is fine. 5.7% respondents strongly disagree that Failure to solve a problem in a new way is fine.

**Q3\_6 Use of new successful approaches is rewarded**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Agree	30	34.1	34.1	34.1
Agree	32	36.4	36.4	70.5
Can't Say	13	14.8	14.8	85.2
Disagree	8	9.1	9.1	94.3
Strongly Disagree	5	5.7	5.7	100.0
Total	88	100.0	100.0	

Table 4.14

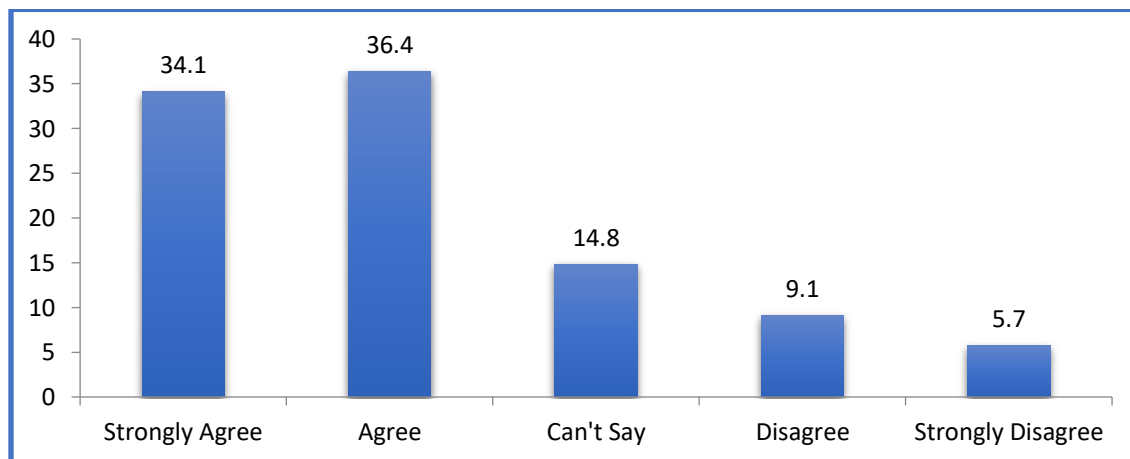


Figure 4.14

**Observations:**

In the above bar diagram Researcher observed that 34.1% respondents strongly agree that use of new successful approaches is rewarded. 36.4% respondents agree that use of new successful approaches is rewarded. 14.5% respondents are neutral. 9.1% respondents disagree that use of new successful approaches is rewarded. 5.7% respondents strongly disagree that use of new successful approaches is rewarded.

**Q3\_7 Periodic reviews are conducted to share successful new ways originated in the team**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Agree	29	33.0	33.0	33.0
Agree	35	39.8	39.8	72.7
Can't Say	11	12.5	12.5	85.2
Disagree	9	10.2	10.2	95.5
Strongly Disagree	4	4.5	4.5	100.0
Total	88	100.0	100.0	

Table 4.15

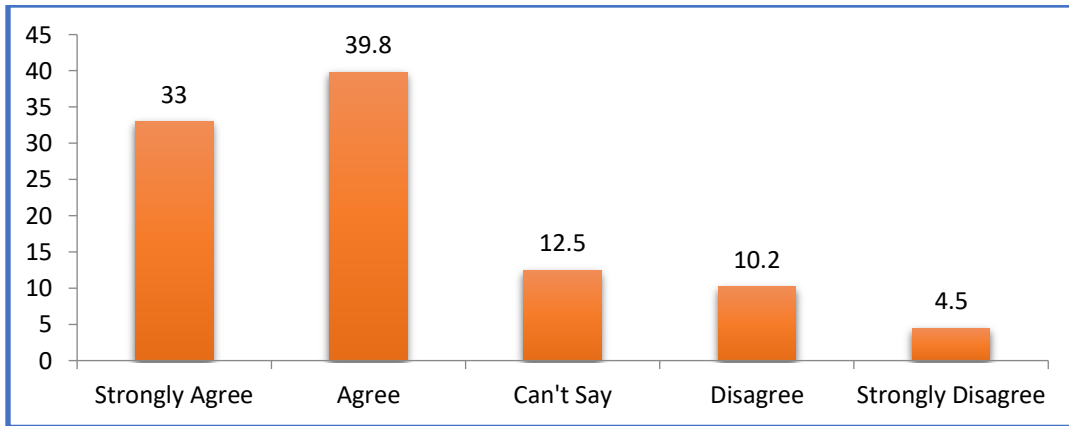


Figure 4.15

**Observations:**

In the above bar diagram Researcher observed that 33% respondents strongly agree that periodic reviews are conducted to share successful new ways originated in the team. 39.8% respondents agree that periodic reviews are conducted to share successful new ways originated in the team. 12.5% respondents are neutral. 10.2% respondents disagree that periodic reviews are conducted to share successful new ways originated in the team. 4.5% respondents strongly disagree that periodic reviews are conducted to share successful new ways originated in the team.

**Q3\_8 New developments are shared with other departments formally**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Agree	17	19.3	19.3	19.3
Agree	30	34.1	34.1	53.4
Can't Say	23	26.1	26.1	79.5
Disagree	11	12.5	12.5	92.0
Strongly Disagree	7	8.0	8.0	100.0
Total	88	100.0	100.0	

Table 4.16

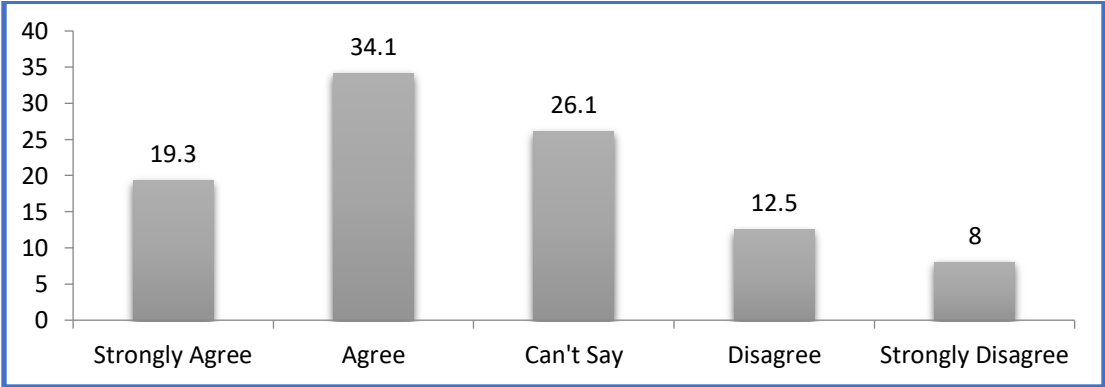


Figure 4.16

**Observations:**

In the above bar diagram Researcher observed that 19.3% respondents strongly agree that new developments are shared with other departments formally. 34.1% respondents agree that new developments are shared with other departments formally. 26.1% respondents are neutral. 12.5% respondents disagree that new developments are shared with other departments formally originated in the team. 8% respondents strongly disagree that new developments are shared with other departments formally.

**Q3\_9 Innovative work practices learnt by team members are recorded for future reference**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Agree	27	30.7	30.7	30.7
Agree	37	42.0	42.0	72.7
Can't Say	10	11.4	11.4	84.1
Disagree	5	5.7	5.7	89.8
Strongly Disagree	9	10.2	10.2	100.0
Total	88	100.0	100.0	

Table 4.17

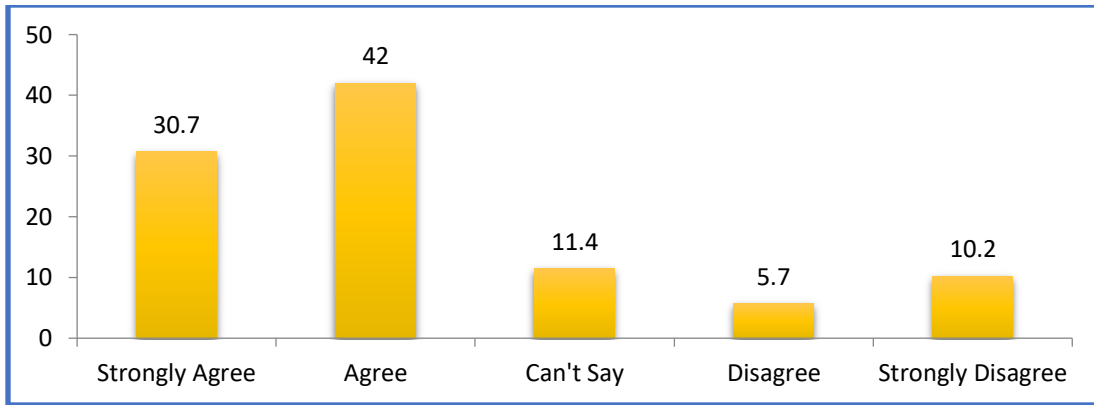


Figure 4.17

**Observations:**

In the above bar diagram Researcher observed that 30.7% respondents strongly agree innovative work practices learnt by team members are recorded for future reference. 42% respondents agree that innovative work practices learnt by team members are recorded for future reference. 11.4% respondents are neutral. 5.7% respondents disagree that innovative work practices learnt by team members are recorded for future reference 10.2% respondents strongly disagree that innovative work practices learnt by team members are recorded for future reference.



**Q3\_10 New practices are compared with past practices to strike a balance**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Agree	25	28.4	28.4	28.4
Agree	39	44.3	44.3	72.7
Can't Say	17	19.3	19.3	92.0
Disagree	5	5.7	5.7	97.7
Strongly Disagree	2	2.3	2.3	100.0
Total	88	100.0	100.0	

Table 4.18

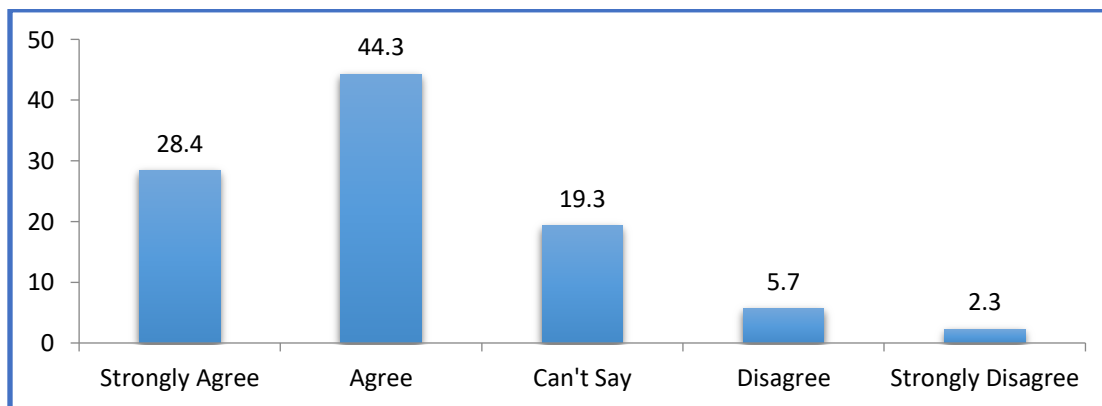


Figure 4.18

**Observations:**

In the above bar diagram Researcher observed that 28.4% respondents strongly agree that new practices are compared with past practices to strike a balance. 44.3% respondents agree that new

practices are compared with past practices to strike a balance, 19.3% respondents are neutral. 5.7% respondents disagree that new practices are compared with past practices to strike a balance. 2.3% respondents strongly disagree that new practices are compared with past practices to strike a balance.

**Q4 The ambience of your department is**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Competitive	29	33.0	33.0	33.0
Collaborative	59	67.0	67.0	100.0
Total	88	100.0	100.0	

Table 4.19

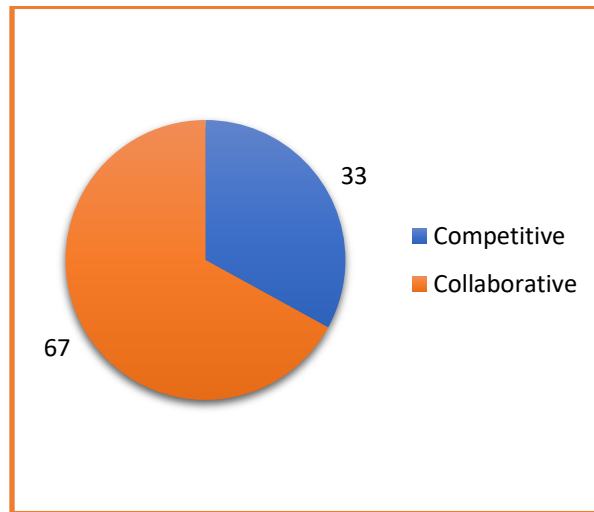


Figure 4.19

**Observations:**

33% of the respondents feel that the ambience of their department is competitive. 67% of the respondents feel that the ambience of their department is collaborative.

**Q5. For each statement related to Team work, choose a number between 1 and 5.**

**Q5\_1 Working in cross functional teams with Production and Marketing department, helps to resolve product related issues faster**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Agree	46	52.3	52.3	52.3
Agree	33	37.5	37.5	89.8
Can't Say	4	4.5	4.5	94.3
Disagree	3	3.4	3.4	97.7
Strongly Disagree	2	2.3	2.3	100.0
Total	88	100.0	100.0	

Table 4.20

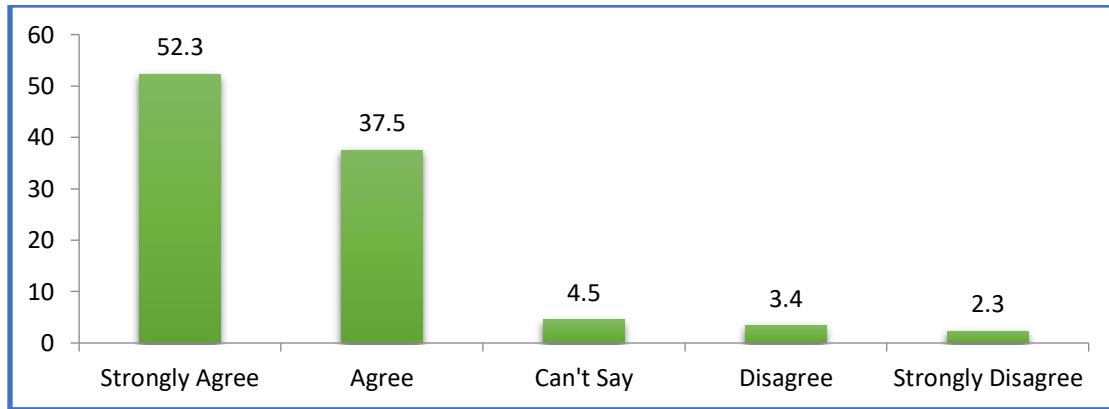


Figure 4.20

**Observations:**

In the above bar diagram Researcher observed that 52.3% respondents strongly agree that working in cross functional teams with Production and Marketing department, helps to resolve product related issues faster. 37.5% respondents agree that working in cross functional teams with Production and Marketing department, helps to resolve product related issues faster. 4.5% respondents are neutral. 3.4% respondents disagree that working in cross functional teams with Production and Marketing department, helps to resolve product related issues faster. 2.3% respondents strongly disagree that working in cross functional teams with Production and Marketing department, helps to resolve product related issues faster.

**Q5\_2 There are formal cross functional teams designed in my organization**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Agree	32	36.4	36.4	36.4
Agree	33	37.5	37.5	73.9
Can't Say	6	6.8	6.8	80.7
Disagree	11	12.5	12.5	93.2
Strongly Disagree	6	6.8	6.8	100.0
Total	88	100.0	100.0	

Table 4.21

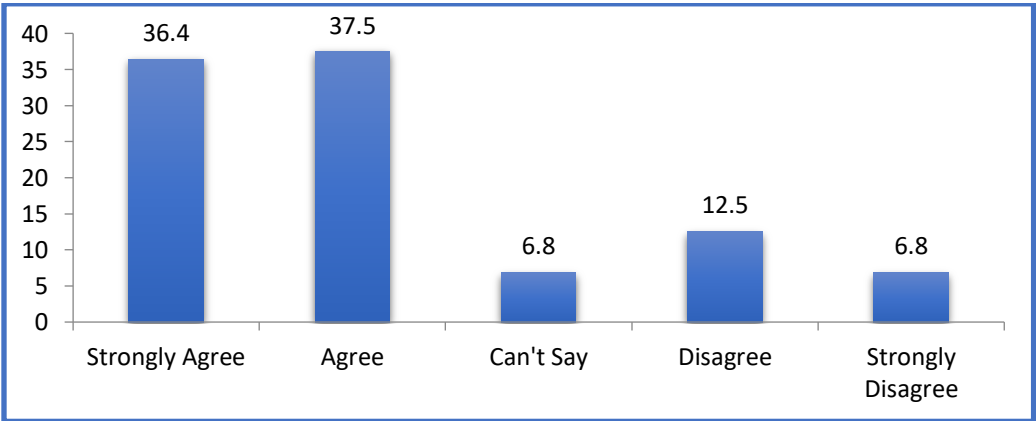


Figure 4.21

**Observations:**

In the above bar diagram Researcher observed that 36.4% respondents strongly agree that there are formal cross functional teams designed in their organization. 37.5% respondents agree that

there are formal cross functional teams designed in their organization. 6.8% respondents are neutral. 12.5% respondents disagree that there are formal cross functional teams designed in their organization. 6.8% respondents strongly disagree that there are formal cross functional teams designed in their organization.

**Q5\_3 Working in cross functional teams helps to understand functioning of other departments**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Agree	47	53.4	53.4	53.4
Agree	30	34.1	34.1	87.5
Can't Say	5	5.7	5.7	93.2
Disagree	3	3.4	3.4	96.6
Strongly Disagree	3	3.4	3.4	100.0
Total	88	100.0	100.0	

Table 4.22

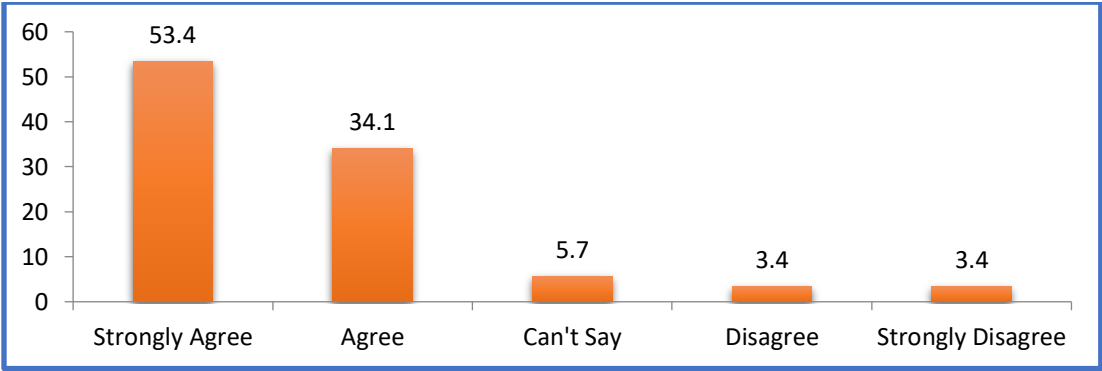


Figure 4.22

**Observations:**

In the above bar diagram Researcher observed that 53.4% respondents strongly agree that working in cross functional teams helps to understand functioning of other departments 34.1% respondents agree that working in cross functional teams helps to understand functioning of other departments. 5.7% respondents are neutral. 3.4% respondents disagree that working in cross functional teams helps to understand functioning of other departments. 3.4% respondents strongly disagree that working in cross functional teams helps to understand functioning of other departments.

**Q5\_4 It is possible to freely give suggestions to other departments while working in cross functional teams.**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Agree	22	25.0	25.0	25.0
Agree	39	44.3	44.3	69.3
Can't Say	20	22.7	22.7	92.0
Disagree	5	5.7	5.7	97.7
Strongly Disagree	2	2.3	2.3	100.0
Total	88	100.0	100.0	

Table 4.23

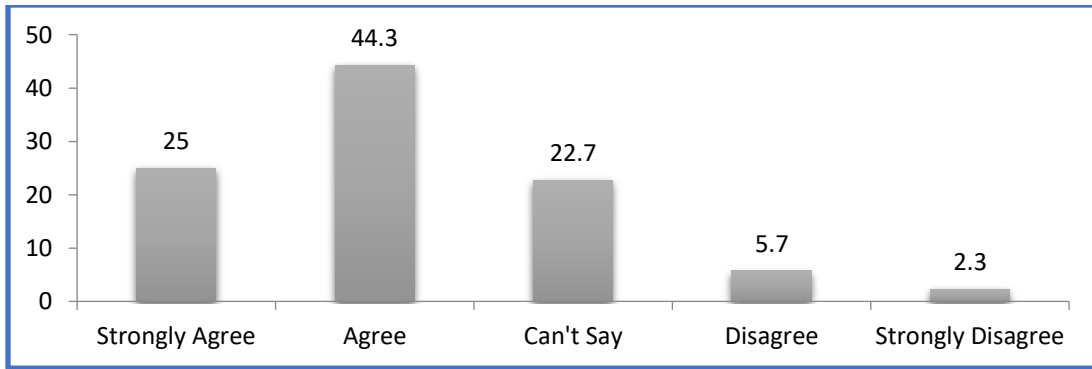


Figure 4.23

**Observations:**

In the above bar diagram Researcher observed that 25% respondents strongly agree that it is possible to freely give suggestions to other departments while working in cross functional teams. 44.3% respondents agree that it is possible to freely give suggestions to other departments while working in cross functional teams. 22.7% respondents are neutral. 5.7% respondents disagree that it is possible to freely give suggestions to other departments while working in cross functional teams. 2.3% respondents strongly disagree that it is possible to freely give suggestions to other departments while working in cross functional teams.



**Q5\_5 There are periodic reviews of cross functional teams**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Agree	24	27.3	27.3	27.3
Agree	39	44.3	44.3	71.6
Can't Say	11	12.5	12.5	84.1
Disagree	11	12.5	12.5	96.6
Strongly Disagree	3	3.4	3.4	100.0
Total	88	100.0	100.0	

Table 4.24

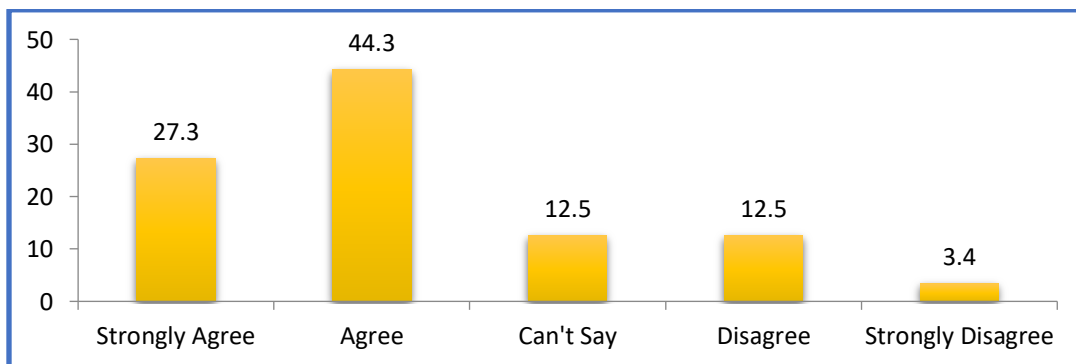


Figure 4.24

**Observations:**

In the above bar diagram Researcher observed that 27.3% respondents strongly agree that there are periodic reviews of cross functional teams. 44.3% respondents agree that there are periodic reviews of cross functional teams. 12.5% respondents are neutral. 12.5% respondents disagree

that there are periodic reviews of cross functional teams. 3.4% respondents strongly disagree that there are periodic reviews of cross functional teams.

**Q5\_6 Suggestions given by other teams are recorded for future actions**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Agree	20	22.7	22.7	22.7
Agree	40	45.5	45.5	68.2
Can't Say	12	13.6	13.6	81.8
Disagree	12	13.6	13.6	95.5
Strongly Disagree	4	4.5	4.5	100.0
Total	88	100.0	100.0	

Table 4.25

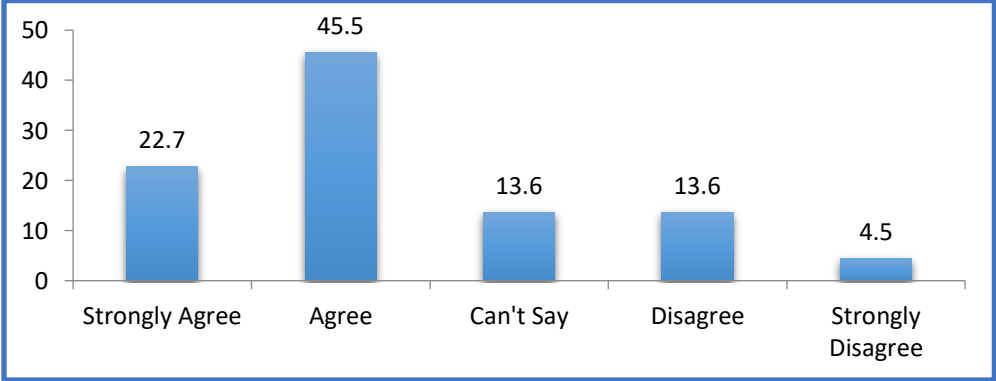


Figure 4.25

**Observations:**

In the above bar diagram Researcher observed 22.7% respondents strongly agree that suggestions given by other teams are recorded for future actions.45.5% respondents agree that suggestions given by other teams are recorded for future actions.13.6% respondents are neutral. 13.6% respondents disagree that suggestions given by other teams are recorded for future actions. 4.5% respondents strongly disagree that suggestions given by other teams are recorded for future actions

**Q5\_7 Information is shared with other car manufacturing companies**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Agree	3	3.4	3.4	3.4
Agree	8	9.1	9.1	12.5
Can't Say	20	22.7	22.7	35.2
Disagree	25	28.4	28.4	63.6
Strongly Disagree	32	36.4	36.4	100.0
Total	88	100.0	100.0	

Table 4.26

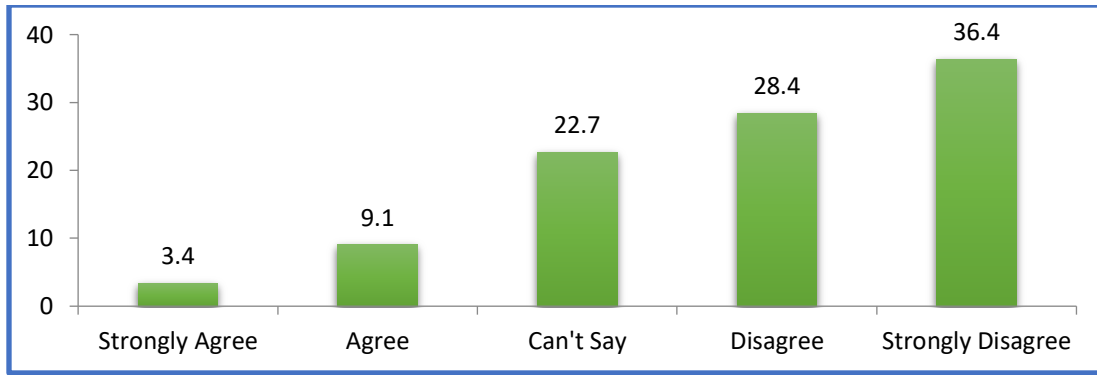


Figure 4.26

**Observations:**

In the above bar diagram Researcher observed 3.4% respondents strongly agree that information is shared with other car manufacturing companies. 9.1% respondents agree that information is shared with other car manufacturing companies. 22.7% respondents are neutral. 28.4% respondents disagree that information is shared with other car manufacturing companies. 36.4% respondents strongly disagree that information is shared with other car manufacturing companies.

**Q6. For each statement related to temporary teams, choose a number between 1 and 5.**

**Q6\_1 Team members share their insights gained for superior work performance with the team**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Agree	20	22.7	22.7	22.7
Agree	31	35.2	35.2	58.0
Can't Say	22	25.0	25.0	83.0
Disagree	11	12.5	12.5	95.5
Strongly Disagree	4	4.5	4.5	100.0
Total	88	100.0	100.0	

Table 4.27

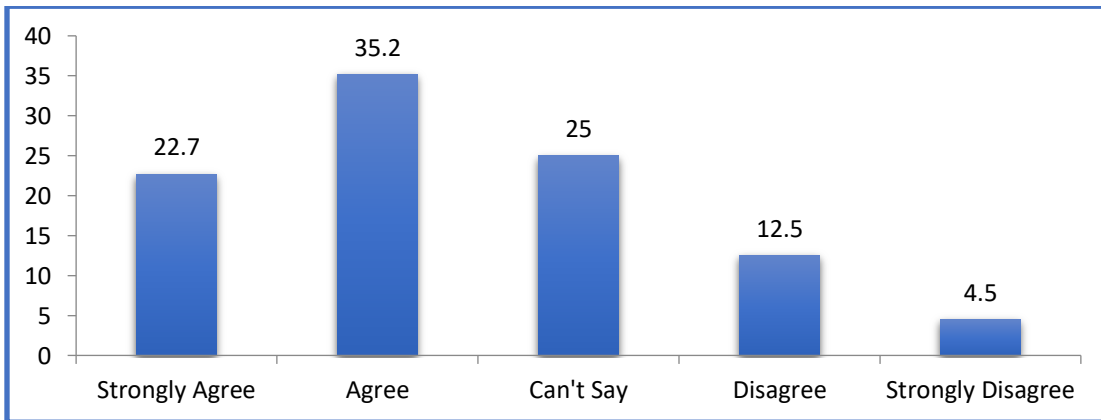


Figure 4.27

**Observations:**

In the above bar diagram Researcher observed 22.7% respondents strongly agree that team members share their insights gained for superior work performance with the team.35.2% respondents agree that team members share their insights gained for superior work performance with the team.25% respondents are neutral. 12.5% respondents disagree that team members share their insights gained for superior work performance with the team. 4.5% respondents strongly disagree that team members share their insights gained for superior work performance with the team.

**Q6\_2 Top managers encourage learning through routine work**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Agree	21	23.9	23.9	23.9
Agree	45	51.1	51.1	75.0
Can't Say	12	13.6	13.6	88.6
Disagree	4	4.5	4.5	93.2
Strongly Disagree	6	6.8	6.8	100.0
Total	88	100.0	100.0	

Table 4.28

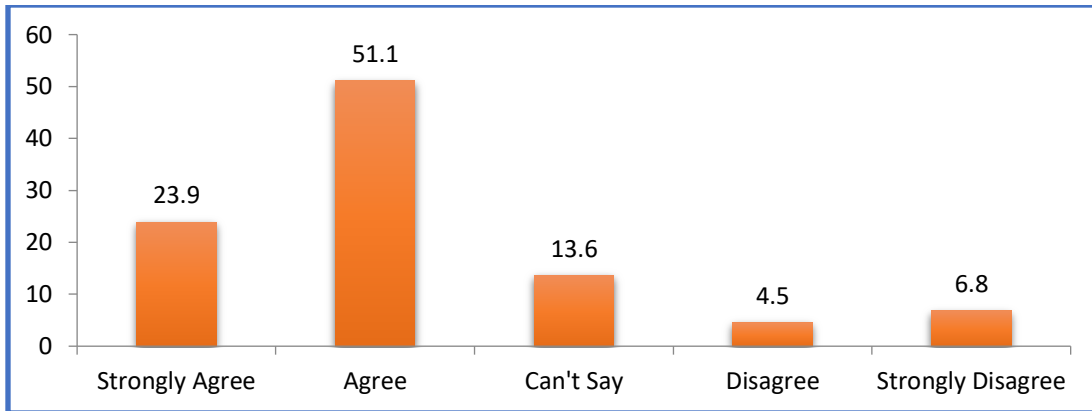


Table 4.28

**Observations:**

In the above bar diagram Researcher observed 23.9% respondents strongly agree that top managers encourage learning through routine work. 51.1% respondents agree that top managers encourage learning through routine work. 13.6% respondents are neutral. 4.5% respondents disagree that top managers encourage learning through routine work. 6.8% respondents strongly disagree that top managers encourage learning through routine work.

**Q6\_3 Contingency plans are made at every stage of task**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Agree	16	18.2	18.2	18.2
Agree	33	37.5	37.5	55.7
Can't Say	18	20.5	20.5	76.1
Disagree	16	18.2	18.2	94.3
Strongly Disagree	5	5.7	5.7	100.0
Total	88	100.0	100.0	

Table 4.29

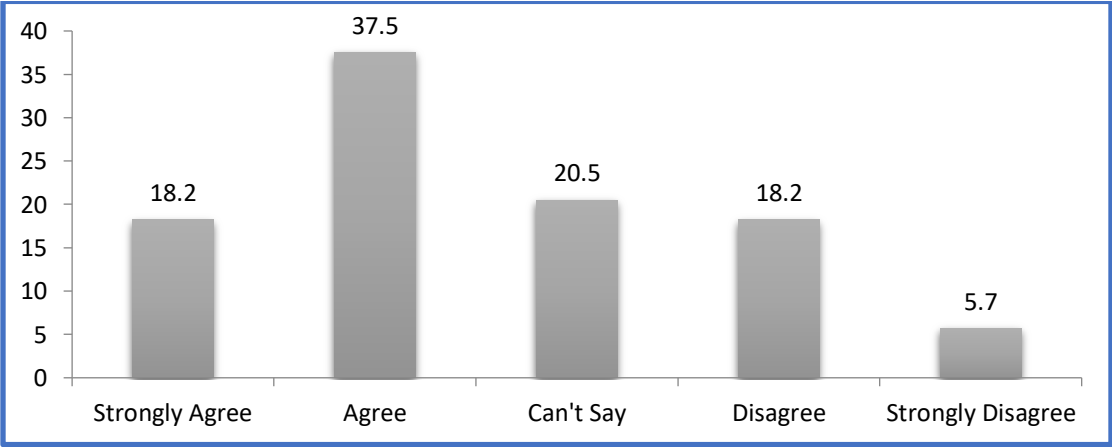


Figure 4.29



**Observations:**

In the above bar diagram Researcher observed 18.2% respondents strongly agree that contingency plans are made at every stage of task 37.5% respondents agree that contingency plans are made at every stage of task .20.5% respondents are neutral. 18.2% respondents disagree that contingency plans are made at every stage of task. 5.7% respondents strongly disagree that contingency plans are made at every stage of task.

**Q6\_4 Cross functional teams work faster**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Agree	30	34.1	34.1	34.1
Agree	34	38.6	38.6	72.7
Can't Say	15	17.0	17.0	89.8
Disagree	8	9.1	9.1	98.9
Strongly Disagree	1	1.1	1.1	100.0
Total	88	100.0	100.0	

Table 4.30

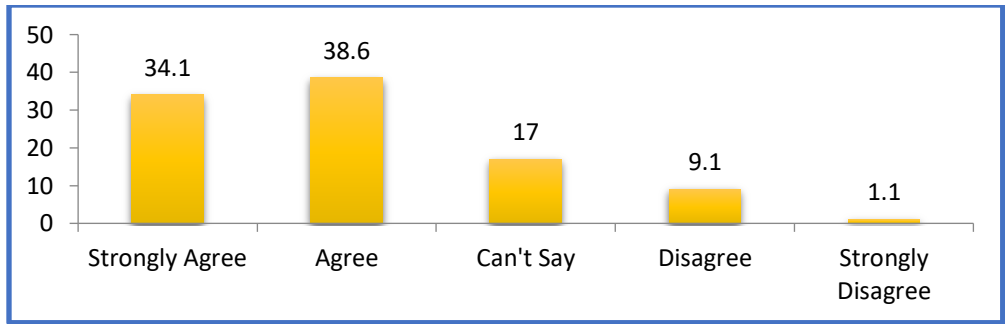


Figure 4.30

**Observations:**

In the above bar diagram Researcher observed 34.1% respondents strongly agree cross functional teams work faster .38.6% respondents agree cross functional teams work faster .17% respondents are neutral. 9.1% respondents disagree that cross functional teams work faster. 1.1% respondents strongly disagree that cross functional teams work faster.

**Q6\_5 Cross functional teams offer more objective solutions**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Agree	23	26.1	26.1	26.1
Agree	39	44.3	44.3	70.5
Can't Say	20	22.7	22.7	93.2
Disagree	5	5.7	5.7	98.9
Strongly Disagree	1	1.1	1.1	100.0
Total	88	100.0	100.0	

Table 4.31

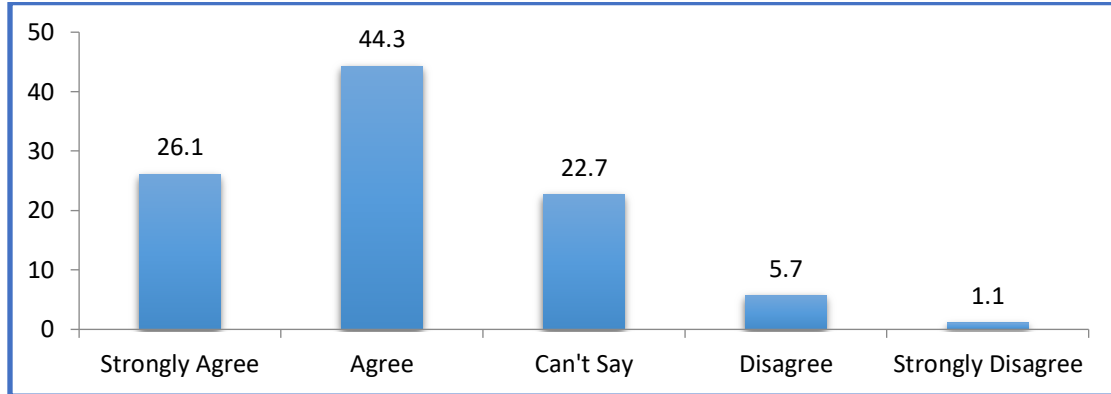


Figure 4.31

**Observations:**

In the above bar diagram Researcher observed 26.1% respondents strongly agree cross functional teams offer more objective solutions .44.3% respondents agree that cross functional teams offer more objective solutions.22.7% respondents are neutral. 5.7% respondents disagree that cross functional teams offer more objective solutions. 1.1% respondents strongly disagree that cross functional teams offer more objective solutions.

**Q6\_6 Cross functional teams can take more risk**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Agree	16	18.2	18.2	18.2
Agree	38	43.2	43.2	61.4
Can't Say	20	22.7	22.7	84.1
Disagree	13	14.8	14.8	98.9
Strongly Disagree	1	1.1	1.1	100.0
Total	88	100.0	100.0	

Table 4.32

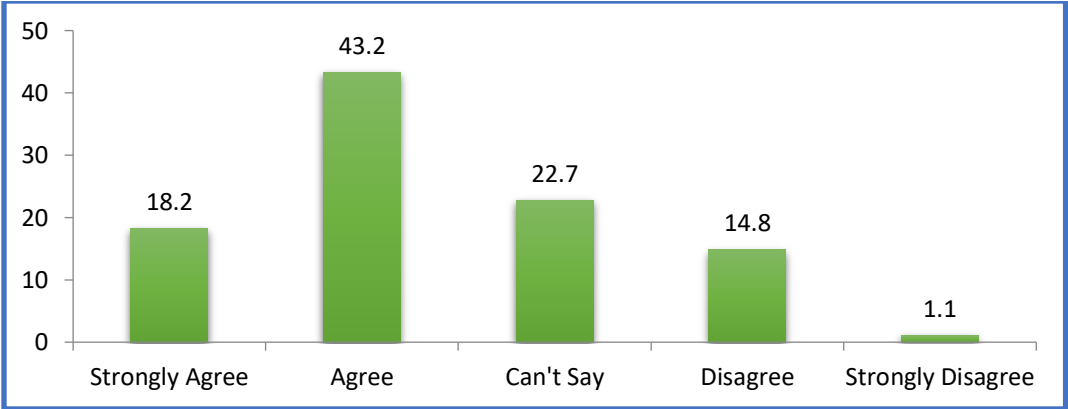


Figure 4.32

**Observations:**

In the above bar diagram Researcher observed 18.2% respondents strongly agree that cross functional teams can take more risk .43.2% respondents agree that cross functional teams can take more risk 22.7% respondents are neutral. 14.8% respondents disagree that cross functional teams can take more risk. 1.1% respondents strongly disagree that cross functional teams can take more risk.

**Q7 When you realize that procedure of your work increases the process time or adversely impacts the quality of your work**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid You can suggest a modified procedure that saves time or other resources	73	83.0	83.0	83.0
You can question the relevance of existing procedure	8	9.1	9.1	92.0
You are not allowed to question the existing procedure	2	2.3	2.3	94.3
You fear it will negatively impact your appraisal	4	4.5	4.5	98.9
You rather focus on existing procedure closely	1	1.1	1.1	100.0
Total	88	100.0	100.0	

Table 4.33

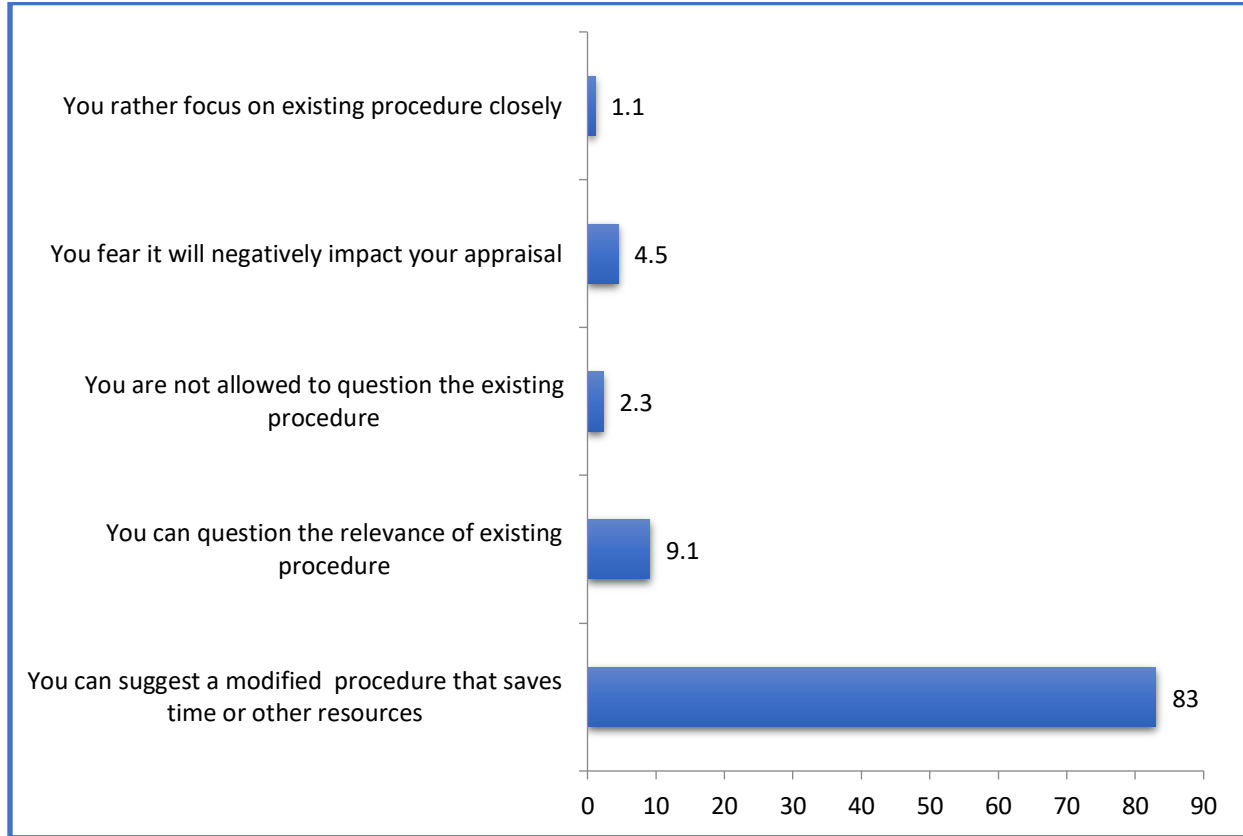


Figure 4.33

**Observations:**

In the above bar diagram Researcher observed 83% respondents reported that they can suggest a modified procedure that saves time or other resources when they realize that procedure of their work increases the process time or adversely impacts the quality of their work. 9.1% respondents reported that they can question the relevance of existing procedure when they realize that procedure of their work increases the process time or adversely impacts the quality of their work. 2.3% respondents reported that they are not allowed to question the existing procedure when they realize that procedure of their work increases the process time or adversely impacts the quality of their work. 4.5% of respondents reported that they fear it will negatively impact the

appraisal if they suggest a change in or question the procedure of work that increases the process time or adversely impacts the quality of their work. 1.1% respondents reported that they rather focus on existing procedure closely.

**Q8. Is the expertise gained by you in due course of time is used by the organization to :**  
(select either yes or no)

**Q8\_1 The expertise gained by the organization to reduce quality complaints**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Yes	83	94.3	94.3	94.3
No	5	5.7	5.7	100.0
Total	88	100.0	100.0	

Table 4.34



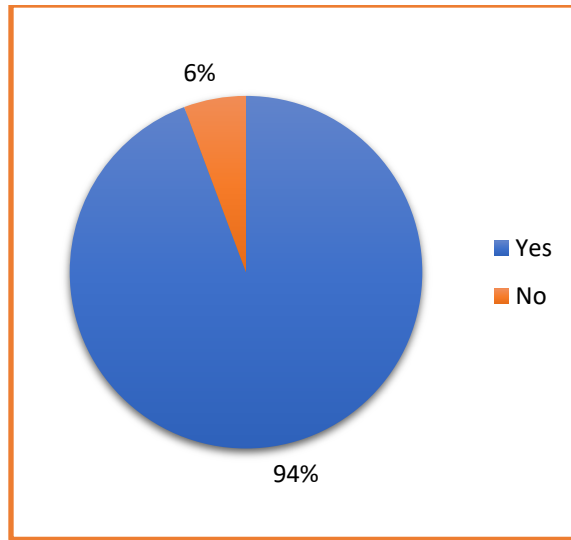


Figure 4.34

**Observations:**

94% of respondents reported that the expertise gained by them in due course of time is used by the organization to reduce the quality complaints. 6% of respondents reported that the expertise gained by them in due course of time is not used by the organization reduce the quality complaints.

**Q8\_2 The expertise gained by the organization to reduce cycle time**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	81	92.0	92.0	92.0
	No	7	8.0	8.0	100.0
	Total	88	100.0	100.0	

Table 4.35

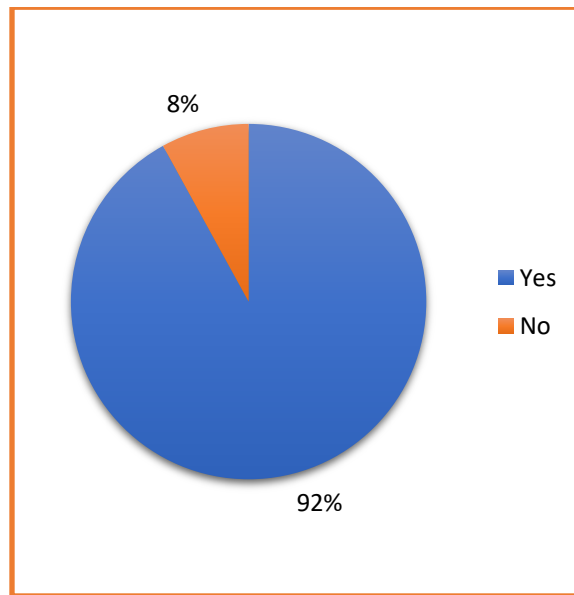


Figure 4.35

**Observations:**

92% of respondents reported that the expertise gained by them in due course of time is used by the organization to reduce cycle time. 6% of respondents reported that the expertise gained by them in due course of time is not used by the organization reduce the quality complaints.

**Q8\_3 The expertise gained by the organization to reduce the time taken to solve technical issues**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Yes	83	94.3	94.3	94.3
No	5	5.7	5.7	100.0
Total	88	100.0	100.0	

Table 4.36

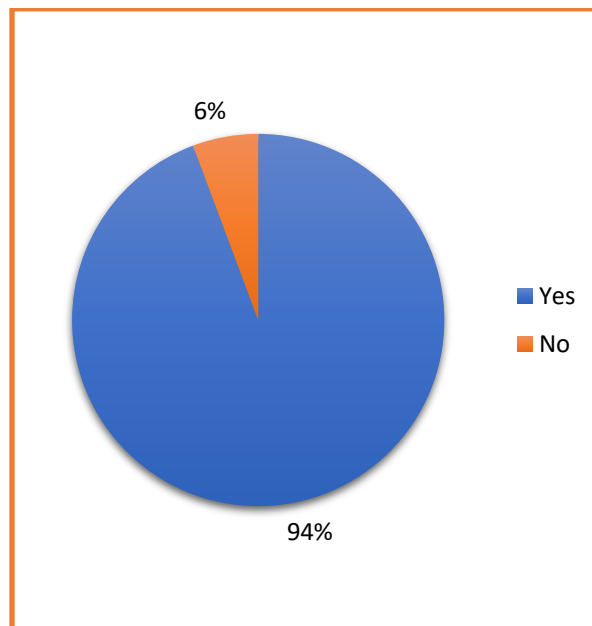


Figure 4.36

**Observations:**

94% of respondents reported that the expertise gained by them in due course of time is used by the organization to reduce the time taken to solve technical issues. 6% of respondents reported that the expertise gained by them in due course of time is not used by the organization to reduce the time taken to solve technical issues.

**Q8\_4 The expertise gained by the organization to Introduce new features in car models**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Yes	65	73.9	73.9	73.9
No	23	26.1	26.1	100.0
Total	88	100.0	100.0	

Table 4.37

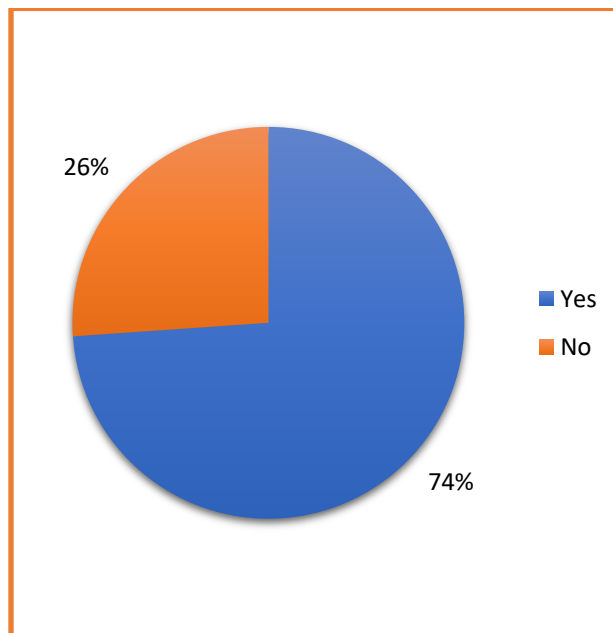


Figure 4.37

**Observations:**

74% of respondents reported that the expertise gained by them in due course of time is used by the organization to introduce new features in car models. 26% of respondents reported that the expertise gained by them in due course of time is not used by the organization to introduce new features in car models.

**Q8\_5 The expertise gained by the organization to Increase the mileage**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	67	76.1	76.1	76.1
	No	21	23.9	23.9	100.0
	Total	88	100.0	100.0	

Table 4.38

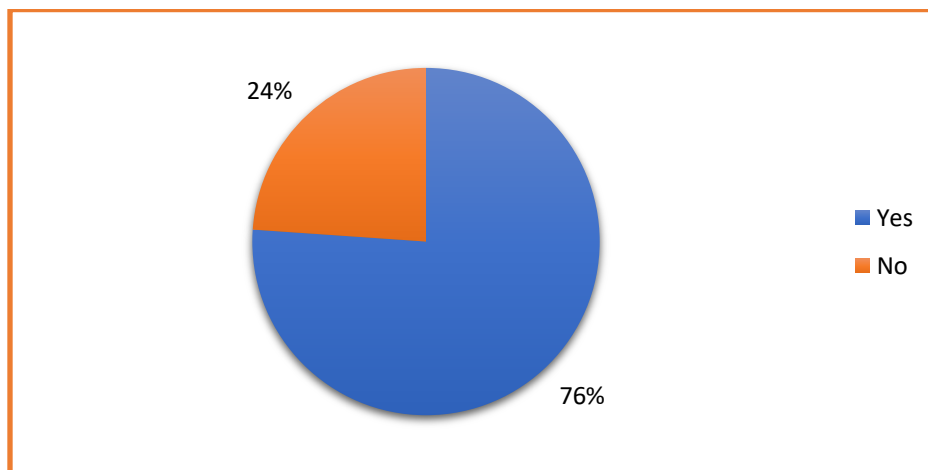


Figure 4.38

**Observations:**

76% of respondents reported that the expertise gained by them in due course of time is used by the organization to increase the mileage. 24% of respondents reported that the expertise gained by them in due course of time is not used by the organization to increase the mileage

**Q9. Following organization factors help me learn and share my individual learning to be a superior performer: (select options that are relevant)**

Sr. No	Type of organization factors	Frequency	Percent	Valid Percent
1	Appreciation by superiors	33	37.50%	37.50%
2	Scope to be flexible with my work	54	61.36%	61.36%
3	Formal training for future work context	41	46.59%	46.59%
4	Open communication channels to superiors	53	60.23%	60.23%

Table 4.39

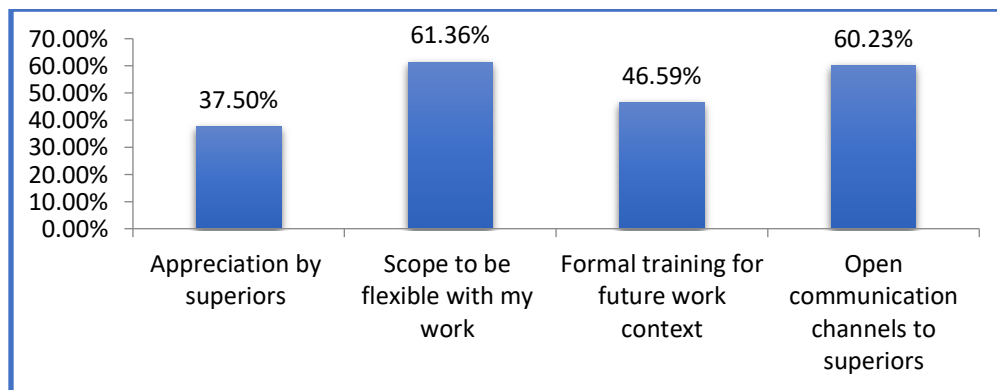


Figure 4.39

**Observations:**

37.5% of responses show that appreciation by superiors help them learn and share their individual learning to be a superior performer. 61.36% of responses show that the scope to be flexible with their work help them learn and share their individual learning to be a superior

performer. 46.59% responses show that formal training for future work context help them learn and share their individual learning to be a superior performer. 60.23% responses show that Open communication channels to superiors help them learn and share their individual learning to be a superior performer.

**Q.10 Do you agree that, there is a significant relationship between the following Common attributes of Learning Organizations and development of organization learning**

**Q10\_1 Type of Attribute like Employees are encouraged to experiment and mistakes are not punishable.**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Agree	56	63.6	63.6	63.6
Agree	26	29.5	29.5	93.2
Can't Say	2	2.3	2.3	95.5
Disagree	2	2.3	2.3	97.7
Strongly Disagree	2	2.3	2.3	100.0
Total	88	100.0	100.0	

Table 4.40



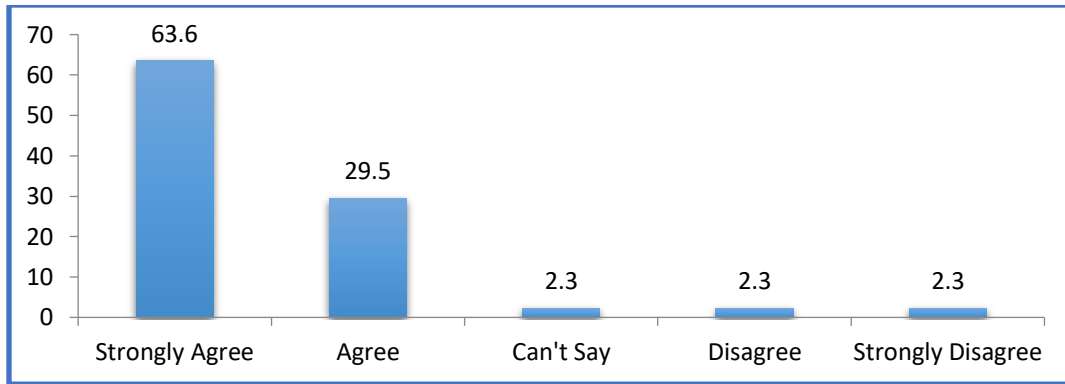


Figure 4.40

**Observations:**

In the above bar diagram Researcher observed 63.6% respondents strongly agree that there is a significant relationship between encouragement to employees to experiment and development of Organization Learning in the organization. 29.5% respondents agree that there is a significant relationship between encouragement to employees to experiment and development of Organization Learning in the organization. 2.3% respondents are neutral. 2.3% respondents disagree that encouragement to employees to experiment and development of Organization Learning in the organization. 2.3% respondents strongly disagree that there is a significant relationship between encouragement to employees to experiment and development of Organization Learning in the organization.

**Q10\_2 Type of Attribute like Employees enjoy reasonable autonomy and do not wait for permissions or instructions.**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Agree	50	56.8	56.8	56.8
Agree	24	27.3	27.3	84.1
Can't Say	10	11.4	11.4	95.5
Disagree	2	2.3	2.3	97.7
Strongly Disagree	2	2.3	2.3	100.0
Total	88	100.0	100.0	

Table 4.41

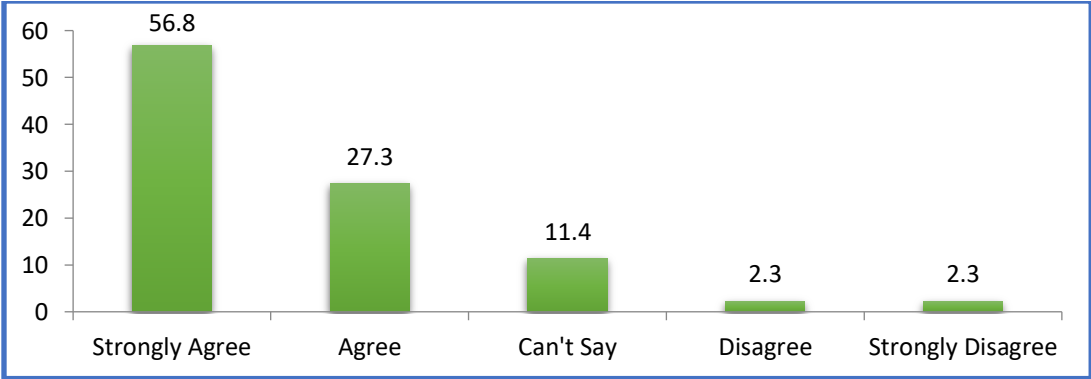


Figure 4.41

**Observations:**

In the above bar diagram Researcher observed 56.8% respondents strongly agree that there is a significant relationship between Employees enjoying reasonable autonomy and not waiting for permissions or instructions. 27.3% respondents agree that there is a significant relationship between Employees enjoying reasonable autonomy and not waiting for permissions or instructions and development of Organization Learning in the organization.11.4% respondents are neutral. 2.3% respondents disagree that Employees enjoying reasonable autonomy and not waiting for permissions or instructions and development of Organization Learning in the organization 2.3% respondents strongly disagree that there is a significant relationship between Employees enjoying reasonable autonomy and not waiting for permissions or instructions and development of Organization Learning in the organization.

**Q10\_3 Type of Attribute like Learning from work happens all the time**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Agree	47	53.4	53.4	53.4
Agree	31	35.2	35.2	88.6
Can't Say	6	6.8	6.8	95.5
Disagree	2	2.3	2.3	97.7
Strongly Disagree	2	2.3	2.3	100.0
Total	88	100.0	100.0	

Table 4.42

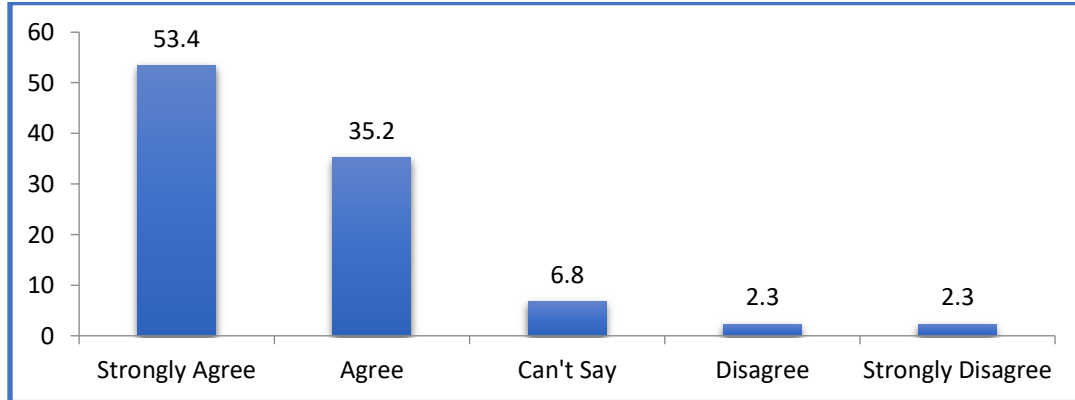


Figure 4.42

**Observations:**

In the above bar diagram Researcher observed 53.4% respondents strongly agree that Learning from work happens all the time. 35.2% respondents agree that Learning from work happens all the time Learning in the organization.6.8% respondents are neutral. 2.3% respondents disagree that Learning from work happens all the time. 2.3% respondents strongly disagree that Learning from work happens all the time

**Q10\_4 Type of Attribute like Knowledge created at work place is shared with people who can put it into action freely.**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Agree	58	65.9	65.9	65.9
Agree	26	29.5	29.5	95.5
Can't Say	1	1.1	1.1	96.6
Strongly Disagree	3	3.4	3.4	100.0
Total	88	100.0	100.0	

Table 4.43

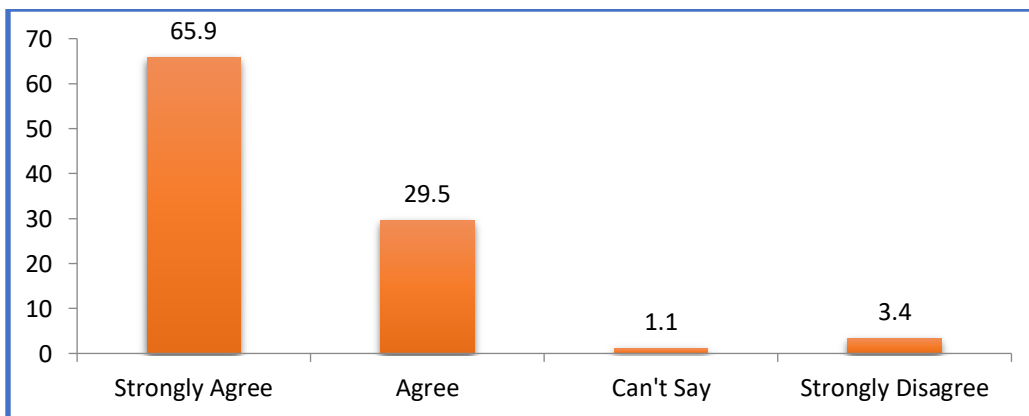


Figure4.43

**Observations:**

In the above bar diagram Researcher observed 65.9% respondents strongly agree that Knowledge created at work place is shared with people who can put it into action freely. 29.5% respondents agree that Knowledge created at work place is shared with people who can put it into action freely. 1.1% respondents are neutral. 3.4% strongly disagree that Knowledge created at work place is shared with people who can put it into action freely.

**Q10\_5 Type of Attribute like People engaged with application of knowledge generated at workplace are rewarded.**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Agree	52	59.1	59.1	59.1
Agree	31	35.2	35.2	94.3
Can't Say	2	2.3	2.3	96.6
Disagree	1	1.1	1.1	97.7
Strongly Disagree	2	2.3	2.3	100.0
Total	88	100.0	100.0	

Table 4.44

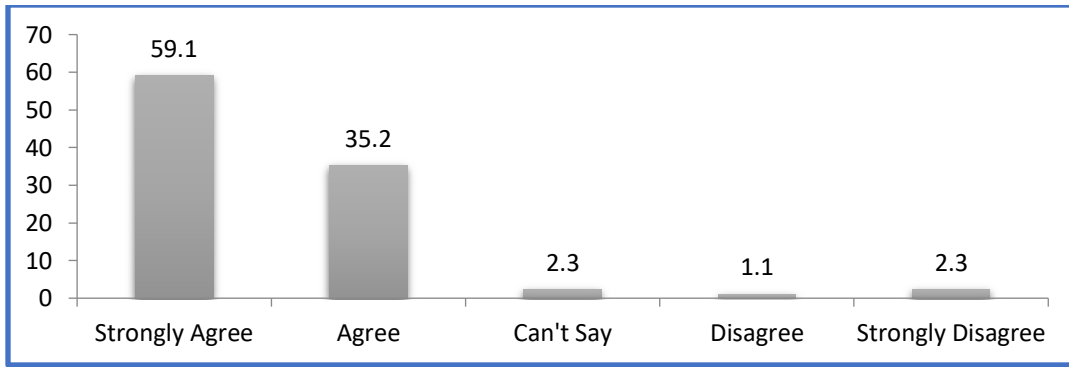


Figure 4.44

**Observations:**

In the above bar diagram Researcher observed 59.1% respondents strongly agree that People engaged with application of knowledge generated at workplace are rewarded. 35.2% respondents agree that People engaged with application of knowledge generated at workplace are rewarded. 2.3% respondents are neutral. 1.1% strongly agree that People engaged with application of knowledge generated at workplace are rewarded. 2.3% strongly disagree that People engaged with application of knowledge generated at workplace are rewarded

**Q10\_6 Type of Attribute like My organization has infrastructure that facilitates learning and sharing, (for example open spaces and no close door policies)**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Agree	34	38.6	38.6	38.6
Agree	29	33.0	33.0	71.6
Can't Say	17	19.3	19.3	90.9
Disagree	5	5.7	5.7	96.6
Strongly Disagree	3	3.4	3.4	100.0
Total	88	100.0	100.0	

Table 4.45

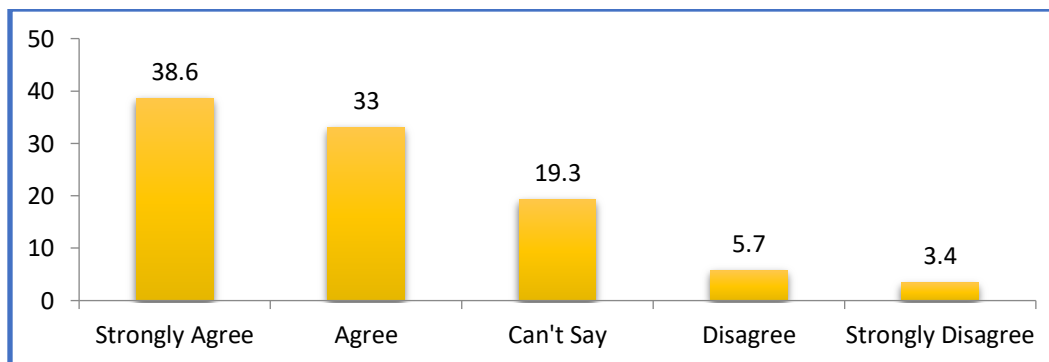


Figure 4.45



**Observations:**

In the above bar diagram Researcher observed 38.6% respondents strongly agree that their organization has infrastructure that facilitates learning and sharing 33% respondents agree that their organization has infrastructure that facilitates learning and sharing. 19.3% respondents are neutral. 5.7% strongly agree that their organization has infrastructure that facilitates learning and sharing. 3.4% strongly disagree that their organization has infrastructure that facilitates learning and sharing

**Q10\_7 Type of Attribute like The organization structure in my company is seamless with very few controls and makes learning a normal activity.**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Agree	16	18.2	18.2	18.2
Agree	36	40.9	40.9	59.1
Can't Say	22	25.0	25.0	84.1
Disagree	4	4.5	4.5	88.6
Strongly Disagree	10	11.4	11.4	100.0
Total	88	100.0	100.0	

Table 4.46

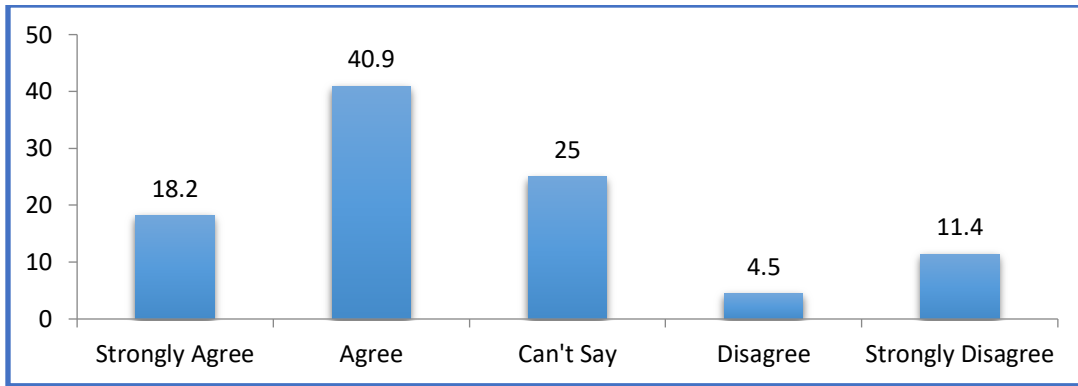


Figure 4.46

**Observations:**

In the above bar diagram Researcher observed 18.2% respondents strongly agree that the organization structure in their company is seamless with very few controls and makes learning a normal activity. 40.9% respondents agree that the organization structure in their company is seamless with very few controls and makes learning a normal activity. 25% respondents are neutral. 4.5% disagree that the organization structure in their company is seamless with very few controls and makes learning a normal activity. 11.4% strongly disagree that the organization structure in their company is seamless with very few controls and makes learning a normal activity.

**Q10\_8 Type of Attribute like My company uses HR activity, like a contest, to generate a pool of innovative ideas within the organization.**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Agree	20	22.7	22.7	22.7
Agree	27	30.7	30.7	53.4
Can't Say	15	17.0	17.0	70.5
Disagree	13	14.8	14.8	85.2
Strongly Disagree	13	14.8	14.8	100.0
Total	88	100.0	100.0	

Table 4.47

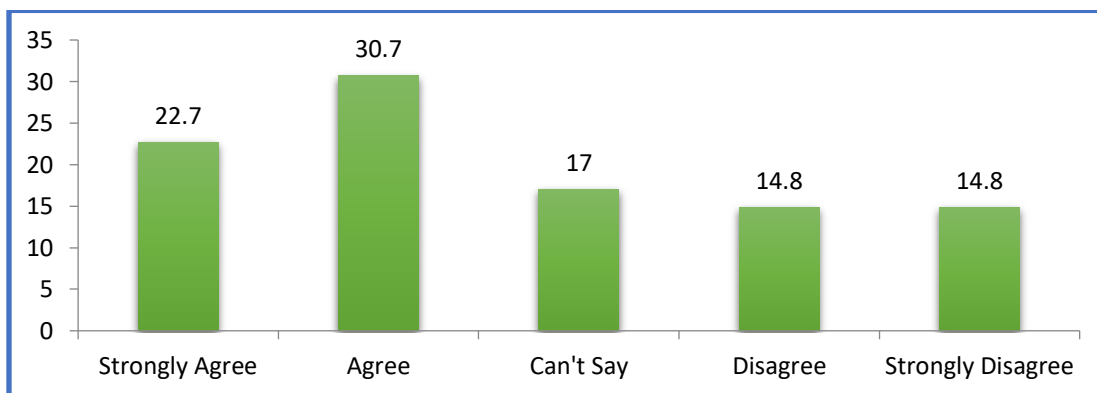


Figure 4.47

**Observations:**

In the above bar diagram Researcher observed 22.7% respondents strongly agree that their company uses HR activity, like a contest, to generate a pool of innovative ideas within the

organization. 30.7% respondents agree that their company uses HR activity, like a contest, to generate a pool of innovative ideas within the organization. 17% respondents are neutral. 14.8% disagree that their company uses HR activity, like a contest, to generate a pool of innovative ideas within the organization. 14.8% strongly disagree that their company uses HR activity, like a contest, to generate a pool of innovative ideas within the organization.

**Q.11. Do you agree that, there is a significant relationship between the following factors to restrict organization learning and development of organization learning**

**Q11\_1 Factors to restrict organization learning like Rules and norms that are to be followed rigidly.**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Agree	23	26.1	26.1	26.1
Agree	34	38.6	38.6	64.8
Can't Say	15	17.0	17.0	81.8
Disagree	12	13.6	13.6	95.5
Strongly Disagree	4	4.5	4.5	100.0
Total	88	100.0	100.0	

Table 4.48

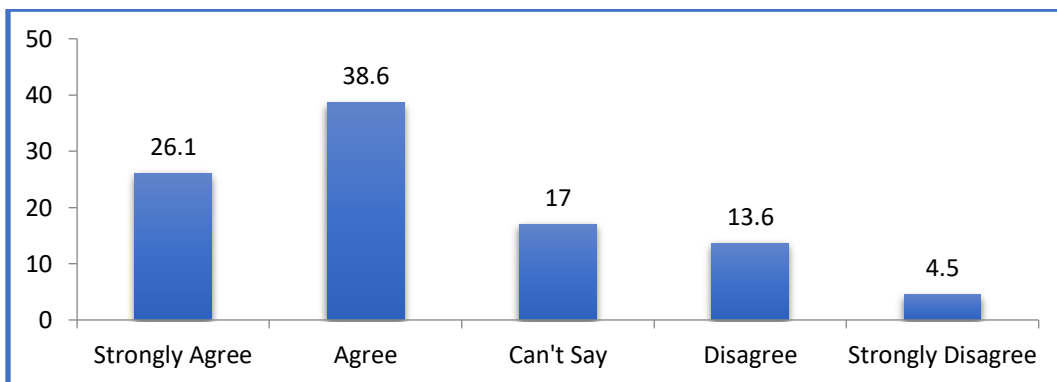


Figure 4.48

**Observations:**

In the above bar diagram Researcher observed 26.1% respondents strongly agree that when Rules and norms that are to be followed rigidly, they restrict organization learning. 38.6% respondents agree that when Rules and norms that are to be followed rigidly, they restrict organization learning. 17% respondents are neutral. 13.6% disagree that when Rules and norms that are to be followed rigidly, they restrict organization learning. 4.5% strongly disagree that when Rules and norms that are to be followed rigidly, they restrict organization learning.

**Q11\_2 Factors to restrict organization learning like Work structure that requires employees to work in individual capacity and compete with others.**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Agree	24	27.3	27.3	27.3
Agree	35	39.8	39.8	67.0
Can't Say	16	18.2	18.2	85.2
Disagree	10	11.4	11.4	96.6
Strongly Disagree	3	3.4	3.4	100.0
Total	88	100.0	100.0	

Table 4.49

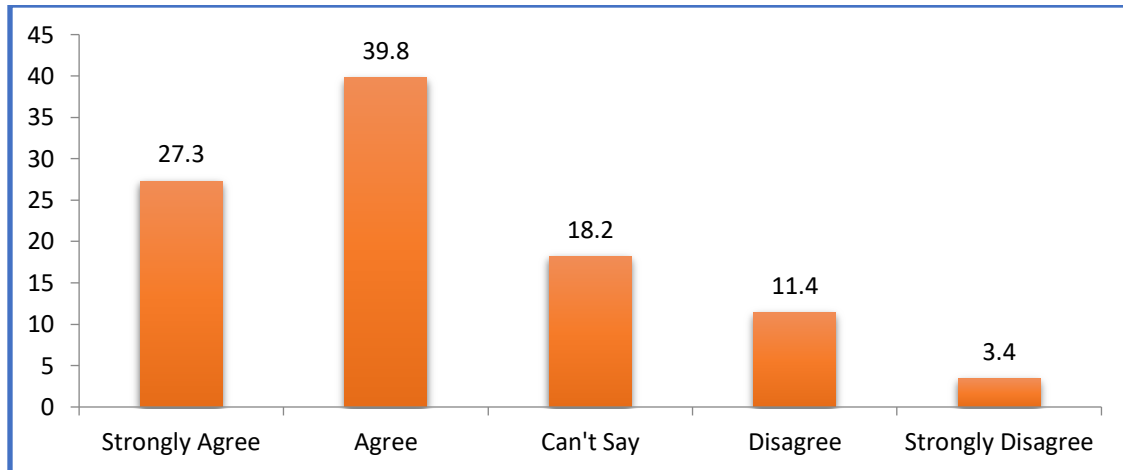


Figure 4.49

**Observations:**

In the above bar diagram Researcher observed 27.3% respondents strongly agree that when Work structure requires employees to work in individual capacity and compete with others, it restricts organization learning. 39.8% respondents agree that when Work structure requires employees to work in individual capacity and compete with others, it restricts organization learning 18.2% respondents are neutral. 11.4% disagree that when Work structure requires employees to work in individual capacity and compete with others, it restricts organization learning. 3.4% strongly disagree that when Work structure requires employees to work in individual capacity and compete with others, it restricts organization learning

**Q11\_3 Factors to restrict organization learning like Control oriented management processes where resources as well as behavior are controlled.**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Agree	27	30.7	30.7	30.7
Agree	40	45.5	45.5	76.1
Can't Say	12	13.6	13.6	89.8
Disagree	9	10.2	10.2	100.0
Total	88	100.0	100.0	

Table 4.50

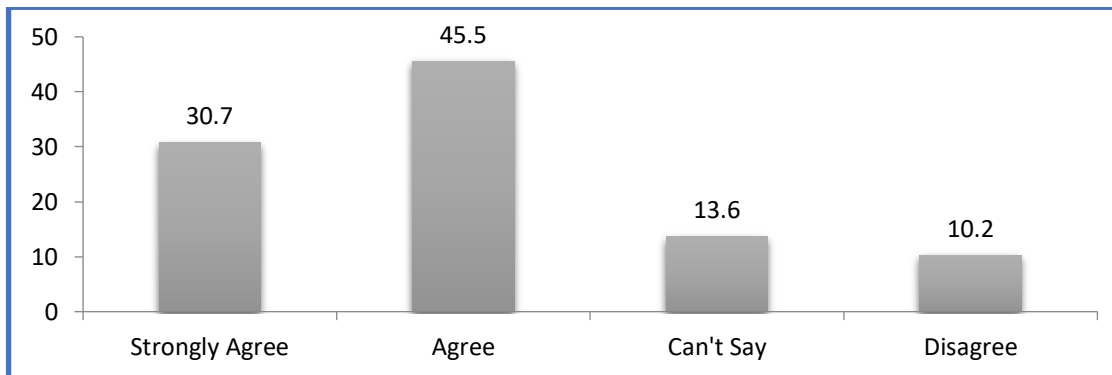


Figure 4.50

**Observations:**

In the above bar diagram Researcher observed 30.7% respondents strongly agree that management processes where resources as well as behavior are controlled, restrict organization learning. 45.5% respondents agree that management processes where resources as well as



behavior are controlled, restrict organization learning. 13.6% respondents are neutral. 10.2% strongly disagree that management processes where resources as well as behavior are controlled, restrict organization learning.

**Q11\_4 Factors to restrict organization learning like Controlled communication where information is shared selectively.**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Agree	36	40.9	40.9	40.9
Agree	35	39.8	39.8	80.7
Can't Say	8	9.1	9.1	89.8
Disagree	7	8.0	8.0	97.7
Strongly Disagree	2	2.3	2.3	100.0
Total	88	100.0	100.0	

Table 4.51

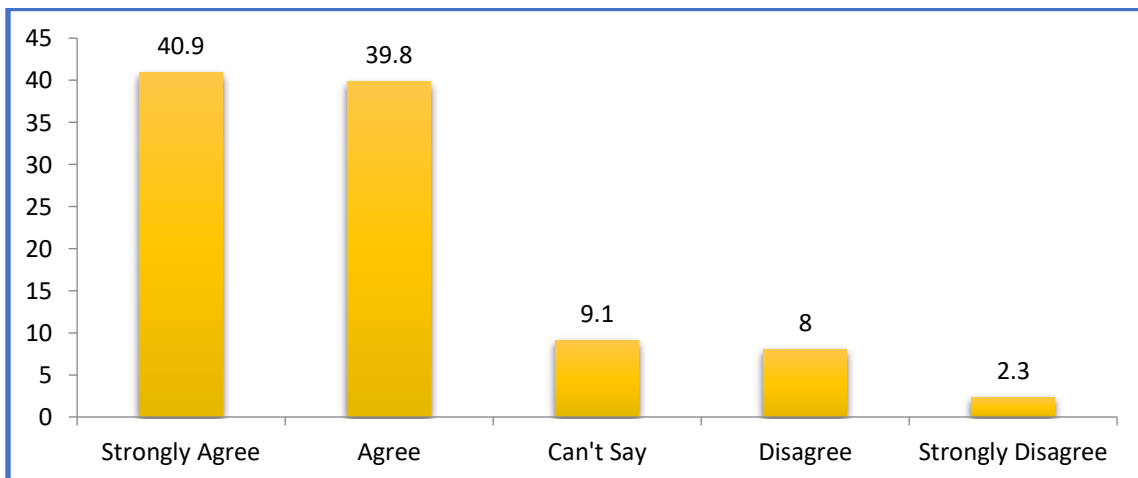


Figure 4.51

**Observations:**

In the above bar diagram Researcher observed 40.9% respondents strongly agree that Controlled communication where information is shared selectively, restricts organization learning. 39.8% respondents agree Controlled communication where information is shared selectively, restricts organization learning. 9.1% respondents are neutral. 8% disagree that Controlled communication where information is shared selectively, restricts organization learning. 2.3% strongly disagree that Controlled communication where information is shared selectively, restricts organization learning

**Q11\_5 Factors to restrict organization learning like New ideas and innovations are not encouraged against routine operation and efficiency orientation.**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Agree	54	61.4	61.4	61.4
Agree	23	26.1	26.1	87.5
Can't Say	3	3.4	3.4	90.9
Disagree	3	3.4	3.4	94.3
Strongly Disagree	5	5.7	5.7	100.0
Total	88	100.0	100.0	

Table 4.52

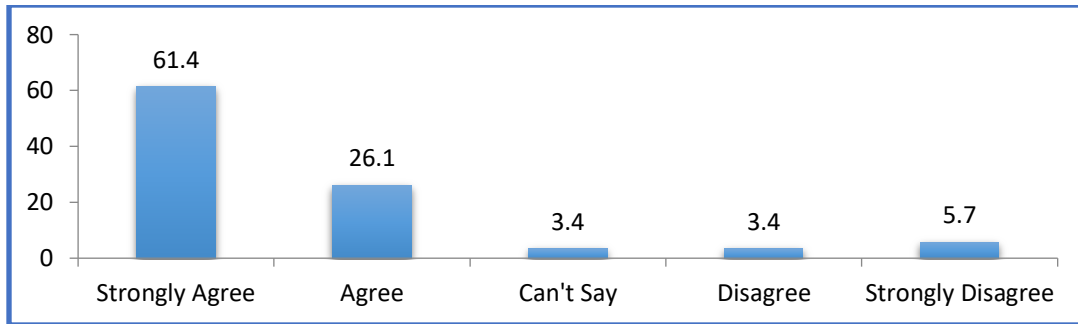


Figure 4.52

**Observations:**

In the above bar diagram Researcher observed 61.4% respondents strongly agree that when New ideas and innovations are not encouraged against routine operation and efficiency orientation, it restricts organization learning. 26.1% respondents agree that when New ideas and innovations are not encouraged against routine operation and efficiency orientation, it restricts organization learning. 3.4% respondents are neutral. 3.4% disagree when New ideas and innovations are not encouraged against routine operation and efficiency orientation, it restricts organization learning. 5.7% strongly disagree that when New ideas and innovations are not encouraged against routine operation and efficiency orientation, it restricts organization learning.

## PART II

### Statistics- HR managers Data

work experience

N	Valid	31
	Missing	0
Mean		9.348
Median		6.000
Mode		5.0
Std. Deviation		6.4397
Variance		41.469
Skewness		.752
Std. Error of Skewness		.421
Kurtosis		-.948
Std. Error of Kurtosis		.821
Range		22.0
Minimum		1.0
Maximum		23.0

Table 4.B

#### Interpretation:

In the above table researcher calculated descriptive statistics to see the nature of the data and observed there is Central tendency and dispersion within the dataset. The average work

experience of HR managers is 9.3 years, median is 6 years and mode is 5 years. The extreme observations are affected on measures of Central tendency. Here range of given sample is 22. It means that dispersion is higher. In this case researcher can consider the median and mode to see the central tendency of given Sample. It means that average work experiences of HR managers are 6 or 5 years. The minimum work experience of HR manager is one year and maximum work experience of HR manager is 23 years of the given sample.

**Q1. Which of the following HR practices, in your company promote Organization learning? (Multiple options may be selected)**

<b>Sr. No.</b>	<b>HR practices</b>	<b>Frequency</b>	<b>Percent age</b>	<b>Valid Percent age</b>
1	Building skills that enable employees to inquire, learn and share the learning to make quick and effective improvements	17	54.84%	54.84%
2	Providing mechanisms that help employees to share their ideas across the organization to enable faster decision making	11	35.48%	35.48%
3	Providing mechanisms to clarify accountability and responsibility that promote coordinated action for specific purposes	8	25.81%	25.81%
4	Providing capability mechanisms for future skill needs of the organization.	17	54.84%	54.84%
5	Creating an ambience for experimentation and knowledge sharing across the organization.	11	35.48%	35.48%

Table 4.53a

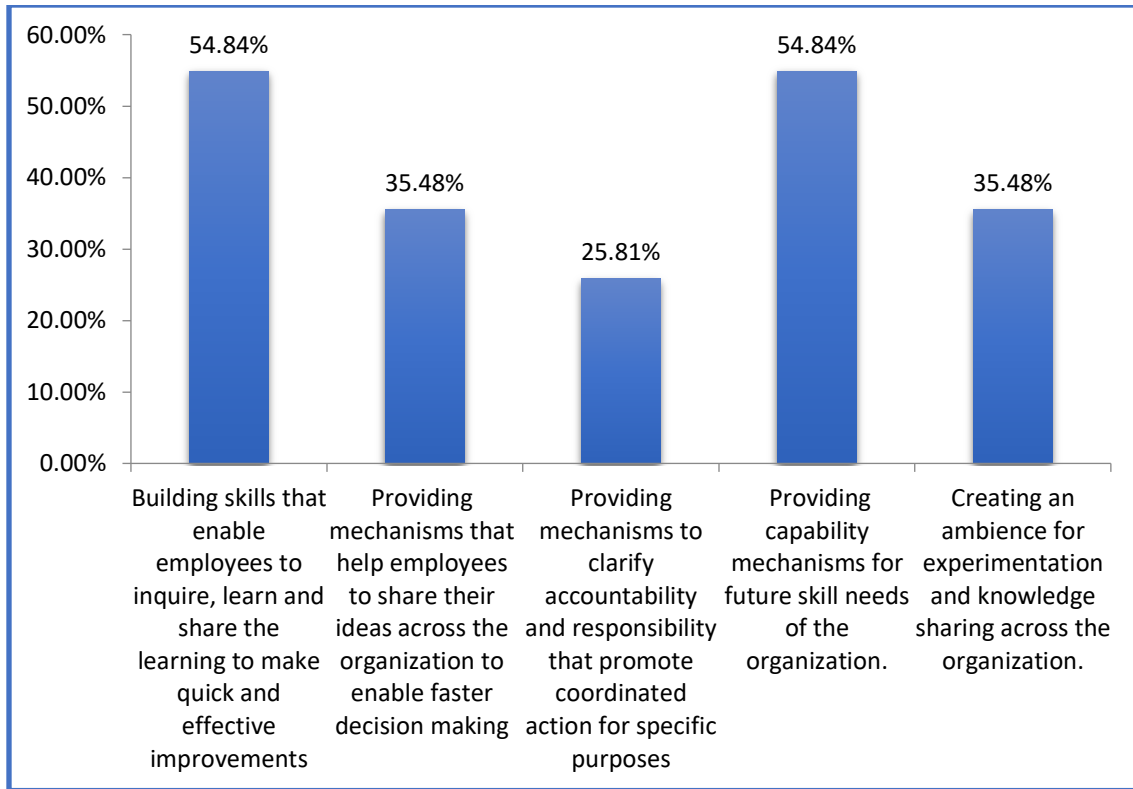


Figure 4.53a

**Observation:**

In the above diagram researcher observed that 54.84% of the Human resource department responded that Building skills that enable employees to inquire, learn and share the learning to make quick and effective improvements is practiced in their organizations to promote organization learning. 35.48 % Human resource respondents agree that in their organizations, mechanisms that help employees to share their ideas across the organization are provided to enable faster decision making. 25.81 % Human resource respondents agree that in their organizations, mechanisms that clarify accountability and responsibility and promote coordinated action for specific purposes are provided. 54.84 % Human resource respondents agree that in their organizations, mechanisms that help build capabilities from the future perspective are

provided. 35.48 % Human resource managers responded in favor of Creating an ambience for experimentation and knowledge sharing across the organization as an HR practice.

**Q2. Rate the following statements from 1 to 5. Choose 1 if the practice has NO or very low value in the organization/ is not done in your organization, 2 if the practice has low value in your organization/ is occasionally done, choose 3 if the practice is valued and is sometimes done in your organization, choose 4 if the practice is highly valued and is done frequently in your organization, choose 5 if the practice is very highly valued and is always done in your organization.**



**Q2\_1 Experts and experienced creative practitioners are invited to share their  
ideas with members of the organization**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid The practice has NO or very low value in the organization/ is not done in your organization	2	6.5	6.5	6.5
The practice has low value in your organization/ is occasionally done	9	29.0	29.0	35.5
The practice is valued and is sometimes done in your organization	12	38.7	38.7	74.2
The practice is highly valued and is done frequently in your organization	5	16.1	16.1	90.3
The practice is very highly valued and is always done in your organization	3	9.7	9.7	100.0
Total	31	100.0	100.0	

Table 4.53



Figure 4.53b

**Observations:**

In the above bar diagram researcher observed that in context of inviting experienced and creative experts to share their ideas with employees of the organization, 6.5% respondents say it has no value, 29% HR employees say it has low value, 38.7% say it has some value, 16.1% respond that it is highly valued and 9.7% say it is very highly valued in their company.

**Q2\_2 Employees are encouraged to attend external programs**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid The practice has NO or very low value in the organization/ is not done in your organization	1	3.2	3.2	3.2
The practice has low value in your organization/ is occasionally done	8	25.8	25.8	29.0
The practice is valued and is sometimes done in your organization	13	41.9	41.9	71.0
The practice is highly valued and is done frequently in your organization	7	22.6	22.6	93.5
The practice is very highly valued and is always done in your organization	2	6.5	6.5	100.0
Total	31	100.0	100.0	

Table 4.54

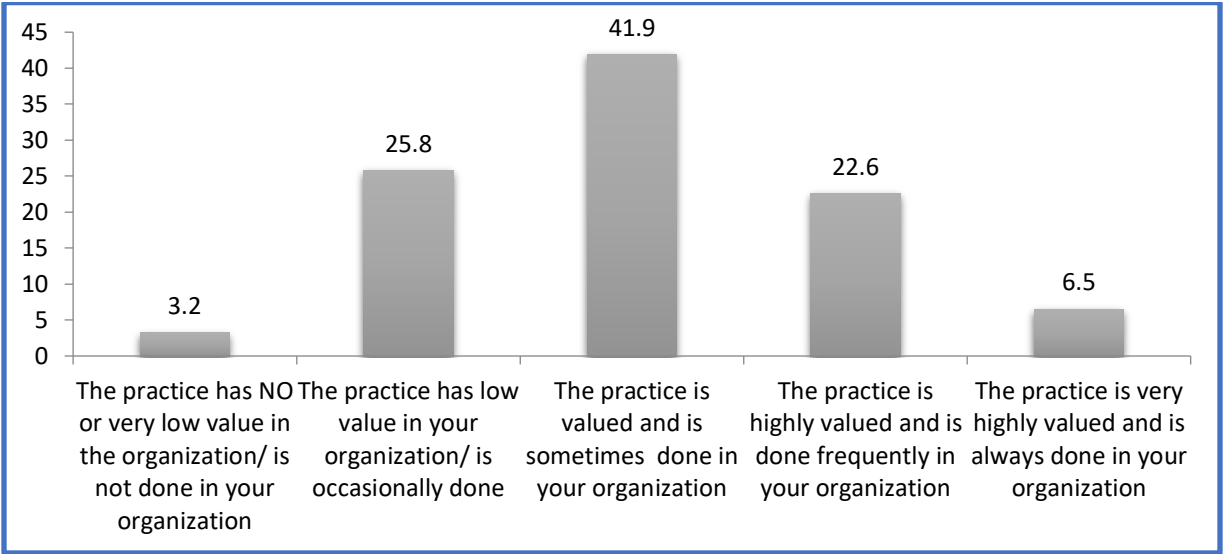


Figure 4.54

**Observations:**

In the above bar diagram researcher observed that in context of encouraging employees to attend external programs, , 3.2% respondents say it has no value, 25.8% HR employees say it has low value, 41.9% say it has some value, 22.6% respond that it is highly valued and 6.5% say it is very highly valued in their company.

**Q2\_3 Experiences and concerns of your organizations are shared with other  
organizations**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid The practice has NO or very low value in the organization/ is not done in your organization	7	22.6	22.6	22.6
The practice has low value in your organization/ is occasionally done	11	35.5	35.5	58.1
The practice is valued and is sometimes done in your organization	9	29.0	29.0	87.1
The practice is highly valued and is done frequently in your organization	2	6.5	6.5	93.5
The practice is very highly valued and is always done in your organization	2	6.5	6.5	100.0
Total	31	100.0	100.0	

Table 4.55



Figure 4.55

**Observations:**

In the above bar diagram researcher observed that in context of sharing Experiences and concerns of organizations with other organizations, 22.6% respondents say it has no value, 35.5% HR employees say it has low value, 29% say it has some value, 6.5% respond that it is highly valued and 6.5% say it is very highly valued in their company.

**Q2\_4 Employees are encouraged to experiment**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid The practice has NO or very low value in the organization/ is not done in your organization	3	9.7	9.7	9.7
The practice has low value in your organization/ is occasionally done	9	29.0	29.0	38.7
The practice is valued and is sometimes done in your organization	11	35.5	35.5	74.2
The practice is highly valued and is done frequently in your organization	7	22.6	22.6	96.8
The practice is very highly valued and is always done in your organization	1	3.2	3.2	100.0
Total	31	100.0	100.0	

Table 4.56



Figure 4.56

**Observations:**

In the above bar diagram researcher observed that in context of encouraging Employees to experiment, 22.6% respondents say it has no value, 35.5% HR employees say it has low value, 29% say it has some value, 6.5% respond that it is highly valued and 6.5% say it is very highly valued in their company.



**Q2\_5 Innovations are rewarded**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid The practice has NO or very low value in the organization/ is not done in your organization	4	12.9	12.9	12.9
The practice has low value in your organization/ is occasionally done	8	25.8	25.8	38.7
The practice is valued and is sometimes done in your organization	7	22.6	22.6	61.3
The practice is highly valued and is done frequently in your organization	7	22.6	22.6	83.9
The practice is very highly valued and is always done in your organization	5	16.1	16.1	100.0
Total	31	100.0	100.0	

Table 4.57

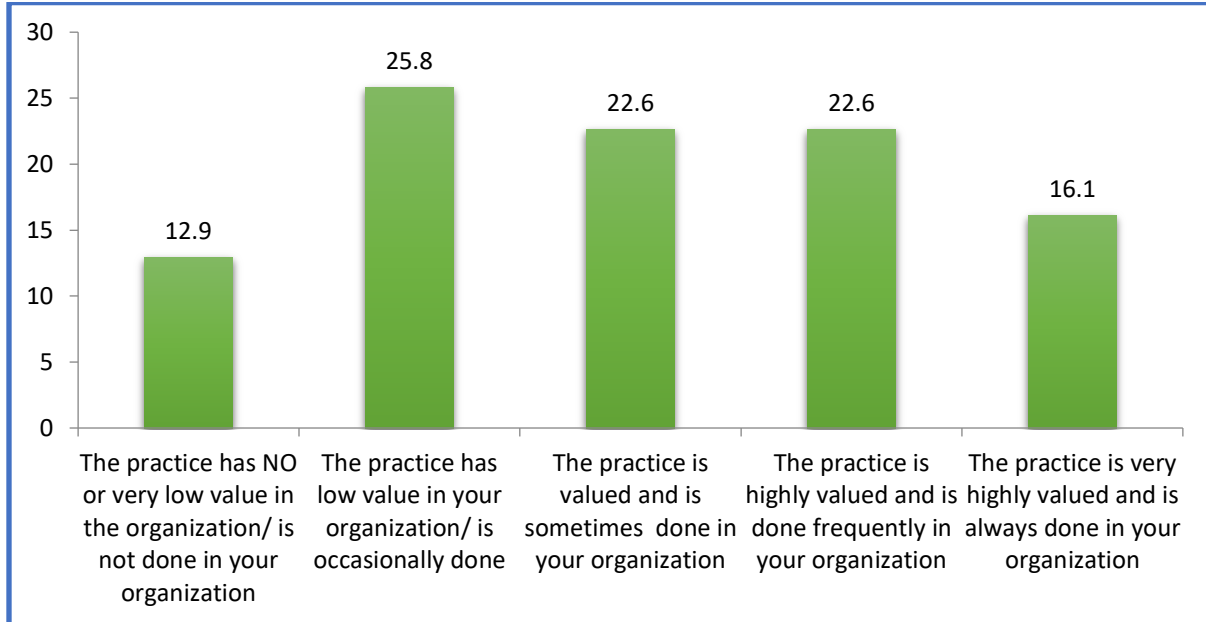


Figure 4.57

**Observations:**

In the above bar diagram researcher observed that 12.9% HR managers responded that rewarding innovations has no value in their organizations. 25.8% HR employees say it has low value, 22.6% say it has some value, 22.6% respond that it is highly valued and 16.1% say it is very highly valued in their company.

**Q2\_6 Periodic meetings are held for sharing results of experiments**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid The practice has low value in your organization/ is occasionally done	10	32.3	32.3	32.3
The practice is valued and is sometimes done in your organization	10	32.3	32.3	64.5
The practice is highly valued and is done frequently in your organization	9	29.0	29.0	93.5
The practice is very highly valued and is always done in your organization	2	6.5	6.5	100.0
Total	31	100.0	100.0	

Table 4.58

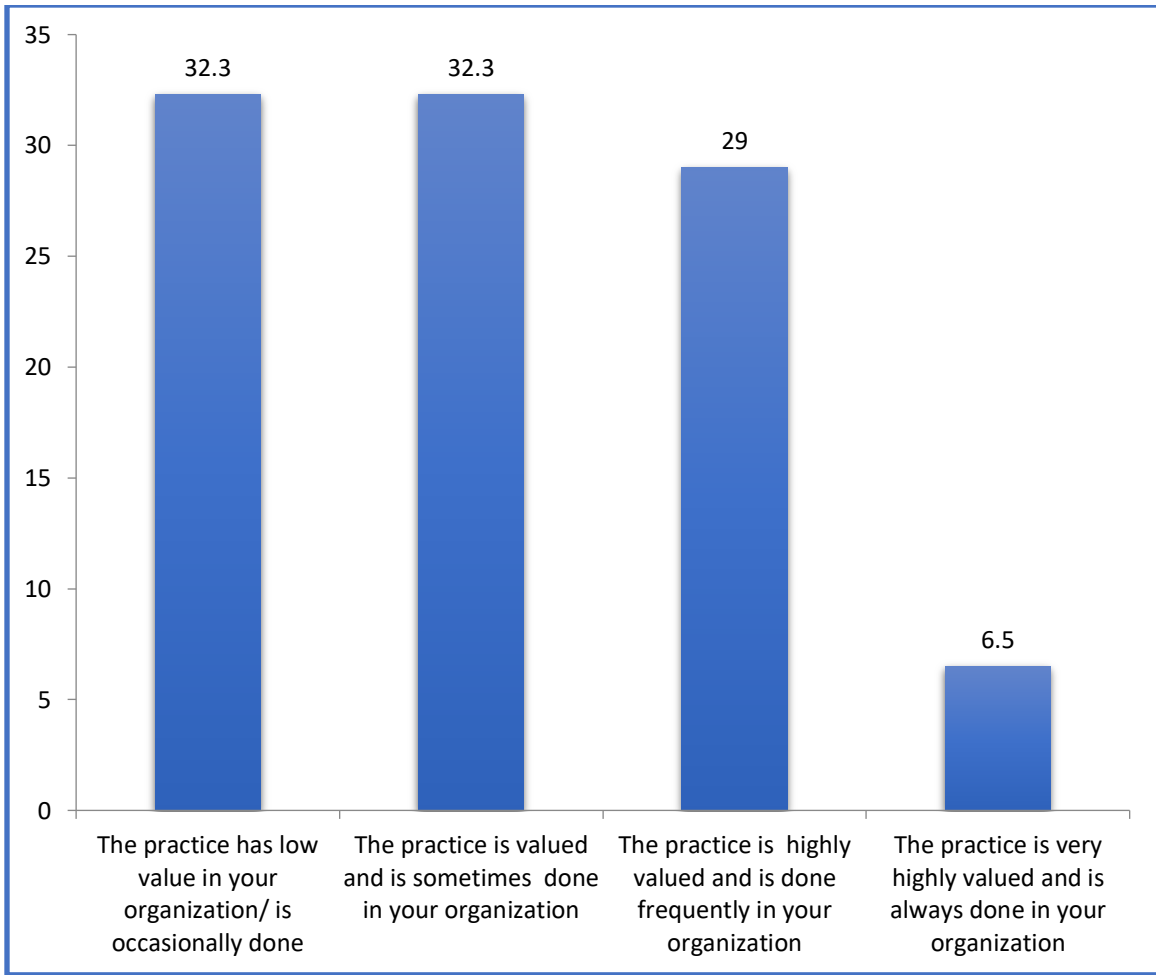


Figure 4.58

**Observations:**

In the above bar diagram researcher observed that that in context of holding Periodic meetings to share results of experiments 32.3% HR managers say it has no value. 32.3% HR employees say it has low value, 29% say it has some value, and 6.5% say it is very highly valued in their company.

**Q2\_7 Periodic meetings are held for sharing on going experiments**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid The practice has NO or very low value in the organization/ is not done in your organization	2	6.5	6.5	6.5
The practice has low value in your organization/ is occasionally done	9	29.0	29.0	35.5
The practice is valued and is sometimes done in your organization	8	25.8	25.8	61.3
The practice is highly valued and is done frequently in your organization	9	29.0	29.0	90.3
The practice is very highly valued and is always done in your organization	3	9.7	9.7	100.0
Total	31	100.0	100.0	

Table 4.59

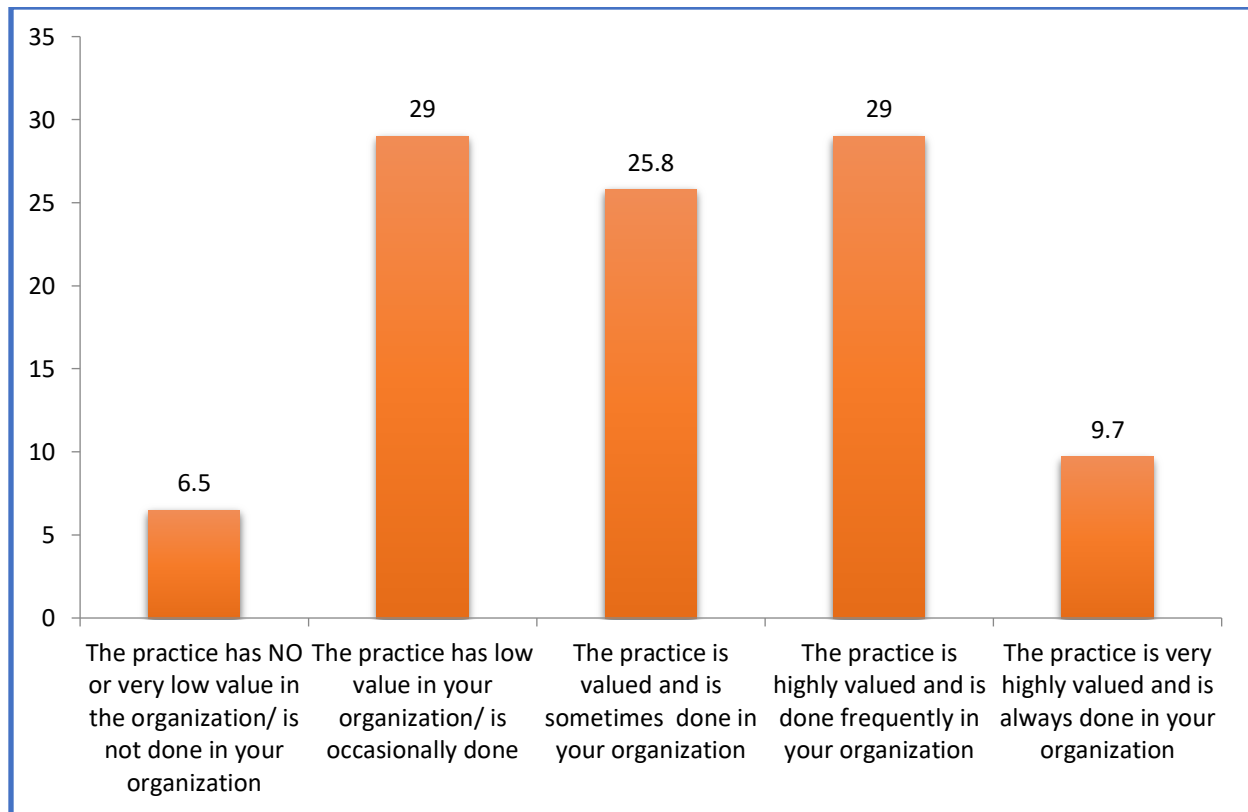


Figure 4.59

**Observations:**

In the above bar diagram researcher observed that in context of holding Periodic meetings for sharing on going experiments 6.5% HR managers say it has no value or is not done. 29% HR employees say it has low value or are occasionally done, 25.8% say it has some value or are sometimes done, 29% say it highly valued and is frequently done, and 9.7% say it is very highly valued and always done in their company.

**Q2\_8 Employee seminars on new developments are organized**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid The practice has NO or very low value in the organization/ is not done in your organization	1	3.2	3.2	3.2
The practice has low value in your organization/ is occasionally done	7	22.6	22.6	25.8
The practice is valued and is sometimes done in your organization	15	48.4	48.4	74.2
The practice is highly valued and is done frequently in your organization	6	19.4	19.4	93.5
The practice is very highly valued and is always done in your organization	2	6.5	6.5	100.0
Total	31	100.0	100.0	

Table 4.60

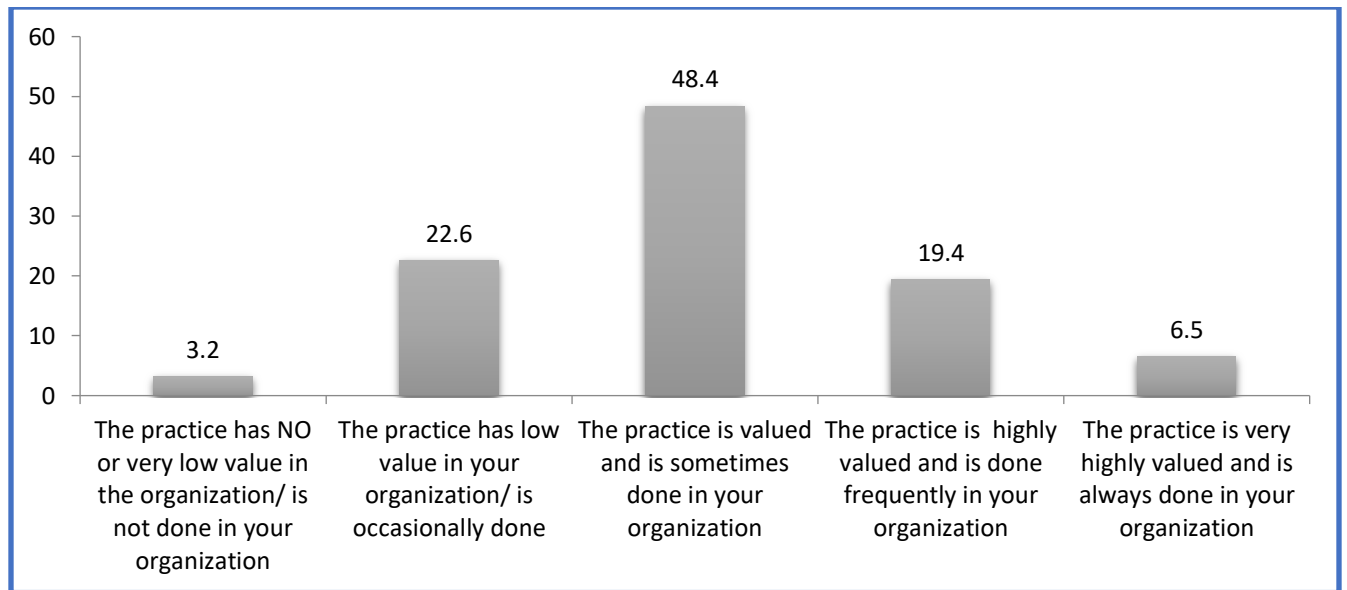


Figure 4.60

**Observations:**

In the above bar diagram researcher observed that in context of organizing Employee seminars on new developments 3.2% HR managers say it is not done. 22.6% HR employees say it is occasionally done, 48.4% say it is sometimes done, 19.4% say it is frequently done, and 6.5% say it is always done in their company.



**Q2\_9 Task groups are created for implementing and monitoring new projects or experiments**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid The practice has low value in your organization/ is occasionally done	9	29.0	29.0	29.0
The practice is valued and is sometimes done in your organization	11	35.5	35.5	64.5
The practice is highly valued and is done frequently in your organization	10	32.3	32.3	96.8
The practice is very highly valued and is always done in your organization	1	3.2	3.2	100.0
Total	31	100.0	100.0	

Table 4.61

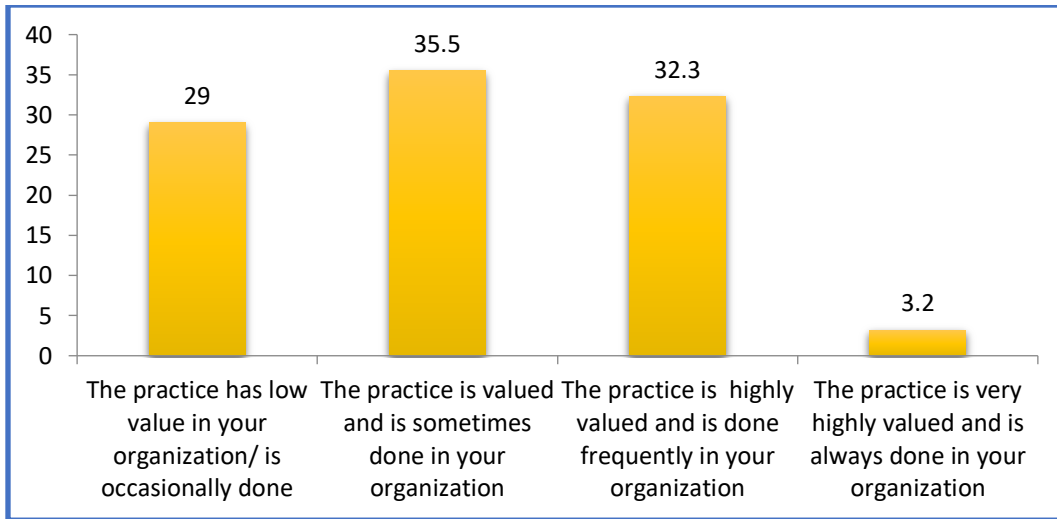


Figure 4.61

**Observations:**

In the above bar diagram researcher observed that in context of structuring Task groups for implementing and monitoring new projects or experiments 29% HR managers say it it has low value or are occasionally done, 35.5% say it has some value or are sometimes done, 32.3% say it highly valued and is frequently done, and 3.2% say it is very highly valued and always done in their company.

**Q2\_10 Detailed plans reflecting contingency approach are prepared**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid The practice has NO or very low value in the organization/ is not done in your organization	5	16.1	16.1	16.1
The practice has low value in your organization/ is occasionally done	9	29.0	29.0	45.2
The practice is valued and is sometimes done in your organization	8	25.8	25.8	71.0
The practice is highly valued and is done frequently in your organization	7	22.6	22.6	93.5
The practice is very highly valued and is always done in your organization	2	6.5	6.5	100.0
Total	31	100.0	100.0	

Table 4.62



Figure 4.62

**Observations:**

In the above bar diagram researcher observed that in context of preparing detailed plans reflecting contingency approach, 16.1% HR managers say it has no value or is not done. 29% HR employees say it has low value or are occasionally done, 25.8% say it has some value or are sometimes done, 22.6% say it highly valued and is frequently done, and 6.5% say it is very highly valued and always done in their company.

**Q2\_11 Task groups are created to examine common elements between old  
practices and innovations**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid The practice has NO or very low value in the organization/ is not done in your organization	2	6.5	6.5	6.5
The practice has low value in your organization/ is occasionally done	14	45.2	45.2	51.6
The practice is valued and is sometimes done in your organization	8	25.8	25.8	77.4
The practice is highly valued and is done frequently in your organization	7	22.6	22.6	100.0
Total	31	100.0	100.0	

Table 4.63

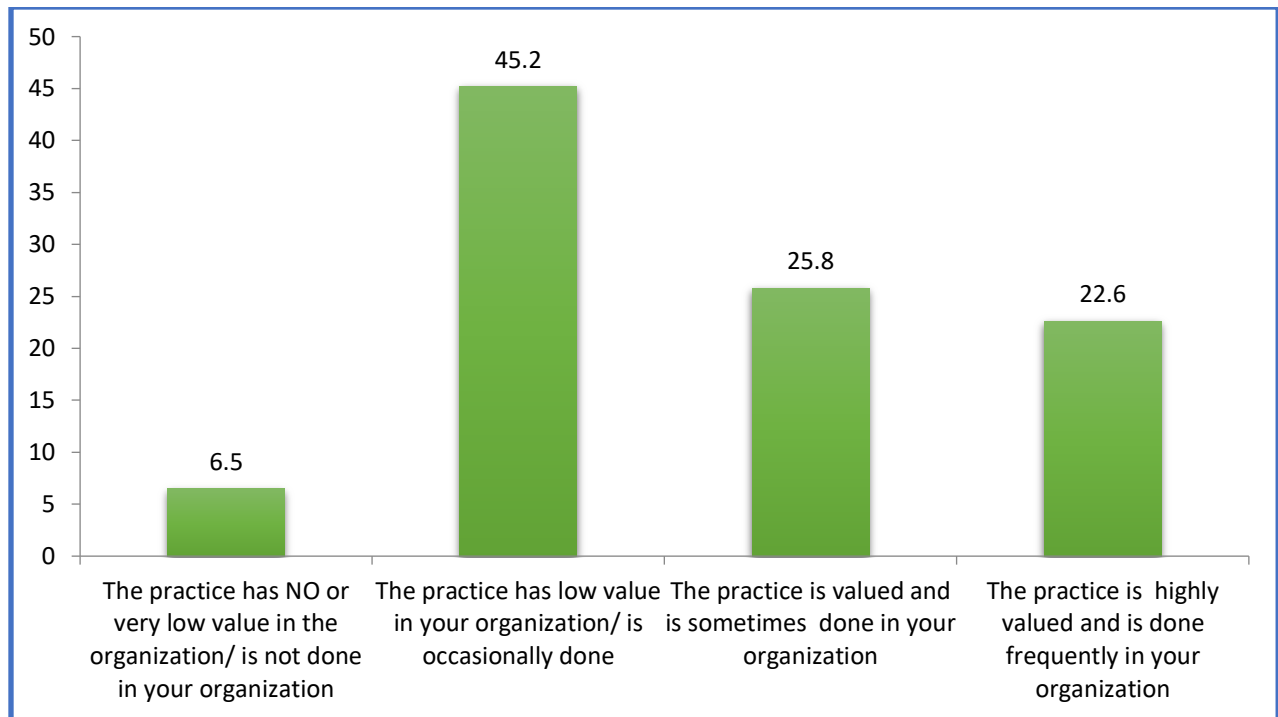


Figure 4.63

**Observations:**

In the above bar diagram researcher observed that in context of creating Task groups to examine common elements between old practices and innovations 6.5% HR managers say it has no value or is not done. 45.2% HR employees say it has low value or are occasionally done, 25.8% say it has some value or are sometimes done, 22.6% say it highly valued and is frequently done.

**Q2\_12 Newly proposed practices are linked with known practices**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid The practice has NO or very low value in the organization/ is not done in your organization	3	9.7	9.7	9.7
The practice has low value in your organization/ is occasionally done	9	29.0	29.0	38.7
The practice is valued and is sometimes done in your organization	11	35.5	35.5	74.2
The practice is highly valued and is done frequently in your organization	7	22.6	22.6	96.8
The practice is very highly valued and is always done in your organization	1	3.2	3.2	100.0
Total	31	100.0	100.0	

Table 4.64



Figure 4.64

**Observations:**

In the above bar diagram researcher observed that in context of linking Newly proposed practices with known practices 9.7% HR managers say it has no value or is not done. 29% HR employees say it has low value or are occasionally done, 35.6% say it has some value or are sometimes done, 22.6% say it highly valued and is frequently done. 3.2% say it is very highly valued and is always done.



**Q2\_13 Records of experiences are maintained.**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid The practice has NO or very low value in the organization/ is not done in your organization	3	9.7	9.7	9.7
The practice has low value in your organization/ is occasionally done	12	38.7	38.7	48.4
The practice is valued and is sometimes done in your organization	8	25.8	25.8	74.2
The practice is highly valued and is done frequently in your organization	6	19.4	19.4	93.5
The practice is very highly valued and is always done in your organization	2	6.5	6.5	100.0
Total	31	100.0	100.0	

Table 4.65



Figure 4.65

**Observations:**

In the above bar diagram researcher observed that in context of maintaining Records of experiences 9.7% HR managers say it has no value or is not done. 38.7% HR employees say it has low value or are occasionally done, 25.8% say it has some value or are sometimes done, 19.4% say it highly valued and is frequently done and 6.5% say it very highly valued and is always done.

**Q2\_14 Periodic meetings chaired by top or senior management , are held to  
review innovations**

	Frequency	Percent	Valid Percent	Cumulativ e Percent
Valid The practice has NO or very low value in the organization/ is not done in your organization	1	3.2	3.2	3.2
The practice has low value in your organization/ is occasionally done	7	22.6	22.6	25.8
The practice is valued and is sometimes done in your organization	12	38.7	38.7	64.5
The practice is highly valued and is done frequently in your organization	7	22.6	22.6	87.1
The practice is very highly valued and is always done in your organization	4	12.9	12.9	100.0
Total	31	100.0	100.0	

Table 4.66

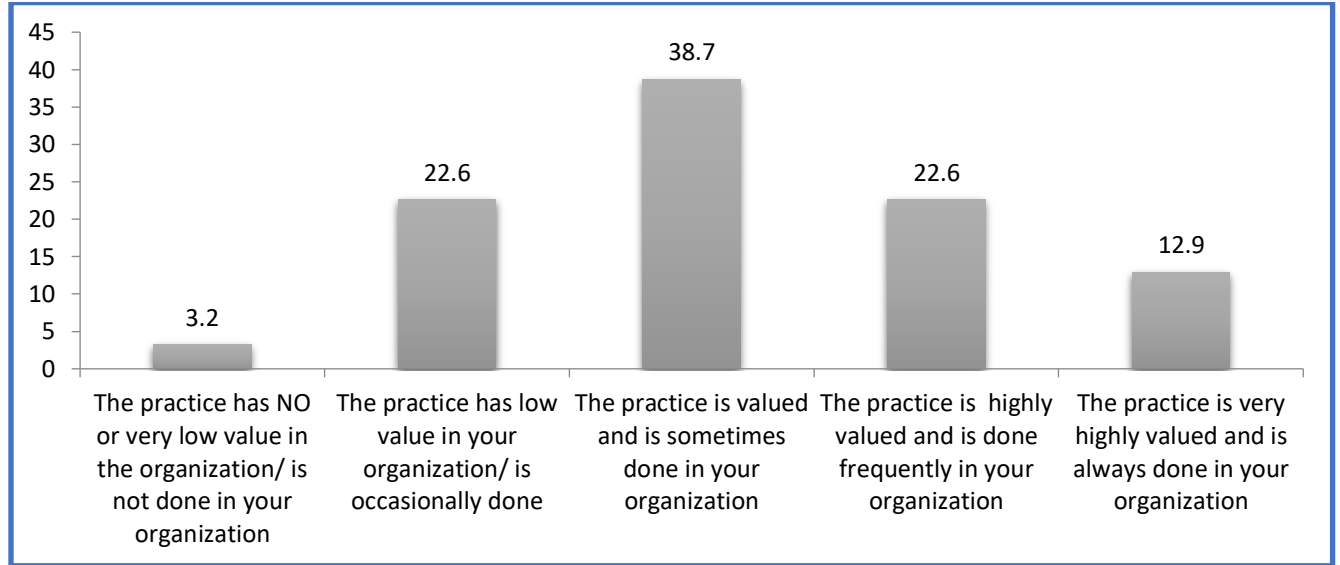


Figure 4.66

**Observations:**

In the above bar diagram researcher observed that in context of holding Periodic innovation review meetings chaired by top or senior management, 3.2% HR managers say it has no value or is not done. 22.6% HR employees say it has low value or are occasionally done, 38.7% say it has some value or are sometimes done, 22.6% say it highly valued and is frequently done and 12.9% say it very highly valued and is always done.

**Q2\_15 Relevant existing skills are utilized in implementing change**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid The practice has NO or very low value in the organization/ is not done in your organization	2	6.5	6.5	6.5
The practice has low value in your organization/ is occasionally done	6	19.4	19.4	25.8
The practice is valued and is sometimes done in your organization	13	41.9	41.9	67.7
The practice is highly valued and is done frequently in your organization	8	25.8	25.8	93.5
The practice is very highly valued and is always done in your organization	2	6.5	6.5	100.0
Total	31	100.0	100.0	

Table 4.67

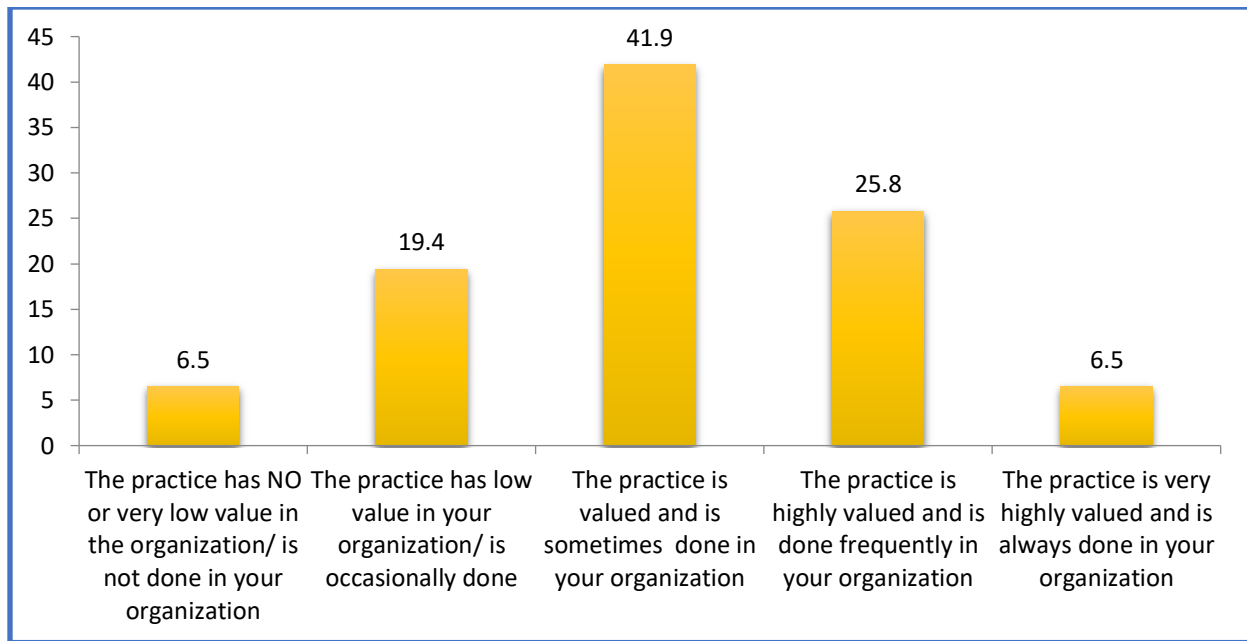


Figure 4.67

**Observations:**

In the above bar diagram researcher observed that in context of utilizing Relevant existing skills while implementing change 6.5% HR managers say it has no value or is not done. 19.4% HR employees say it has low value or are occasionally done, 41.9% say it has some value or are sometimes done, 25.8% say it highly valued and is frequently done and 6.5% say it is very highly valued and is always done.

**Q2\_16 Periodic meetings are held to review and share innovations**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid The practice has NO or very low value in the organization/ is not done in your organization	3	9.7	9.7	9.7
The practice has low value in your organization/ is occasionally done	6	19.4	19.4	29.0
The practice is valued and is sometimes done in your organization	13	41.9	41.9	71.0
The practice is highly valued and is done frequently in your organization	5	16.1	16.1	87.1
The practice is very highly valued and is always done in your organization	4	12.9	12.9	100.0
Total	31	100.0	100.0	

Table 4.68



Figure 4.68

**Observations:**

In the above bar diagram researcher observed that in context of holding Periodic meetings to review and share innovations 9.7% HR managers say it has no value or is not done. 19.4% HR employees say it has low value or are occasionally done, 41.9% say it has some value or are sometimes done, 16.1% say it highly valued and is frequently done and 12.9% say it is very highly valued and is always done.



**Q2\_17 Task groups are created to evaluate and report on plus and minus aspects  
of an innovation**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid The practice has NO or very low value in the organization/ is not done in your organization	1	3.2	3.2	3.2
The practice has low value in your organization/ is occasionally done	10	32.3	32.3	35.5
The practice is valued and is sometimes done in your organization	13	41.9	41.9	77.4
The practice is highly valued and is done frequently in your organization	5	16.1	16.1	93.5
The practice is very highly valued and is always done in your organization	2	6.5	6.5	100.0
Total	31	100.0	100.0	

Table 4.69

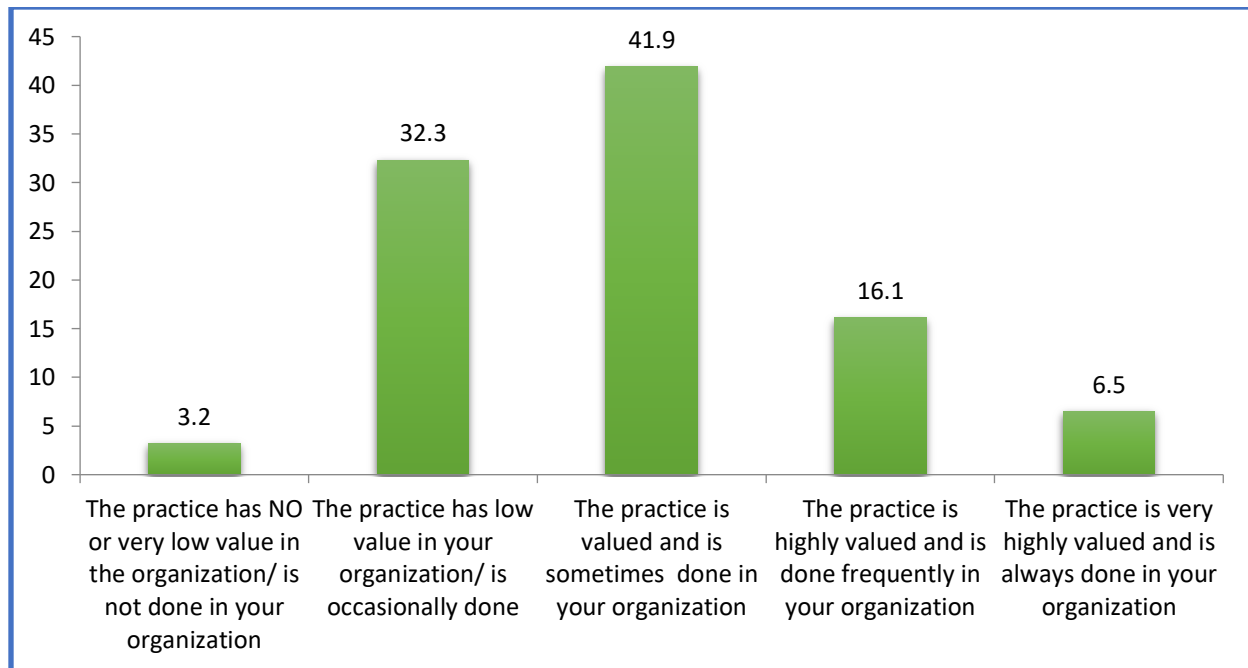


Figure 4.69

**Observations:**

In the above bar diagram researcher observed that in context of creating Task groups are to evaluate and report on plus and minus aspects of an innovation; 3.2% HR managers say it has no value or is not done. 32.3% HR employees say it has low value or are occasionally done, 41.9% say it has some value or are sometimes done, 16.1% say it highly valued and is frequently done and 6.5% say it is very highly valued and is always done.

**Q2\_18 Wide spread debates are held on experiences of implementation**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid The practice has NO or very low value in the organization/ is not done in your organization	5	16.1	16.1	16.1
The practice has low value in your organization/ is occasionally done	10	32.3	32.3	48.4
The practice is valued and is sometimes done in your organization	13	41.9	41.9	90.3
The practice is highly valued and is done frequently in your organization	3	9.7	9.7	100.0
Total	31	100.0	100.0	

Table 4.70

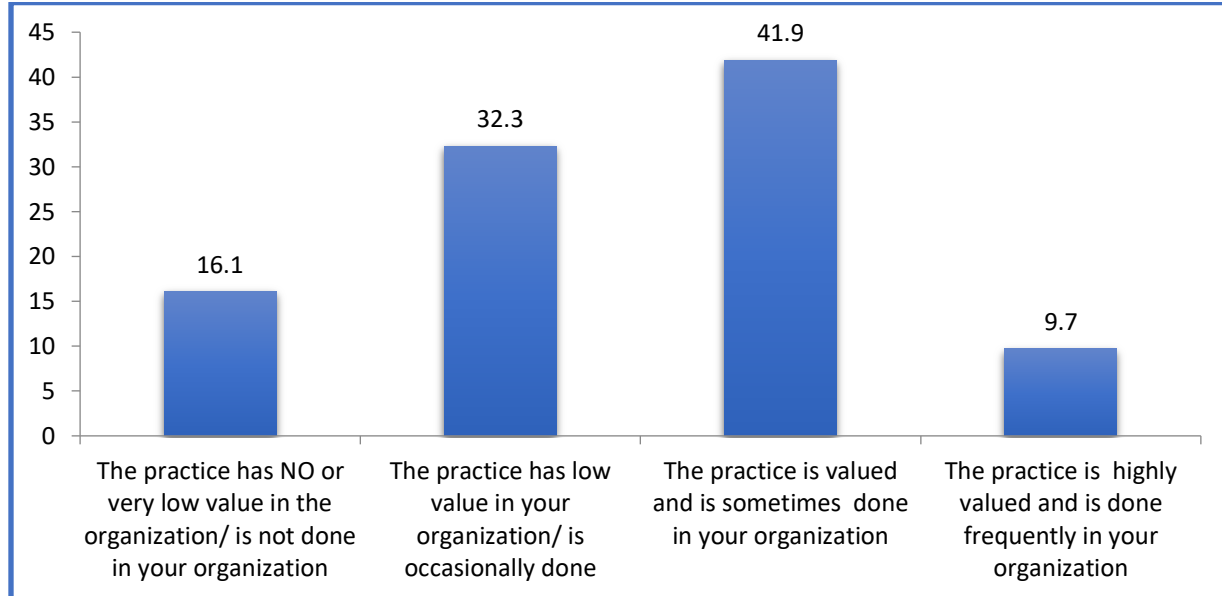


Figure 4.70

**Observations:**

In the above bar diagram researcher observed that in context of holding widespread debates no experiences of implementing, 16.1% HR managers say it has no value or is not done. 32.3% HR employees say it has low value or are occasionally done, 41.9% say it has some value or are sometimes done, 9.7% say it highly valued and is frequently done .

**Q2\_19 Implementation plans are modified when experience indicates modification is needed.**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid The practice has NO or very low value in the organization/ is not done in your organization	6	19.4	19.4	19.4
The practice has low value in your organization/ is occasionally done	6	19.4	19.4	38.7
The practice is valued and is sometimes done in your organization	11	35.5	35.5	74.2
The practice is highly valued and is done frequently in your organization	7	22.6	22.6	96.8
The practice is very highly valued and is always done in your organization	1	3.2	3.2	100.0
Total	31	100.0	100.0	

Table 4.71

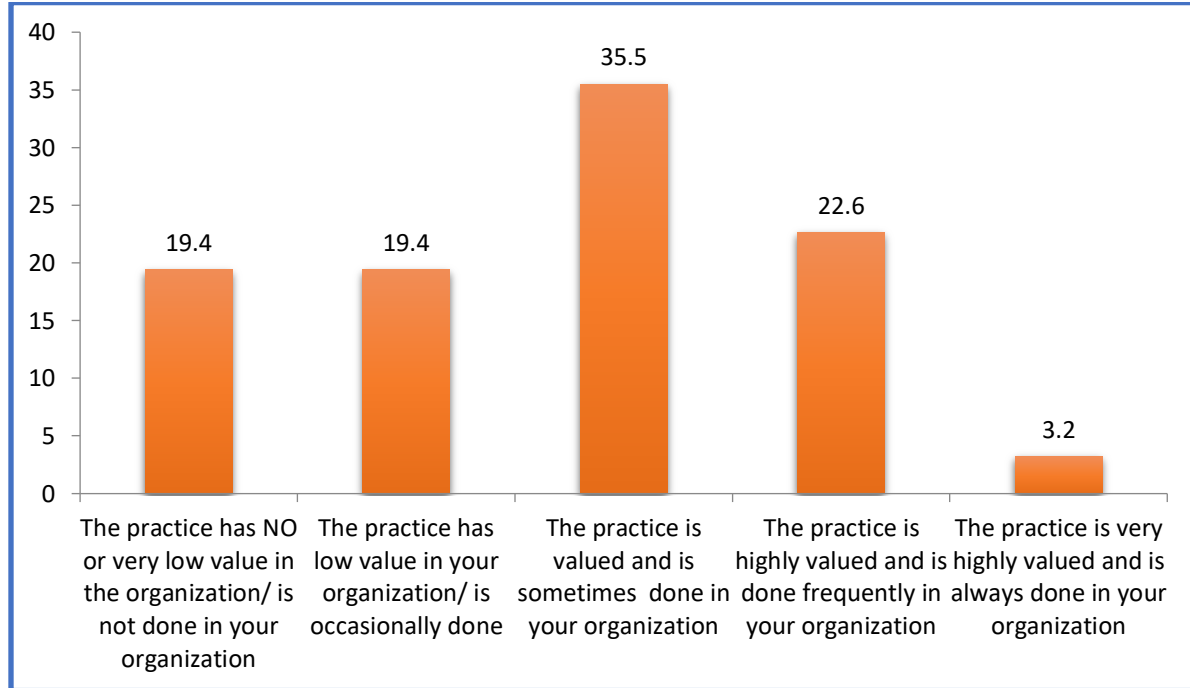


Figure 4.71

**Observations:**

In the above bar diagram researcher observed that in context of modifying Implementation plans when experience indicates modification is needed; 19.4% HR managers say it has no value or is not done. 19.4% HR employees say it has low value or are occasionally done, 35.5% say it has some value or are sometimes done, 22.6% say it highly valued and is frequently done and 3.2% say it is very highly valued and is always done.

**Q2\_20 Various groups are encouraged to prepare alternate forms of  
implementation**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid The practice has NO or very low value in the organization/ is not done in your organization	3	9.7	9.7	9.7
The practice has low value in your organization/ is occasionally done	9	29.0	29.0	38.7
The practice is valued and is sometimes done in your organization	11	35.5	35.5	74.2
The practice is highly valued and is done frequently in your organization	7	22.6	22.6	96.8
The practice is very highly valued and is always done in your organization	1	3.2	3.2	100.0
Total	31	100.0	100.0	

Table 4.72

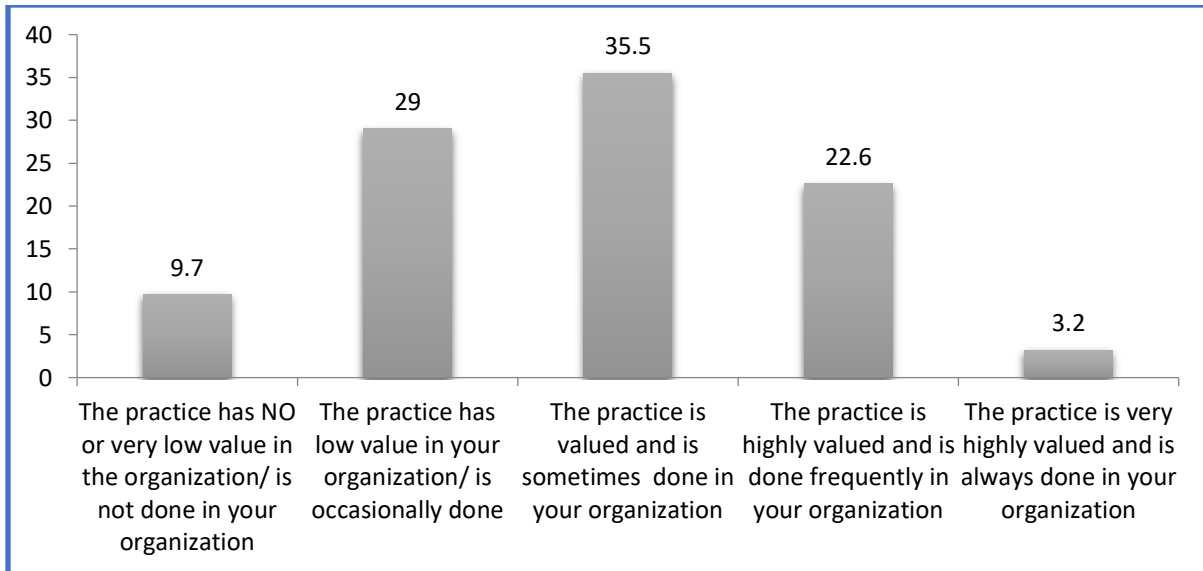


Figure 4.72

**Observations:**

In the above bar diagram researcher observed that in context of encouraging Various groups to prepare alternate forms of implementation; 9.7% HR managers say it has no value or is not done. 29% HR employees say it has low value or are occasionally done, 35.5% say it has some value or are sometimes done, 22.6% say it highly valued and is frequently done and 3.2% say it is very highly valued and is always done.



**Q3. Do you agree that there is a significant relationship between the following Skills for Organization learning and development of organization learning?**

[Note: 1= strongly agree, 2=agree, 3=can't say, 4=disagree, 5=strongly disagree]

**Q3\_1 Personal Mastery (domain expertise that consistently upgrades)**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Agree	5	16.1	16.1	16.1
Agree	9	29.0	29.0	45.2
Can't Say	3	9.7	9.7	54.8
Disagree	10	32.3	32.3	87.1
Strongly Disagree	4	12.9	12.9	100.0
Total	31	100.0	100.0	

Table 4.73

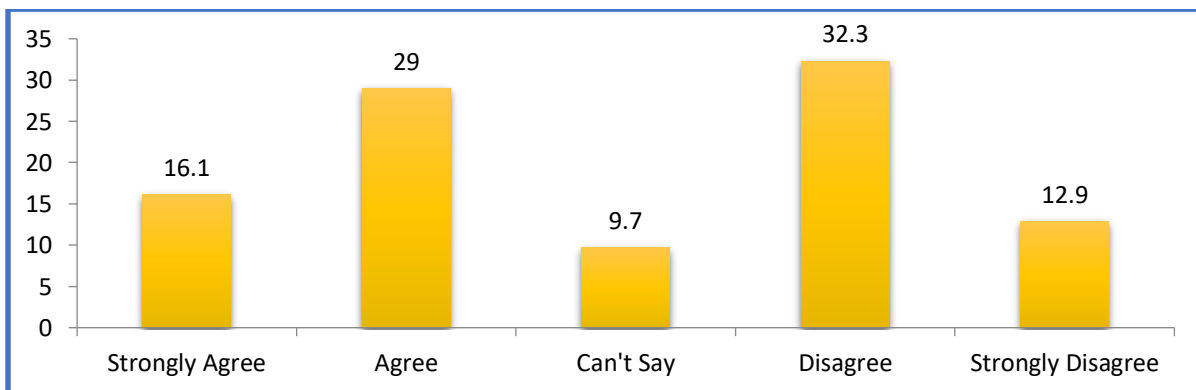


Figure 4.73

**Observations:**

In the above bar diagram Researcher observed 16.1% respondents strongly agree that Personal mastery is an important skill that needs to developed amongst employees to promote organization learning in the organization. 29% respondents agree that Personal mastery is an important skill that needs to developed amongst employees to promote organization learning in the organization. 9.7% respondents are neutral. 32.3% respondents disagree and 12.9% strongly disagree that Personal mastery is an important skill that needs to developed amongst employees to promote organization learning in the organization.

**Q3\_2 Systems Thinking(ability to see the whole picture)**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Agree	1	3.2	3.2	3.2
Agree	6	19.4	19.4	22.6
Can't Say	8	25.8	25.8	48.4
Disagree	9	29.0	29.0	77.4
Strongly Disagree	7	22.6	22.6	100.0
Total	31	100.0	100.0	

Table 4.74

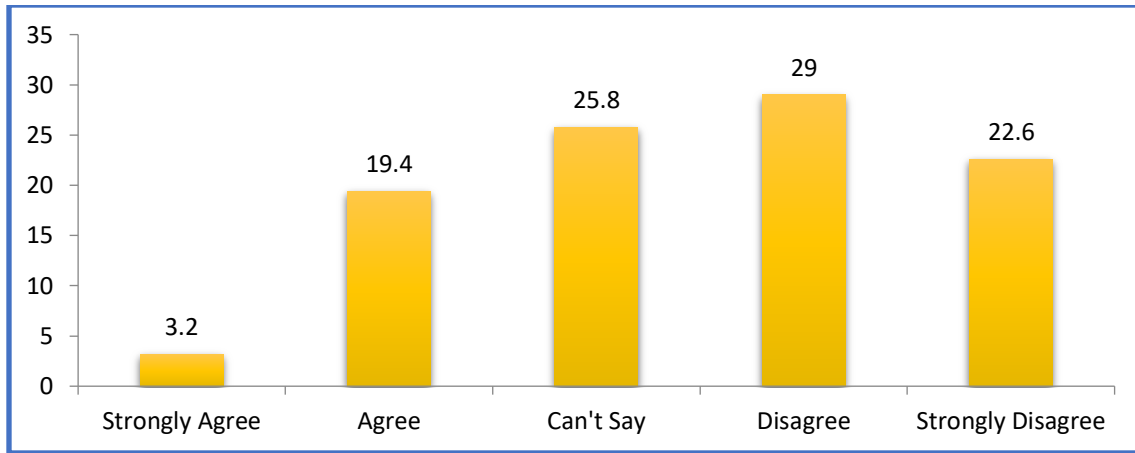


Figure 4.74

**Observations:**

In the above bar diagram Researcher observed 3.2% respondents strongly agree that Systems thinking is an important skill that needs to be developed amongst employees to promote organization learning in the organization. 19.4% respondents agree that Systems thinking is an important skill that needs to be developed amongst employees to promote organization learning in the organization. 25.8% respondents are neutral. 29% respondents disagree that Systems thinking is an important skill that needs to be developed amongst employees to promote organization learning in the organization. 22.6% respondents strongly disagree that Systems thinking is an important skill that needs to be developed amongst employees to promote organization learning in the organization.

**Q3\_3 Mental Model` (preparedness to learn and do new things)**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Agree	9	29.0	29.0	29.0
Agree	5	16.1	16.1	45.2
Can't Say	6	19.4	19.4	64.5
Disagree	9	29.0	29.0	93.5
Strongly Disagree	2	6.5	6.5	100.0
Total	31	100.0	100.0	

Table 4.75

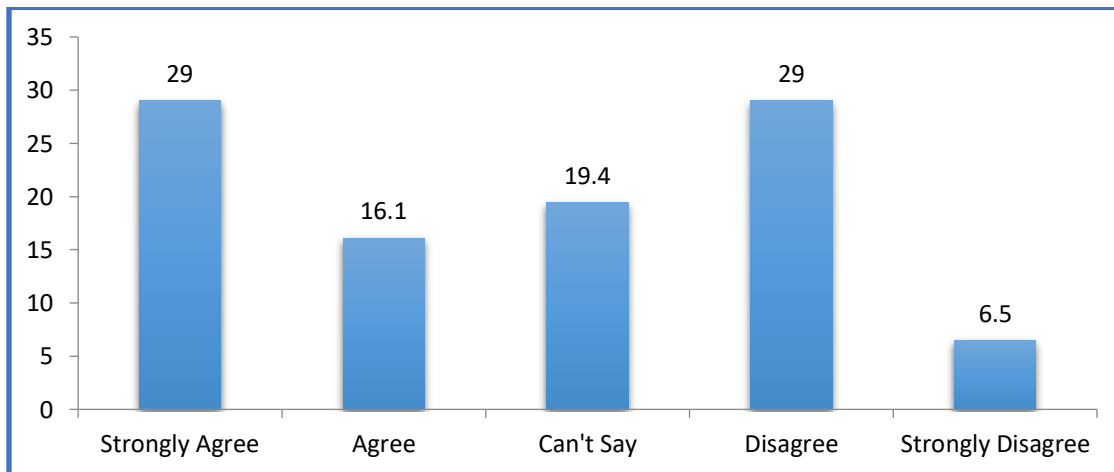


Figure 4.75

**Observations:**

In the above bar diagram Researcher observed 29% respondents strongly agree that Mental Model is an important skill that needs to developed amongst employees to promote organization learning in the organization. 16.1% respondents agree that Mental Model is an important skill that needs to developed amongst employees to promote organization learning in the organization. 19.4% respondents are neutral. 29% respondents disagree that Mental Model is an important skill that needs to developed amongst employees to promote organization learning in the organization. 6.5% respondents strongly disagree that Mental Model is an important skill that needs to developed amongst employees to promote organization learning in the organization.

**Q3\_4 Self-directed learning**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Agree	7	22.6	22.6	22.6
Agree	10	32.3	32.3	54.8
Can't Say	2	6.5	6.5	61.3
Disagree	10	32.3	32.3	93.5
Strongly Disagree	2	6.5	6.5	100.0
Total	31	100.0	100.0	

Table 4.76

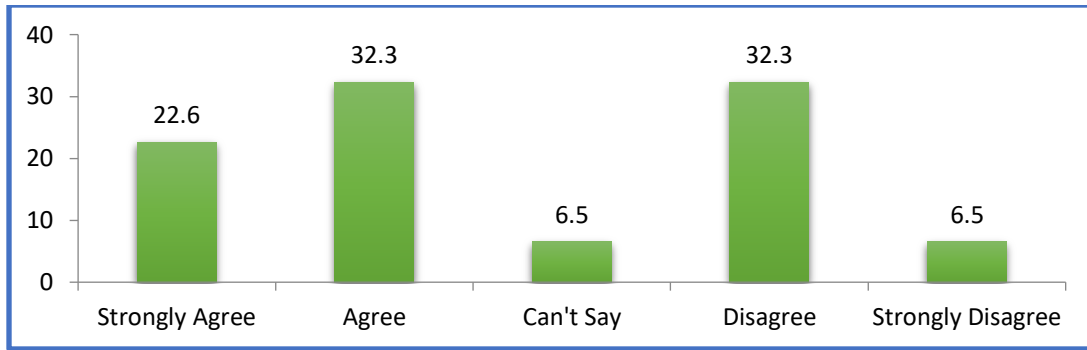


Figure 4.76

**Observations:**

In the above bar diagram Researcher observed 22.6% respondents strongly agree that Self-directed learning is an important skill that needs to developed amongst employees to promote organization learning in the organization. 32.3% respondents agree that Self-directed learning is an important skill that needs to developed amongst employees to promote organization learning in the organization. 6.5% respondents are neutral. 32.3% respondents disagree that Self-directed learning is an important skill that needs to developed amongst employees to promote organization learning in the organization. 6.5% respondents strongly disagree that Self-directed learning is an important skill that needs to developed amongst employees to promote organization learning in the organization.

**Q3\_5 Dialogue (discussing freely issues related to task)**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Agree	8	25.8	25.8	25.8
Agree	2	6.5	6.5	32.3
Can't Say	8	25.8	25.8	58.1
Disagree	7	22.6	22.6	80.6
Strongly Disagree	6	19.4	19.4	100.0
Total	31	100.0	100.0	

Table 4.77

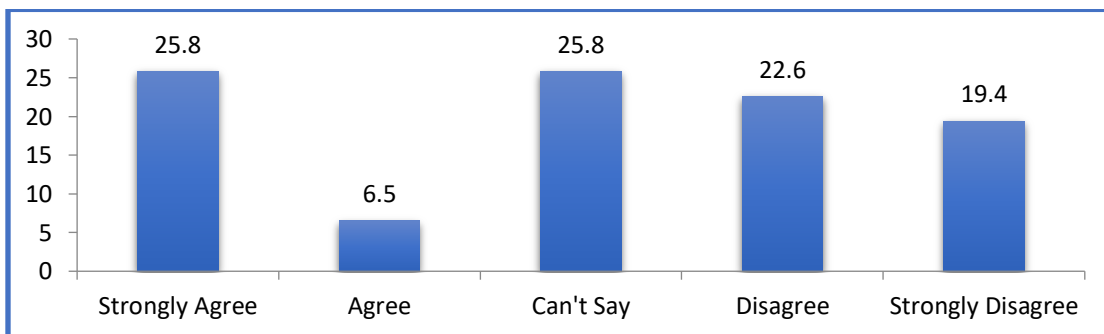


Figure 4.77

**Observations:**

In the above bar diagram Researcher observed 25.8% respondents strongly agree that Dialogue is an important skill that needs to developed amongst employees to promote organization learning in the organization. 6.5% respondents agree that Dialogue is an important skill that needs to

developed amongst employees to promote organization learning in the organization.25.8% respondents are neutral.22.6% respondents disagree that Dialogue is an important skill that needs to developed amongst employees to promote organization learning in the organization. 19.4% respondents strongly disagree that Dialogue is an important skill that needs to developed amongst employees to promote organization learning in the organization.

**Q3\_6 Leadership**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Agree	7	22.6	22.6	22.6
Agree	6	19.4	19.4	41.9
Can't Say	8	25.8	25.8	67.7
Disagree	8	25.8	25.8	93.5
Strongly Disagree	2	6.5	6.5	100.0
Total	31	100.0	100.0	

Table 4.78

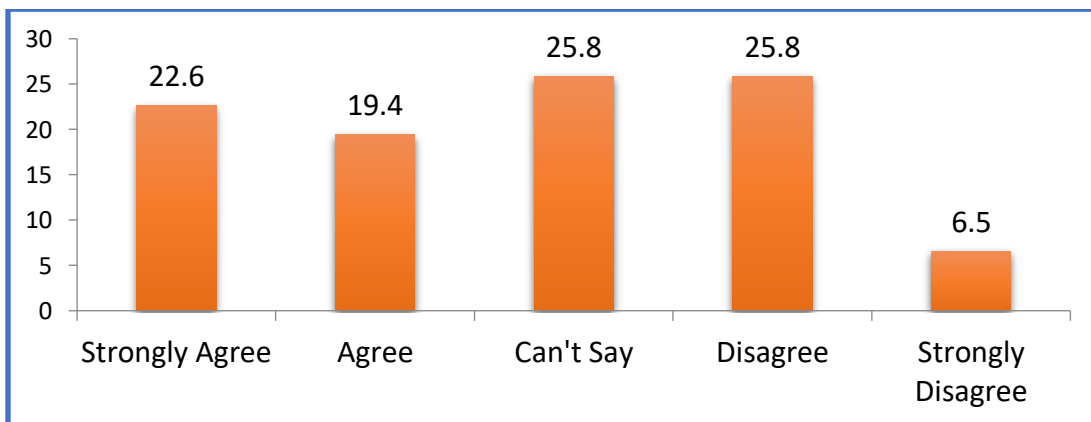


Figure 4.78



**Observations:**

In the above bar diagram Researcher observed 22.6% respondents strongly agree that Leadership is an important skill that needs to developed amongst employees to promote organization learning in the organization. 19.4% respondents agree that Leadership is an important skill that needs to developed amongst employees to promote organization learning in the organization. 25.8% respondents are neutral. 25.8% respondents disagree that Leadership is an important skill that needs to developed amongst employees to promote organization learning in the organization. 6.5% respondents strongly disagree that Leadership is an important skill that needs to developed amongst employees to promote organization learning in the organization.

**Q3\_7 Time Management**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Agree	8	25.8	25.8	25.8
Can't Say	8	25.8	25.8	51.6
Disagree	12	38.7	38.7	90.3
Strongly Disagree	3	9.7	9.7	100.0
Total	31	100.0	100.0	

Table 4.79

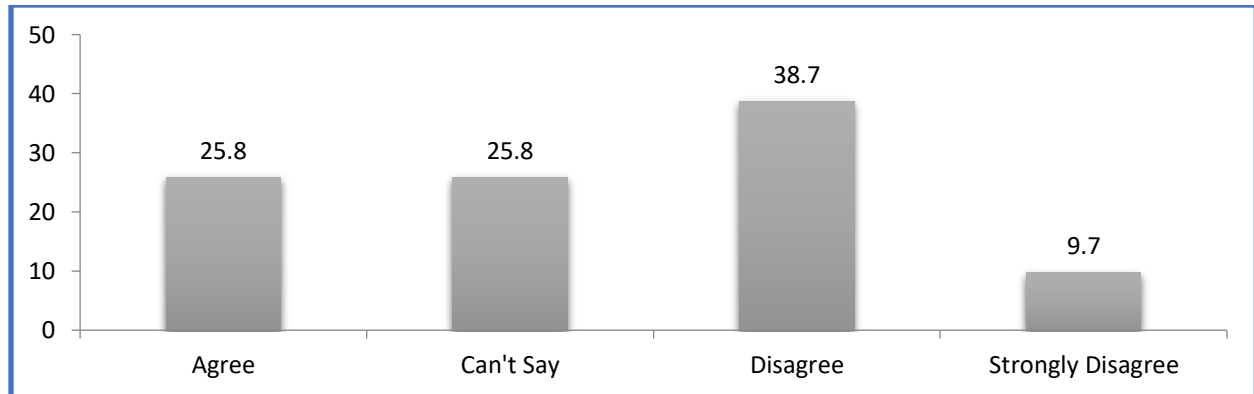


Figure 4.79

**Observations:**

In the above bar diagram Researcher observed 25.8% respondents agree that Time management is an important skill that needs to developed amongst employees to promote organization learning in the organization. 25.8% respondents are neutral. 38.7% respondents disagree that Time management is an important skill that needs to developed amongst employees to promote organization learning in the organization. 9.7% respondents strongly disagree that Time management is an important skill that needs to developed amongst employees to promote organization learning in the organization.

### Q3\_8 Team Work

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Agree	2	6.5	6.5	6.5
Agree	8	25.8	25.8	32.3
Can't Say	14	45.2	45.2	77.4
Disagree	6	19.4	19.4	96.8
Strongly Disagree	1	3.2	3.2	100.0
Total	31	100.0	100.0	

Table 4.80

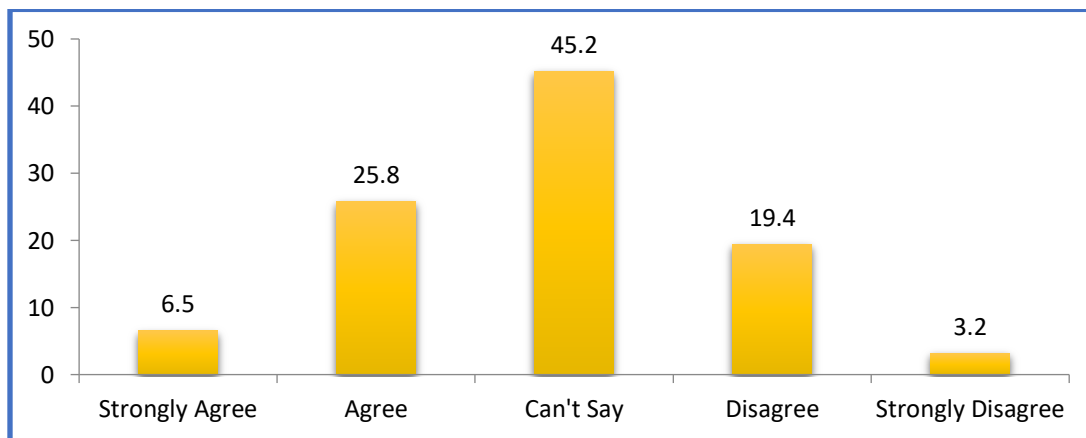


Figure 4.80

#### Observations:

In the above bar diagram Researcher observed 6.5% respondents strongly agree that Team Work is an important skill that needs to developed amongst employees to promote organization

learning in the organization. 25.8% respondents agree that Team Work is an important skill that needs to developed amongst employees to promote organization learning in the organization. 45.2% respondents are neutral. 19.4% respondents disagree that Team Work is an important skill that needs to developed amongst employees to promote organization learning in the organization. 3.2% respondents strongly disagree that Team Work is an important skill that needs to developed amongst employees to promote organization learning in the organization.

### Q3\_9 Problem Solving

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Agree	4	12.9	12.9	12.9
Agree	18	58.1	58.1	71.0
Can't Say	5	16.1	16.1	87.1
Disagree	3	9.7	9.7	96.8
Strongly Disagree	1	3.2	3.2	100.0
Total	31	100.0	100.0	

Table 4.81

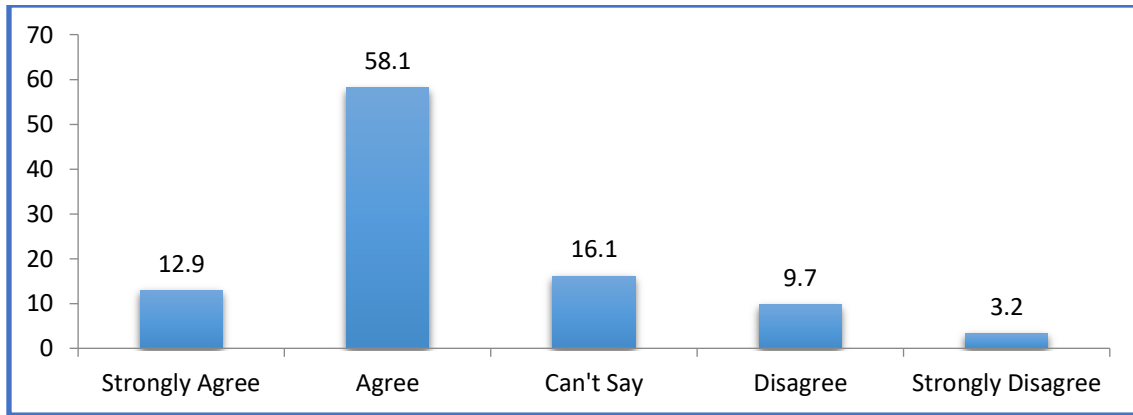


Figure 4.81

**Observations:**

In the above bar diagram Researcher observed 12.9% respondents strongly agree that Problem Solving is an important skill that needs to be developed amongst employees to promote organization learning in the organization. 58.1% respondents agree that Problem Solving is an important skill that needs to be developed amongst employees to promote organization learning in the organization. 16.1% respondents are neutral. 9.7% respondents disagree that Problem Solving is an important skill that needs to be developed amongst employees to promote organization learning in the organization. 3.2% respondents strongly disagree that Problem Solving is an important skill that needs to be developed amongst employees to promote organization learning in the organization.

### Q3\_10 Critical Thinking

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Agree	4	12.9	12.9	12.9
Agree	14	45.2	45.2	58.1
Can't Say	8	25.8	25.8	83.9
Disagree	3	9.7	9.7	93.5
Strongly Disagree	2	6.5	6.5	100.0
Total	31	100.0	100.0	

Table 4.82

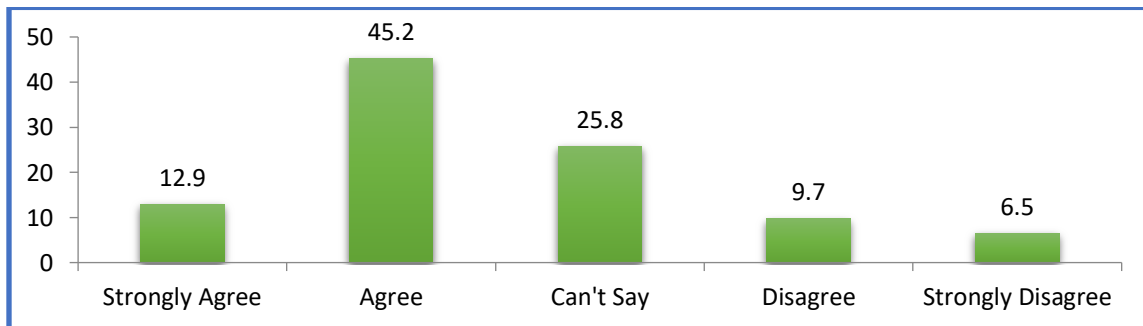


Figure 4.82

#### Observations:

In the above bar diagram Researcher observed 12.9% respondents strongly agree that Critical Thinking is an important skill that needs to be developed amongst employees to promote organization learning in the organization. 45.2% respondents agree that Critical Thinking is an

important skill that needs to developed amongst employees to promote organization learning in the organization. 25.8% respondents are neutral. 9.7% respondents disagree that Critical Thinking is an important skill that needs to developed amongst employees to promote organization learning in the organization. 6.5% respondents strongly disagree that Critical Thinking is an important skill that needs to developed amongst employees to promote organization learning in the organization.

**Q4. Which of the following are observed in your organization for the development of organization learning?**

[Note: 1= strongly agree, 2=agree, 3=can't say, 4=disagree, 5=strongly disagree]

**Q4\_1 Employees are encouraged to experiment and mistakes are not punishable.**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Agree	2	6.5	6.5	6.5
Agree	14	45.2	45.2	51.6
Can't Say	8	25.8	25.8	77.4
Disagree	4	12.9	12.9	90.3
Strongly Disagree	3	9.7	9.7	100.0
Total	31	100.0	100.0	

Table 4.83

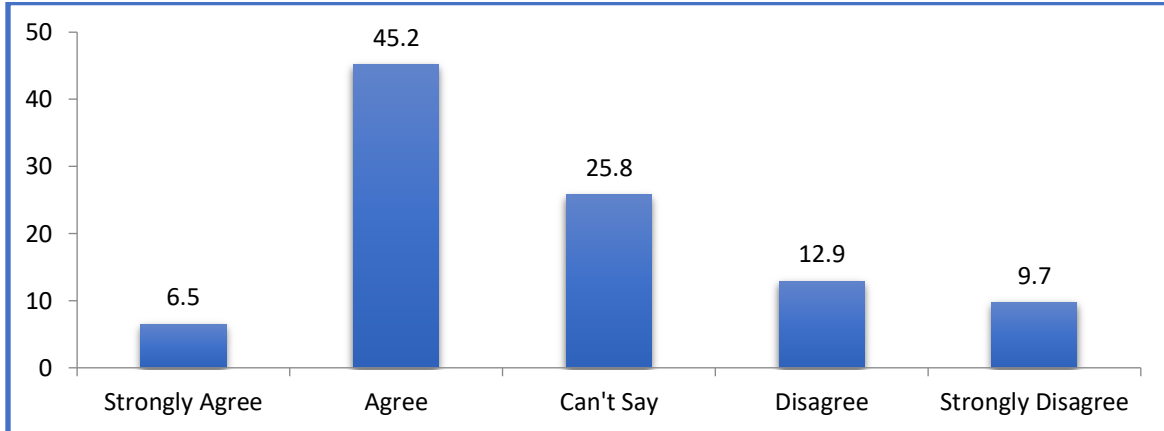


Figure 4.83

**Observations:**

In the above bar diagram Researcher observed 6.5% respondents strongly agree that there is a significant relationship between encouragement to employees to experiment and development of Organization Learning in the organization. 45.2% respondents agree that there is a significant relationship between encouragement to employees to experiment and development of Organization Learning in the organization. 25.8% respondents are neutral. 12.9% respondents disagree that encouragement to employees to experiment and development of Organization Learning in the organization. 9.7% respondents strongly disagree that there is a significant relationship between encouragement to employees to experiment and development of Organization Learning in the organization.



**Q4\_2 Employees enjoy reasonable autonomy and do not wait for permissions or instructions.**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Agree	16	51.6	51.6	51.6
Can't Say	10	32.3	32.3	83.9
Disagree	4	12.9	12.9	96.8
Strongly Disagree	1	3.2	3.2	100.0
Total	31	100.0	100.0	

Table 4.84

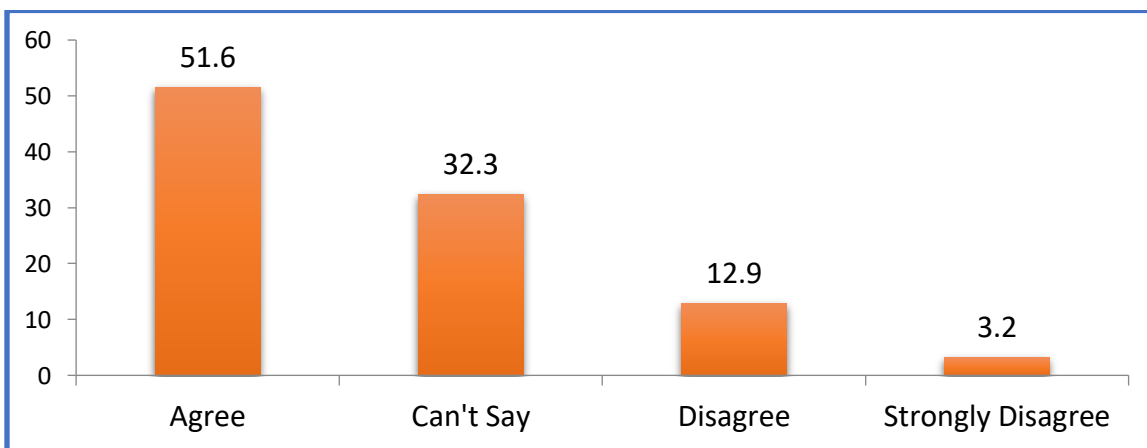


Figure 4.84

**Observations:**

In the above bar diagram Researcher observed 51.6% respondents agree that there is a significant relationship between Employees enjoying reasonable autonomy and not waiting for permissions

or instructions. 32.3% respondents are neutral. 12.9% respondents disagree that Employees enjoying reasonable autonomy and not waiting for permissions or instructions and development of Organization Learning in the organization 3.2% respondents strongly disagree that there is a significant relationship between Employees enjoying reasonable autonomy and not waiting for permissions or instructions and development of Organization Learning in the organization.

**Q4\_3 Learning from work happens all the time**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Agree	2	6.5	6.5	6.5
Agree	11	35.5	35.5	41.9
Can't Say	3	9.7	9.7	51.6
Disagree	9	29.0	29.0	80.6
Strongly Disagree	6	19.4	19.4	100.0
Total	31	100.0	100.0	

Table 4.85

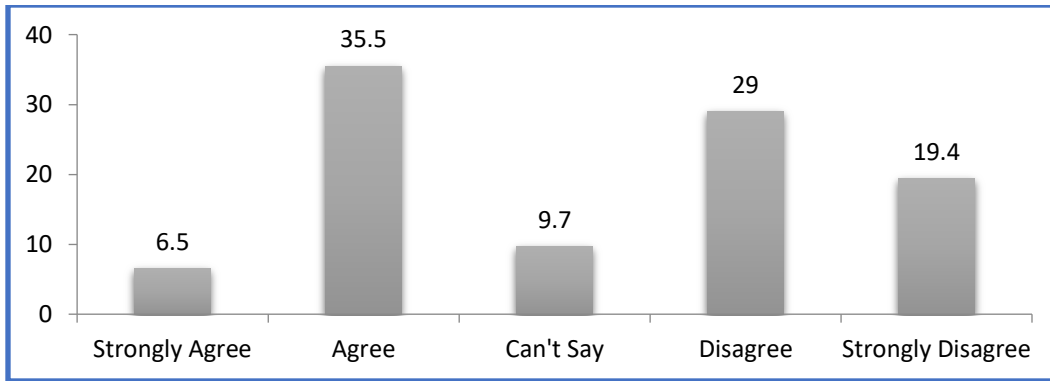


Figure 4.85

**Observations:**

In the above bar diagram Researcher observed 6.5% respondents strongly agree that Learning from work happens all the time. 35.5% respondents agree that Learning from work happens all the time Learning in the organization.9.7% respondents are neutral. 29% respondents disagree that Learning from work happens all the time. 19.4% respondents strongly disagree that Learning from work happens all the time

**Q4\_4 Knowledge created at work place is shared with people who can put it into action freely.**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Agree	10	32.3	32.3	32.3
Agree	11	35.5	35.5	67.7
Can't Say	8	25.8	25.8	93.5
Strongly Disagree	2	6.5	6.5	100.0
Total	31	100.0	100.0	

Table 4.86

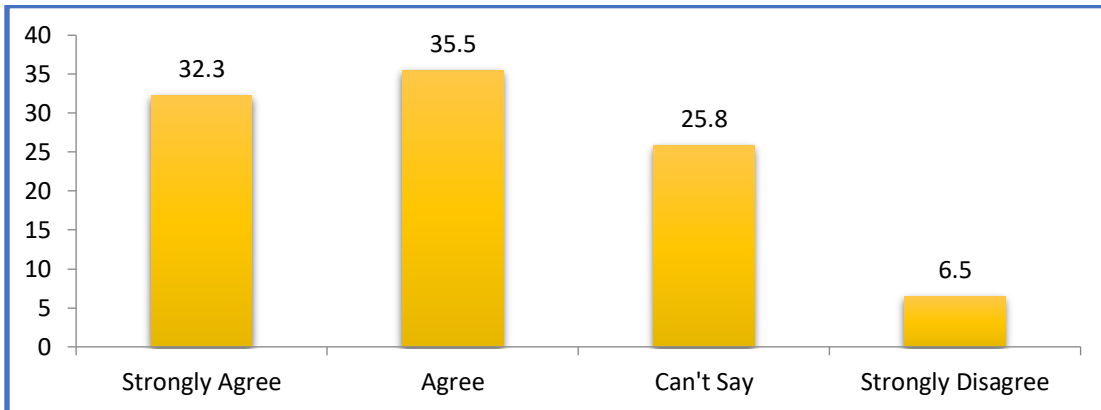


Figure 4.86

**Observations:**

In the above bar diagram Researcher observed 32.3% respondents strongly agree that Knowledge created at work place is shared with people who can put it into action freely. 35.5% respondents agree that Knowledge created at work place is shared with people who can put it into action freely. 25.8% respondents are neutral. 6.5% strongly disagree that Knowledge created at work place is shared with people who can put it into action freely.

**Q4\_5 People engaged with application of knowledge generated at workplace are rewarded.**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Agree	8	25.8	25.8	25.8
Agree	18	58.1	58.1	83.9
Can't Say	2	6.5	6.5	90.3
Disagree	1	3.2	3.2	93.5
Strongly Disagree	2	6.5	6.5	100.0
Total	31	100.0	100.0	

Table 4.87

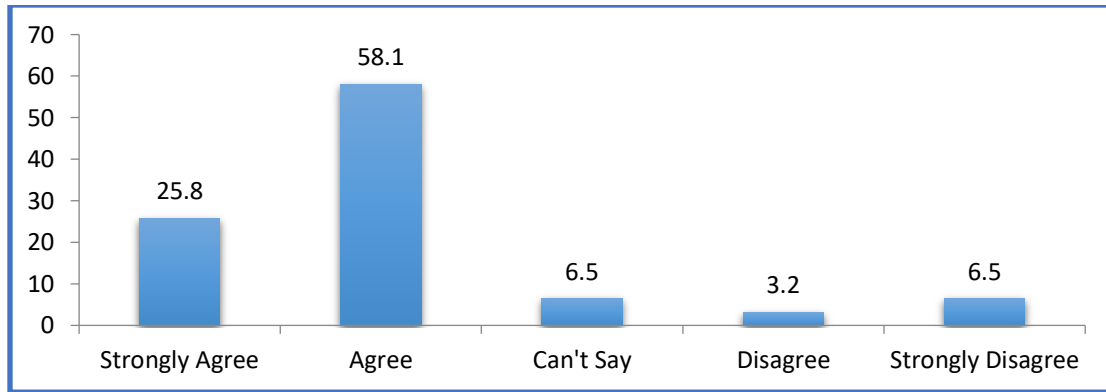


Figure 4.87

**Observations:**

In the above bar diagram Researcher observed 25.8% respondents strongly agree that People engaged with application of knowledge generated at workplace are rewarded. 58.1% respondents agree that People engaged with application of knowledge generated at workplace are rewarded. 6.5% respondents are neutral. 3.2% strongly agree that People engaged with application of knowledge generated at workplace are rewarded. 6.5% strongly disagree that People engaged with application of knowledge generated at workplace are rewarded

**Q4\_6 My organization has infrastructure that facilitates learning and sharing, (for example open spaces and no close door policies)**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Agree	8	25.8	25.8	25.8
Agree	17	54.8	54.8	80.6
Can't Say	3	9.7	9.7	90.3
Disagree	2	6.5	6.5	96.8
Strongly Disagree	1	3.2	3.2	100.0
Total	31	100.0	100.0	

Table 4.88

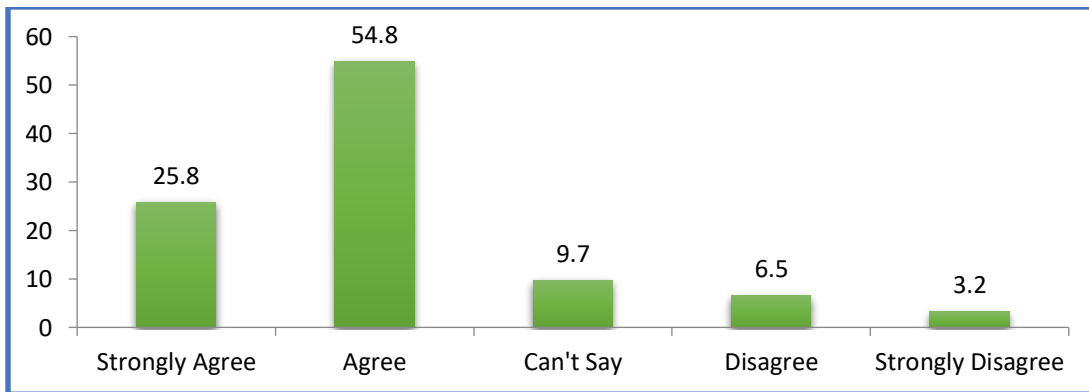


Figure 4.88

**Observations:**

In the above bar diagram Researcher observed 25.8% respondents strongly agree that their organization has infrastructure that facilitates learning and sharing 54.8% respondents agree that their organization has infrastructure that facilitates learning and sharing. 9.7% respondents are neutral. 6.5% strongly agree that their organization has infrastructure that facilitates learning and sharing. 3.2% strongly disagree that their organization has infrastructure that facilitates learning and sharing

**Q4\_7 The organization structure in my company is seamless with very few controls and makes learning a normal activity.**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Agree	8	25.8	25.8	25.8
Agree	19	61.3	61.3	87.1
Can't Say	2	6.5	6.5	93.5
Disagree	1	3.2	3.2	96.8
Strongly Disagree	1	3.2	3.2	100.0
Total	31	100.0	100.0	

Table 4.89



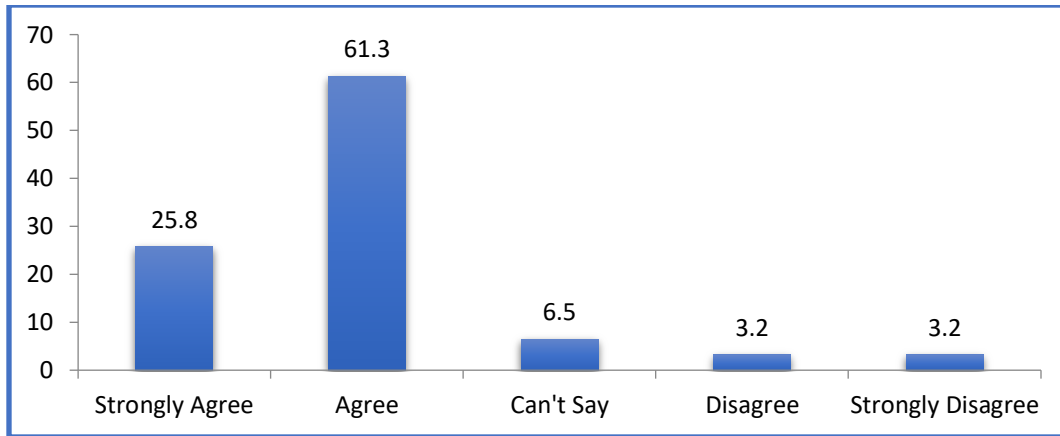


Figure 4.89

**Observations:**

In the above bar diagram Researcher observed 25.8% respondents strongly agree that the organization structure in their company is seamless with very few controls and makes learning a normal activity. 61.3% respondents agree that the organization structure in their company is seamless with very few controls and makes learning a normal activity. 6.5% respondents are neutral. 3.2% disagree that the organization structure in their company is seamless with very few controls and makes learning a normal activity. 3.2% strongly disagree that the organization structure in their company is seamless with very few controls and makes learning a normal activity.

**Q4\_8 My company uses HR activity, like a contest, to generate a pool of innovative ideas within the organization.**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Agree	9	29.0	29.0	29.0
Agree	17	54.8	54.8	83.9
Can't Say	2	6.5	6.5	90.3
Disagree	2	6.5	6.5	96.8
Strongly Disagree	1	3.2	3.2	100.0
Total	31	100.0	100.0	

Table 4.90

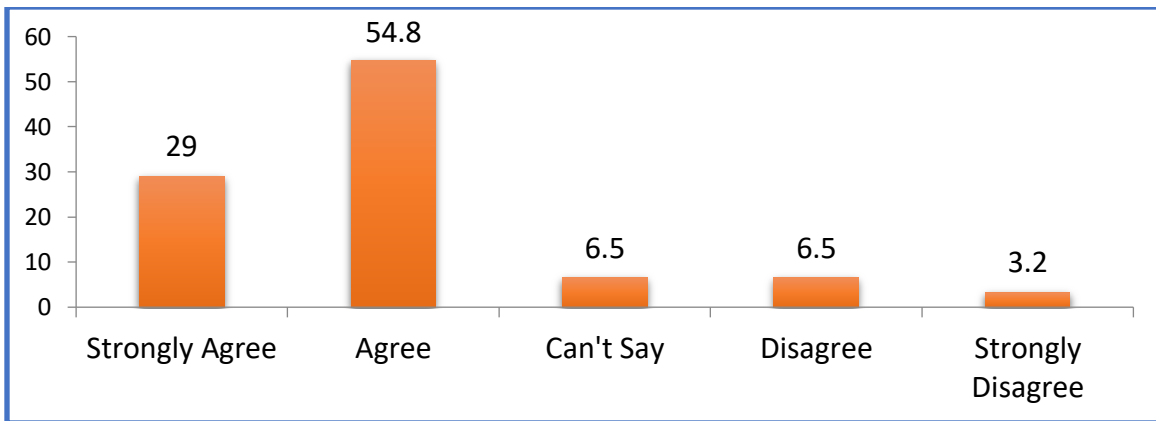


Figure 4.90

**Observations:**

In the above bar diagram Researcher observed 29% respondents strongly agree that their company uses HR activity, like a contest, to generate a pool of innovative ideas within the organization. 54.8% respondents agree that their company uses HR activity, like a contest, to generate a pool of innovative ideas within the organization. 6.5% respondents are neutral. 6.5% disagree that their company uses HR activity, like a contest, to generate a pool of innovative ideas within the organization. 3.2% strongly disagree that their company uses HR activity, like a contest, to generate a pool of innovative ideas within the organization.

**Q.5. which of the following factors do you relate with, in the context of your organization**

[Note: 1= strongly agree, 2=agree, 3=can't say, 4=disagree, 5=strongly disagree]

**Q5\_1 Rules and norms that are to be followed rigidly.**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Agree	9	29.0	29.0	29.0
Agree	18	58.1	58.1	87.1
Can't Say	1	3.2	3.2	90.3
Disagree	3	9.7	9.7	100.0
Total	31	100.0	100.0	

Table 4.91

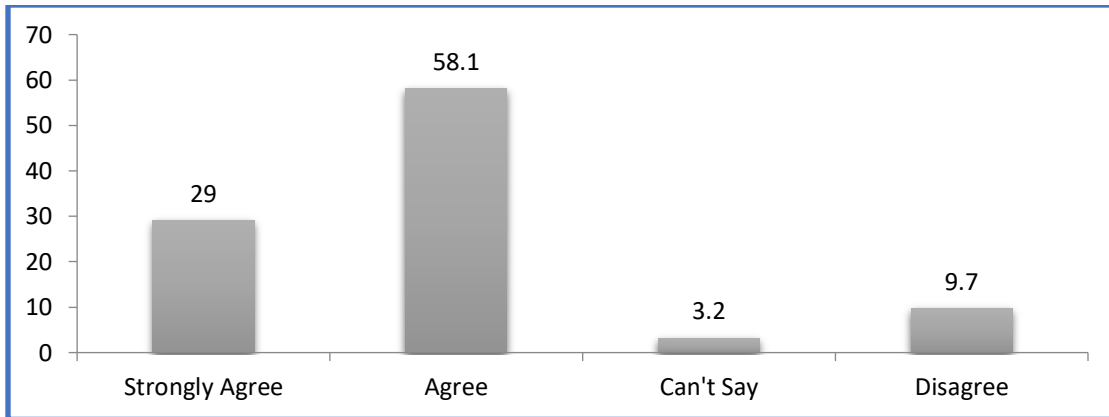


Figure 4.91

**Observations:**

In the above bar diagram Researcher observed 29% respondents strongly agree that Rules and norms that are to be followed rigidly. 58.1% respondents agree that Rules and norms that are to be followed rigidly. 3.2% respondents are neutral. 9.7% disagree that when Rules and norms are to be followed rigidly.

**Q5\_2 Work structure that requires employees to work in individual capacity and compete with others.**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Agree	7	22.6	22.6	22.6
Agree	18	58.1	58.1	80.6
Can't Say	2	6.5	6.5	87.1
Disagree	3	9.7	9.7	96.8
Strongly Disagree	1	3.2	3.2	100.0
Total	31	100.0	100.0	

Table 4.92

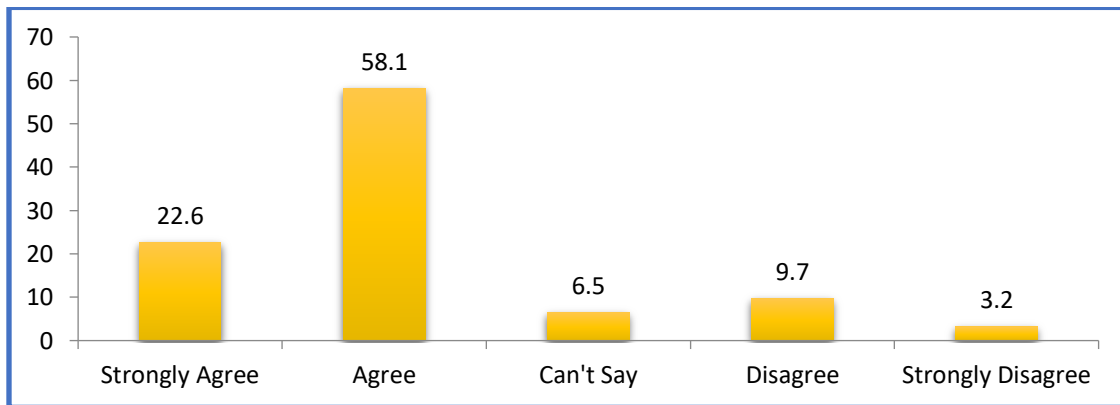


Figure 4.92

**Observations:**

In the above bar diagram Researcher observed 22.6% respondents strongly agree that Work structure requires employees to work in individual capacity and compete with others. 58.1% respondents agree that Work structure requires employees to work in individual capacity and compete with others. 6.5% respondents are neutral. 9.7% disagree that Work structure requires employees to work in individual capacity and compete with others. 3.2% strongly disagree that Work structure requires employees to work in individual capacity and compete with others.

**Q5\_3 Control oriented management processes where resources as well as behavior are controlled.**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Agree	10	32.3	32.3	32.3
Agree	17	54.8	54.8	87.1
Can't Say	1	3.2	3.2	90.3
Disagree	1	3.2	3.2	93.5
Strongly Disagree	2	6.5	6.5	100.0
Total	31	100.0	100.0	

Table 4.93

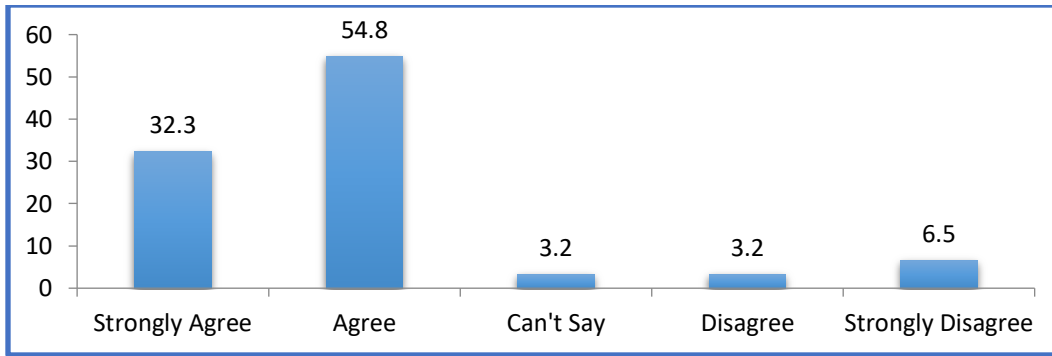


Figure 4.93

**Observations:**

In the above bar diagram Researcher observed 32.3% respondents strongly agree that management processes and behavior are controlled. 54.8% respondents agree that that management processes and behavior are controlled. 3.2% respondents are neutral. 3.2% disagree that that management processes and behavior are controlled. 6.5% strongly disagree that that management processes and behavior are controlled.

**Q5\_4 Controlled communication where information is shared selectively.**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Agree	8	25.8	25.8	25.8
Agree	17	54.8	54.8	80.6
Can't Say	3	9.7	9.7	90.3
Disagree	1	3.2	3.2	93.5
Strongly Disagree	2	6.5	6.5	100.0
Total	31	100.0	100.0	

Table 4.94

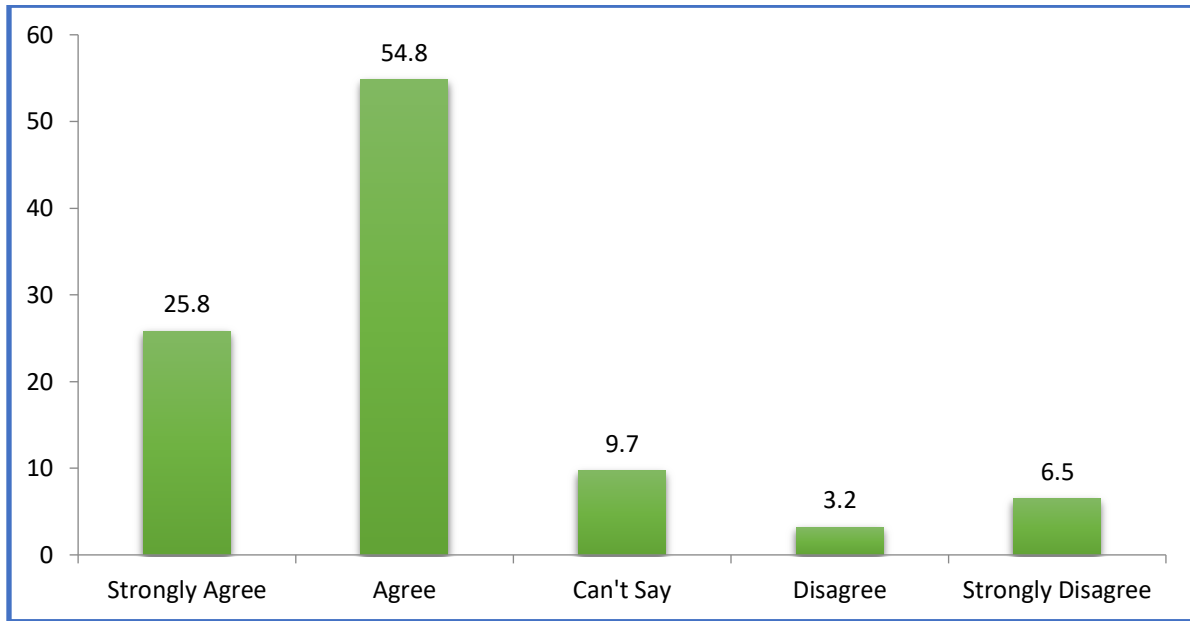


Figure 4.94

**Observations:**

In the above bar diagram Researcher observed 25.8% respondents strongly agree that communication is controlled and information is shared selectively. 54.8% respondents agree that communication is controlled and information is shared selectively. 9.7% respondents are neutral. 3.2% disagree that communication is controlled and information is shared selectively. 6.5% strongly disagree that that communication is controlled and information is shared selectively.



**Q5\_5 New ideas and innovations are not encouraged against routine operation and efficiency orientation.**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Agree	9	29.0	29.0	29.0
Agree	17	54.8	54.8	83.9
Can't Say	2	6.5	6.5	90.3
Disagree	2	6.5	6.5	96.8
Strongly Disagree	1	3.2	3.2	100.0
Total	31	100.0	100.0	

Table 4.95

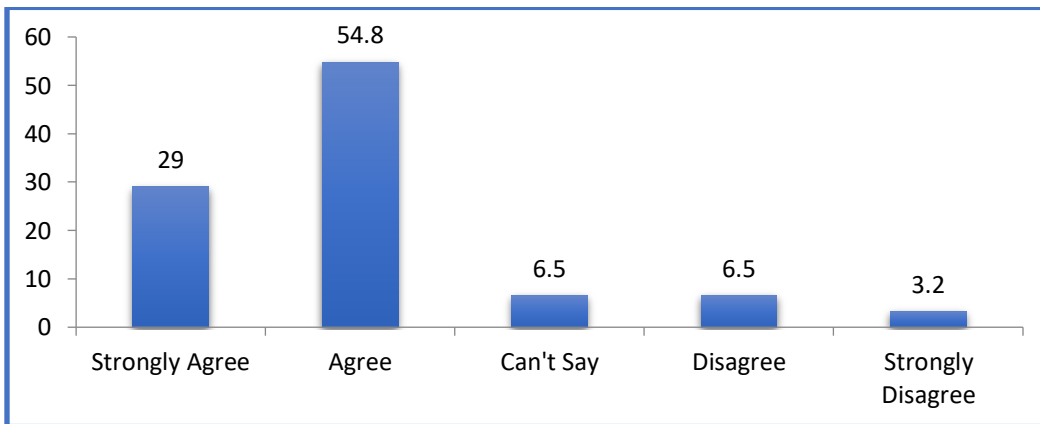


Figure 4.95

**Observations:**

In the above bar diagram Researcher observed 29% respondents strongly agree that when New ideas and innovations are not encouraged against routine operation and efficiency orientation, it restricts organization learning. 54.8% respondents agree that when New ideas and innovations are not encouraged against routine operation and efficiency orientation, it restricts organization learning. 6.5% respondents are neutral. 6.5% disagree and 3.2% strongly disagree that when New ideas and innovations are not encouraged against routine operation and efficiency orientation, it restricts organization learning.

### PART III

#### Statistics- Marketing managers Data

work experience

N	Valid	30
	Missing	0
Mean		10.233
Median		8.000
Mode		8.0
Std. Deviation		6.9812
Variance		48.737
Skewness		2.056
Std. Error of Skewness		.427
Kurtosis		3.910
Std. Error of Kurtosis		.833
Range		29.0
Minimum		4.0
Maximum		33.0

Table 4.C

**Interpretation:**

In the above table researcher calculated descriptive statistics and noticed that the average experience of marketing managers is 10.233 years. The minimum experience of marketing managers is 4 years and maximum experience is 33 years. The range is 29. It means that dispersion is large and extreme observations are affected on average so in this case researcher can refer the median or mode which is 8 years. The variance is 48.73 and standard deviation is 6.9812.

**Q2 For each statement below, choose a number between 1 and 5, where 1= strongly agree, 2=agree, 3=can't say, 4=disagree, 5=strongly disagree**

**Q2\_1 I learn more about my work on my own while I perform my routine tasks at work**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Agree	6	20.0	20.0	20.0
Agree	23	76.7	76.7	96.7
Can't Say	1	3.3	3.3	100.0
Total	30	100.0	100.0	

Table 4.96

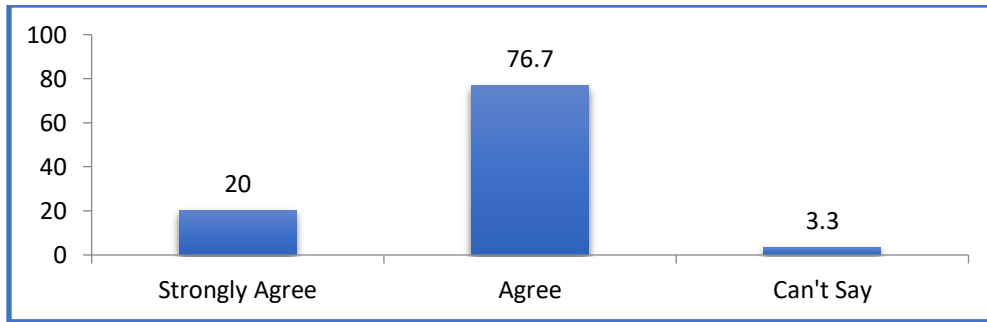


Figure 4.96

**Observations:**

In the above bar diagram researcher observed that the 20 % respondents are strongly agreed about them learning more when they performed their routine task at work. The 76.7% responded are agreeing that at routine task of work they are learning more about their work. 3.3% respondents are neutral.

**Q2\_2 I need more training to handle the complex aspects of my work**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly	1	3.3	3.3	3.3
Agree	25	83.3	83.3	86.7
Can't Say	4	13.3	13.3	100.0
Total	30	100.0	100.0	

Table 4.97

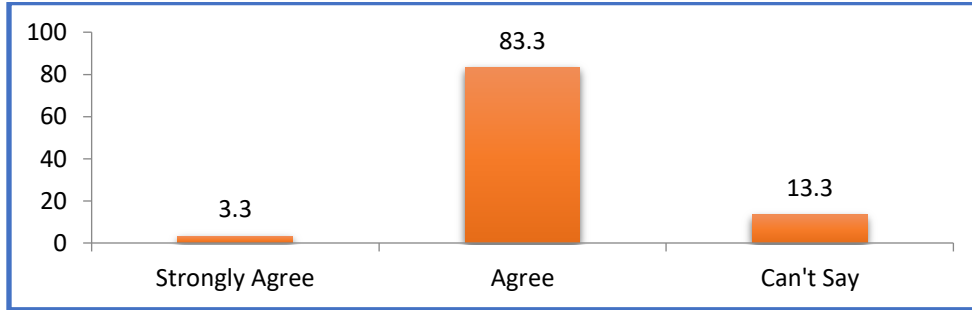


Figure 4.97

**Observations:**

In the above bar diagram researcher observed that the 3.3 % respondents are strongly agreed they need more training to handle the complex aspects of their work. The 83.3% agree that they need more training to handle the complex aspects of their work. 13.3% respondents are neutral.

**Q2\_3 I am able to share my learning freely with my colleagues:**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Agree	1	3.3	3.3	3.3
Agree	20	66.7	66.7	70.0
Can't Say	4	13.3	13.3	83.3
Disagree	5	16.7	16.7	100.0
Total	30	100.0	100.0	

Table 4.98

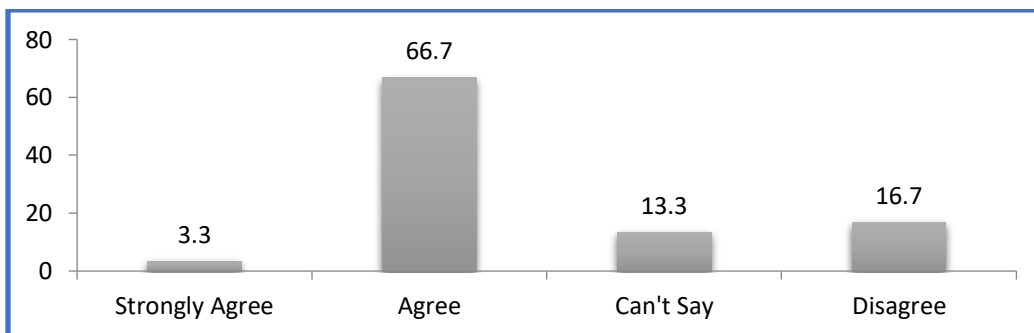


Figure 4.98

**Observations:**

In the above bar diagram researcher observed that the 3.3 % respondents strongly agree that they are able to share their learning freely with their colleagues. The 66.7% agree that they are able to share their learning freely with their colleagues. 13.3% respondents are neutral. 16.7% respondents disagree that are able to share their learning freely with their colleagues.

**Q2\_4 In order to satisfy customer queries or make a successful sales pitch, I need to understand the technical aspects of the car in details**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Agree	3	10.0	10.0	10.0
Agree	25	83.3	83.3	93.3
Disagree	2	6.7	6.7	100.0
Total	30	100.0	100.0	

Table 4.99

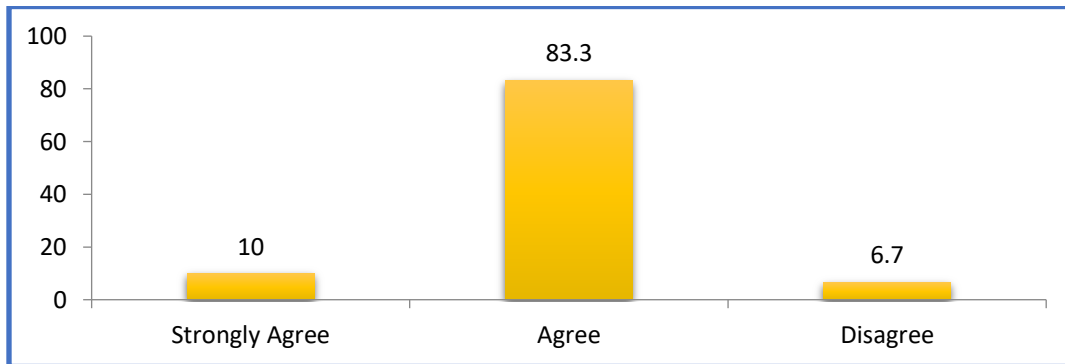


Figure 4.99

**Observations:**

In the above bar diagram researcher observed that 10 % respondents strongly agree that they need to understand the technical aspects of the car in details in order to satisfy customer queries or make a successful sales pitch. The 83.3% agree that they need to understand the technical aspects of the car in details in order to satisfy customer queries or make a successful sales pitch.



6.7% respondents disagree that they need to understand the technical aspects of the car in details in order to satisfy customer queries or make a successful sales pitch.

**Q2\_5 I often try new methods of approaching and satisfying customers.**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Agree	18	60.0	60.0	60.0
Can't Say	5	16.7	16.7	76.7
Disagree	7	23.3	23.3	100.0
Total	30	100.0	100.0	

Table 4.100

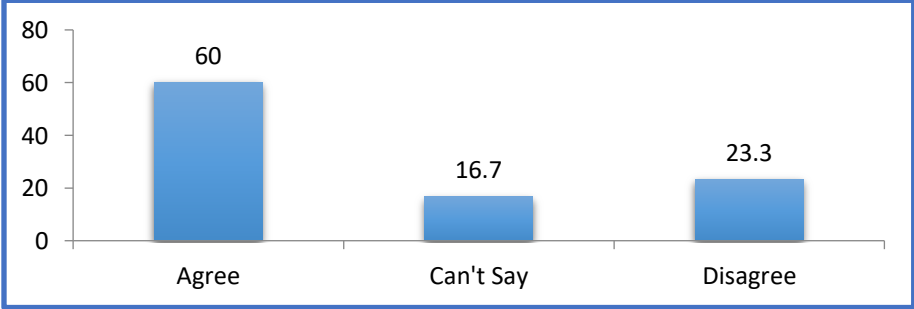


Figure 4.100

**Observations:**

In the above bar diagram researcher observed that 60 % respondents agree that they often try new methods of approaching and satisfying customers. 16.7% respondents are neutral. 23.3% respondents disagree that they often try new methods of approaching and satisfying customers.

**Q2\_6 I get to know the reason for which a customer does not choose to buy our car**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Agree	2	6.7	6.7	6.7
Agree	3	10.0	10.0	16.7
Can't Say	4	13.3	13.3	30.0
Disagree	19	63.3	63.3	93.3
Strongly Disagree	2	6.7	6.7	100.0
Total	30	100.0	100.0	

Table 4.101

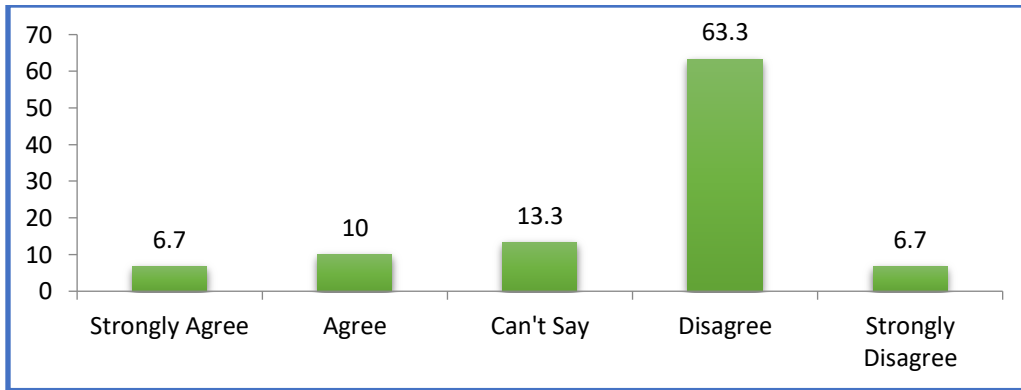


Figure 4.101

**Observations:**

In the above bar diagram researcher observed that 6.7 % respondents strongly agree that they get to know the reason for which a customer does not choose to buy a car. 10% respondents agree that they get to know the reason for which a customer does not choose to buy a car. 13.3% respondents are neutral. 63.3% respondents disagree that they get to know the reason for which a customer does not choose to buy a car. 6.7% respondents strongly disagree that they get to know the reason for which a customer does not choose to buy a car.

**Q2\_7 I am able to go out of the way to satisfy customer needs**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Agree	9	30.0	30.0	30.0
Can't Say	13	43.3	43.3	73.3
Disagree	5	16.7	16.7	90.0
Strongly Disagree	3	10.0	10.0	100.0
Total	30	100.0	100.0	

Table 4.102

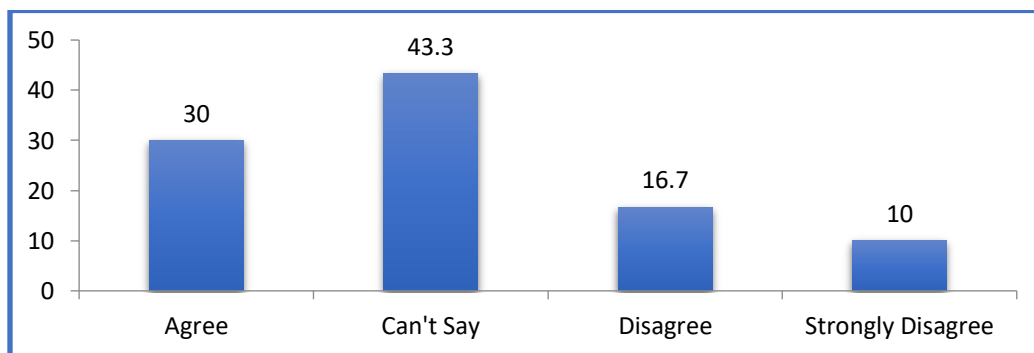


Figure 4.102

**Observations:**

In the above bar diagram researcher observed that 30 % respondents strongly agree that they are able to go out of the way to satisfy customer needs. 43.3% respondents are neutral. 16.7%

respondents disagree that they are able to go out of the way to satisfy customer needs. 10% respondents strongly disagree that they are able to go out of the way to satisfy customer needs.

**Q2\_8 I have to seek permission with my supervisor before making a commitment to the customer**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Agree	2	6.7	6.7	6.7
Agree	15	50.0	50.0	56.7
Can't Say	2	6.7	6.7	63.3
Disagree	10	33.3	33.3	96.7
Strongly Disagree	1	3.3	3.3	100.0
Total	30	100.0	100.0	

Table 4.103

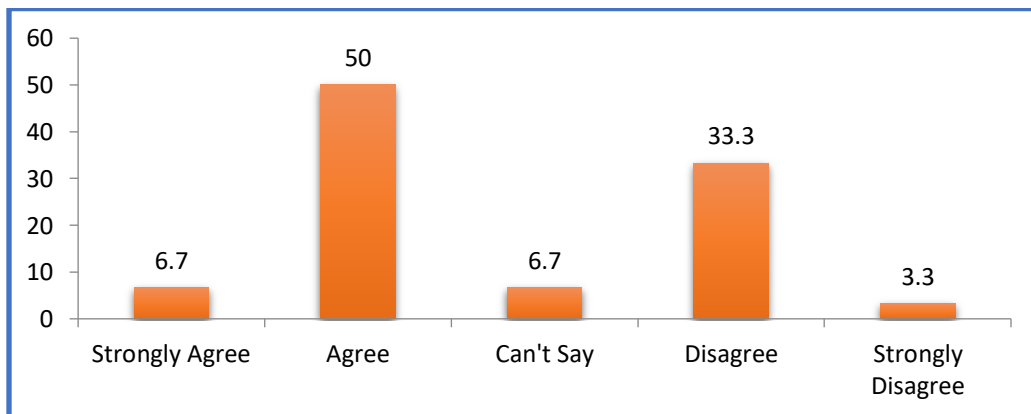


Figure 4.103

**Observations:**

In the above bar diagram researcher observed that 6.7 % respondents strongly agree that they have to seek permission with their supervisor before making a commitment to the customer. 50% respondents strongly agree that they have to seek permission with their supervisor before making a commitment to the customer. 6.7% respondents are neutral. 33.3% respondents disagree that they have to seek permission with their supervisor before making a commitment to the customer. 3.3% respondents strongly disagree that they have to seek permission with their supervisor before making a commitment to the customer.

**Q3 Select the most appropriate response. When a customer complaint regarding a technical feature of the car to you, you:**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Directly reach it to the Research and Development or Production Department	6	20.0	20.0	20.0
Inform your supervisor	5	16.7	16.7	36.7
Call a colleague who is more technically sound to handle it	19	63.3	63.3	100.0
Total	30	100.0	100.0	

Table 4.104

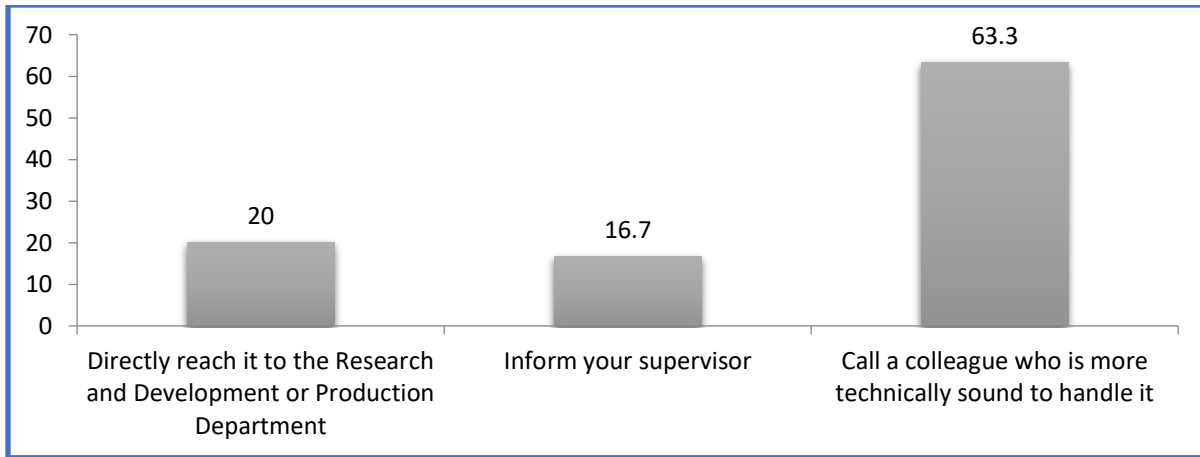


Figure 4.104

**Observations:**

Researcher observed that in the context of dealing with customer complaint regarding a technical feature of the car; 20% marketing managers report that they Directly reach it to the Research and Development or Production Department, 16.7% report that they inform the supervisor and 63.3% respond that they Call a colleague who is more technically sound to handle it.

**Q4 When it comes to latest happenings in car manufacturing industry, are you abreast with the latest technology used and models available? Choose**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	28	93.3	93.3	93.3
	No	2	6.7	6.7	100.0
	Total	30	100.0	100.0	

Table 4.105

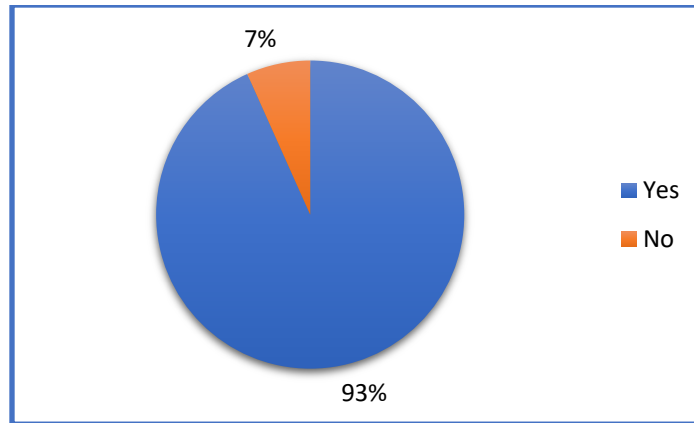


Figure 4.105

**Observation:**

63% marketing managers responded that when it comes to latest happenings in car manufacturing industry, they are abreast with the latest technology used and models available.

**Q5\_1 Working in cross functional teams/temporary collaborative teams with Production and R&D department, helps to resolve product related issues faster**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Agree	6	20.0	20.0	20.0
Agree	19	63.3	63.3	83.3
Can't Say	4	13.3	13.3	96.7
Strongly Disagree	1	3.3	3.3	100.0
Total	30	100.0	100.0	

Table 4.106



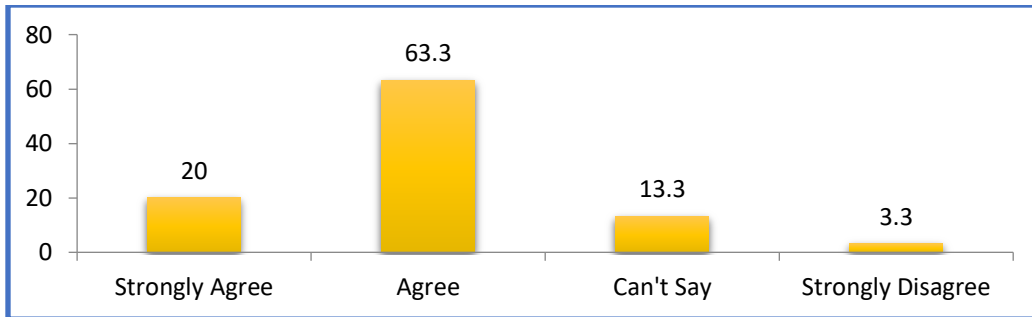


Figure 4.106

**Observations:**

In the above bar diagram researcher observed that 20 % respondents strongly agree that Working in cross functional teams/temporary collaborative teams with Production and R&D department, helps to resolve product related issues faster. 63.3% respondents strongly agree that Working in cross functional teams/temporary collaborative teams with Production and R&D department, helps to resolve product related issues faster. 13.3% respondents are neutral. 3.3% respondents strongly disagree that Working in cross functional teams/temporary collaborative teams with Production and R&D department, helps to resolve product related issues faster.

**Q5\_2 There are formal cross functional teams/ temporary collaborative teams designed in my organization**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Agree	2	6.7	6.7	6.7
Agree	23	76.7	76.7	83.3
Can't Say	2	6.7	6.7	90.0
Disagree	3	10.0	10.0	100.0
Total	30	100.0	100.0	

Table 4.107

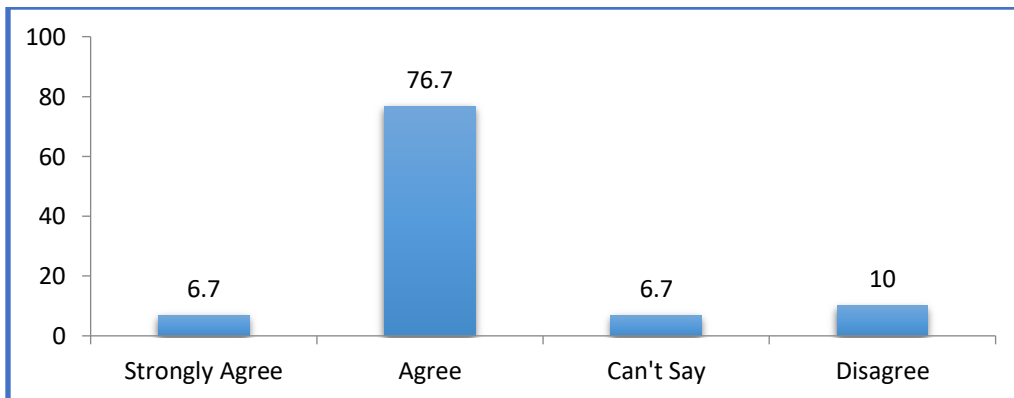


Figure 4.107

**Observations:**

In the above bar diagram Researcher observed that 6.7% respondents strongly agree that there are formal cross functional teams designed in their organization. 76.7% respondents agree that there are formal cross functional teams designed in their organization. 6.7% respondents are neutral. 10% respondents disagree that there are formal cross functional teams designed in their organization.

**Q5\_3 Working in cross functional teams/ temporary collaborative teams helps to understand their functioning**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Agree	3	10.0	10.0	10.0
Agree	23	76.7	76.7	86.7
Can't Say	1	3.3	3.3	90.0
Disagree	3	10.0	10.0	100.0
Total	30	100.0	100.0	

Table 4.108

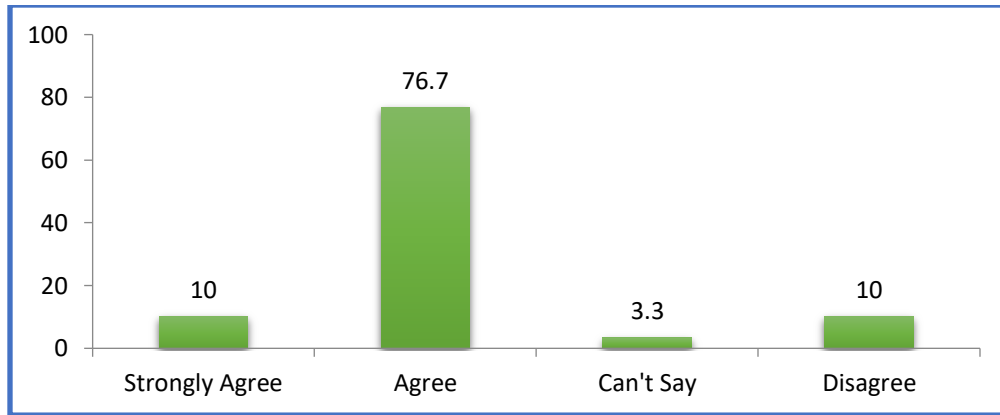


Figure 4.108

**Observations:**

In the above bar diagram Researcher observed that 10% respondents strongly agree that working in cross functional teams helps to understand functioning of other departments 76.7% respondents agree that working in cross functional teams helps to understand functioning of other departments. 3.3% respondents are neutral. 10% respondents disagree that working in cross functional teams helps to understand functioning of other departments.

**Q5\_4 It is possible to freely give suggestions to other departments while working in cross functional teams/ temporary collaborative teams.**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Agree	3	10.0	10.0	10.0
Agree	18	60.0	60.0	70.0
Can't Say	3	10.0	10.0	80.0
Disagree	6	20.0	20.0	100.0
Total	30	100.0	100.0	

Table 4.109

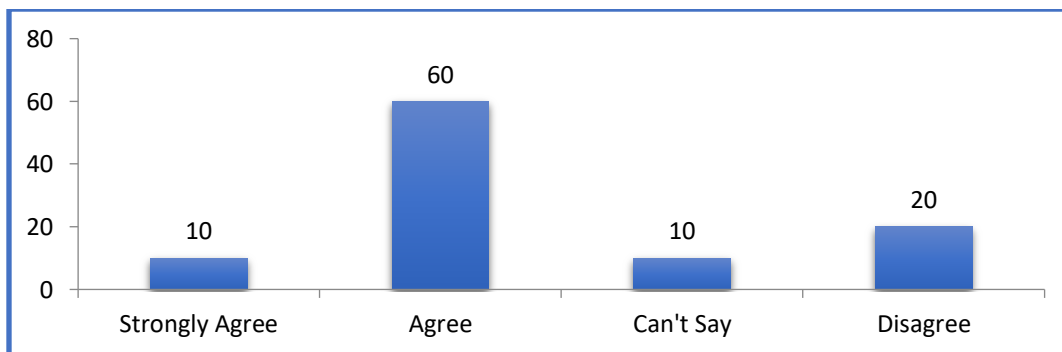


Figure 4.109

**Observations:**

In the above bar diagram Researcher observed that 10% respondents strongly agree that it is possible to freely give suggestions to other departments while working in cross functional

teams.60% respondents agree that it is possible to freely give suggestions to other departments while working in cross functional teams. 10% respondents are neutral. 20% respondents disagree that it is possible to freely give suggestions to other departments while working in cross functional teams.

**Q5\_5 There are periodic reviews of cross functional teams/ temporary collaborative teams**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Agree	3	10.0	10.0	10.0
Agree	22	73.3	73.3	83.3
Disagree	5	16.7	16.7	100.0
Total	30	100.0	100.0	

Table 4.110

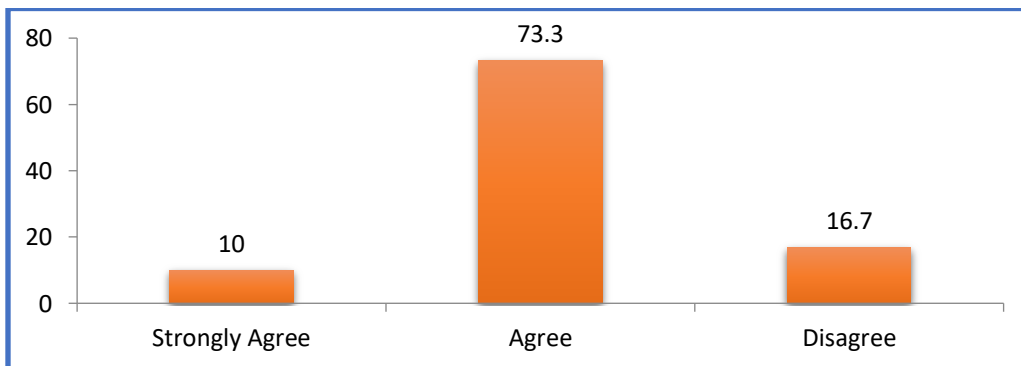


Figure 4.110

**Observations:**

In the above bar diagram Researcher observed that 10% respondents strongly agree that there are periodic reviews of cross functional teams.73.3% respondents agree that there are periodic reviews of cross functional teams. 16.7% respondents disagree that there are periodic reviews of cross functional teams.

**Q6\_1**

**Team members share their insights gained for superior work performance with the team**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Agree	1	3.3	3.3	3.3
Agree	21	70.0	70.0	73.3
Can't Say	3	10.0	10.0	83.3
Disagree	5	16.7	16.7	100.0
Total	30	100.0	100.0	

Table 4.111

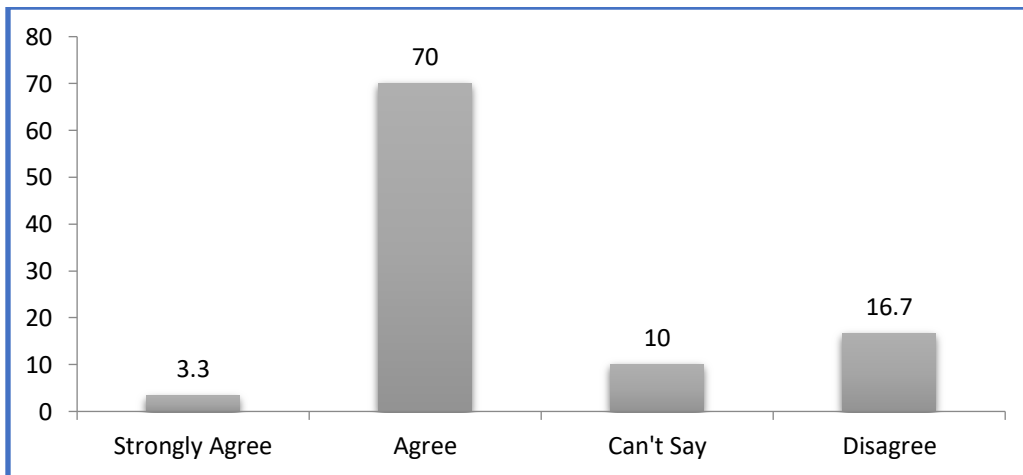


Figure 4.111



**Observations:**

In the above bar diagram Researcher observed that 3.3% respondents strongly agree that Team members share their insights gained for superior work performance with the team.70% respondents agree that Team members share their insights gained for superior work performance with the team. 10% respondents are neutral. 16.7% respondents disagree that Team members share their insights gained for superior work performance with the team.

**Q6\_2 There are periodic reviews conducted to share innovative practices adopted by team members**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Agree	16	53.3	53.3	53.3
Can't Say	7	23.3	23.3	76.7
Disagree	7	23.3	23.3	100.0
Total	30	100.0	100.0	

Table 4.112

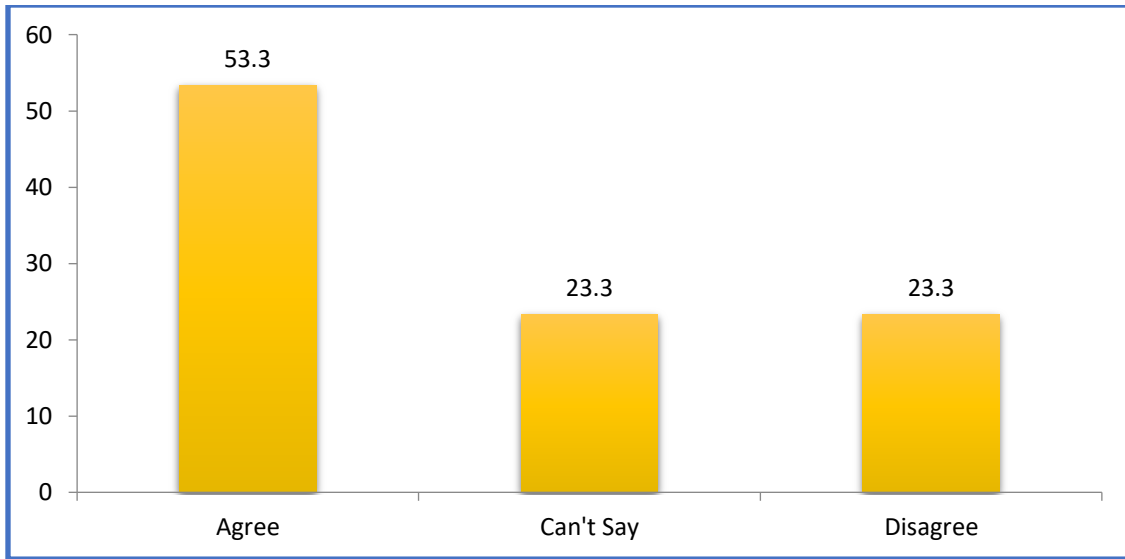


Figure 4.112

**Observations:**

In the above bar diagram Researcher observed that 53.3% respondents agree that There are periodic reviews conducted to share innovative practices adopted by team members. 23.3% respondents are neutral. 23.3% respondents disagree that There are periodic reviews conducted to share innovative practices adopted by team members.

**Q6\_3 Innovative work practices learnt by team members are recorded for future reference**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Agree	5	16.7	16.7	16.7
Can't Say	5	16.7	16.7	33.3
Disagree	14	46.7	46.7	80.0
Strongly Disagree	6	20.0	20.0	100.0
Total	30	100.0	100.0	

Table 4.113

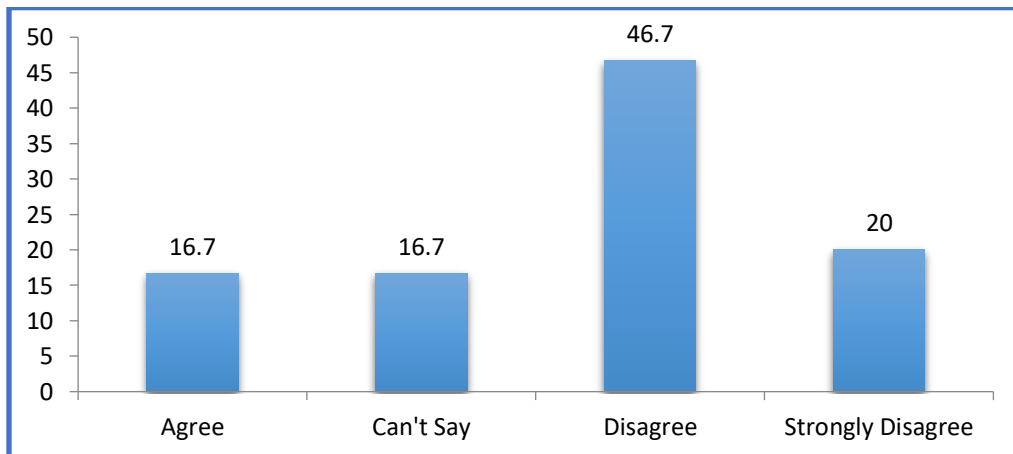


Figure 4.113

**Observations:**

In the above bar diagram Researcher observed that 16.7% respondents agree that Innovative work practices learnt by team members are recorded for future reference. 16.7% respondents are neutral. 46.7% respondents disagree that Innovative work practices learnt by team members are recorded for future reference. 20% respondents strongly disagree that Innovative work practices learnt by team members are recorded for future reference

**Q6\_4 New practices are compared with past practices to strike a balance**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Agree	3	10.0	10.0	10.0
Can't Say	4	13.3	13.3	23.3
Disagree	19	63.3	63.3	86.7
Strongly Disagree	4	13.3	13.3	100.0
Total	30	100.0	100.0	

Table 4.114

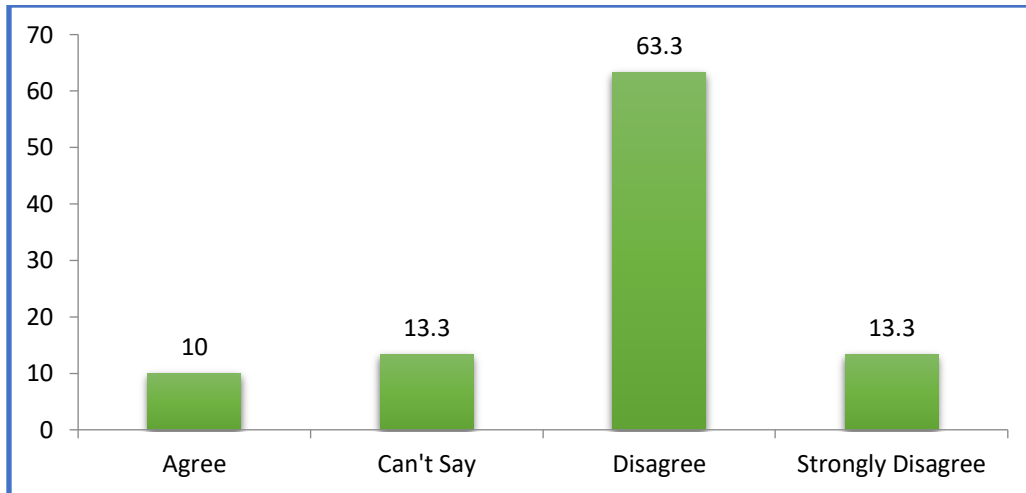


Figure 4.114

**Observations:**

In the above bar diagram Researcher observed that 10% respondents agree that New practices are compared with past practices to strike a balance. 13.3% respondents are neutral. 63.3% respondents disagree that New practices are compared with past practices to strike a balance. 13.3% respondents strongly disagree that New practices are compared with past practices to strike a balance.

**Q6\_5 New practices are shared with other departments to increase overall organizational effectiveness**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Agree	6	20.0	20.0	20.0
Can't Say	16	53.3	53.3	73.3
Disagree	8	26.7	26.7	100.0
Total	30	100.0	100.0	

Table 4.115

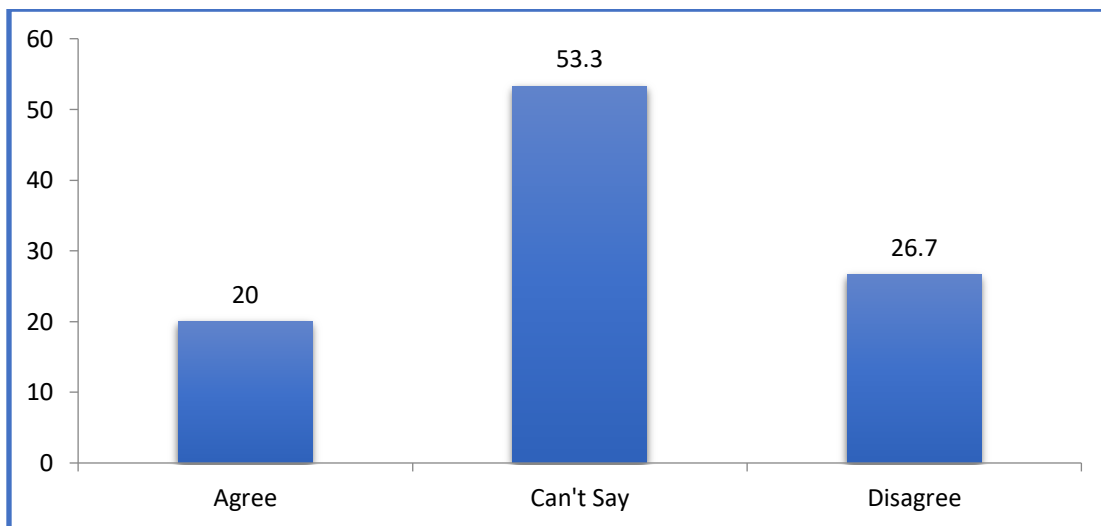


Figure 4.115

**Observations:**

In the above bar diagram Researcher observed that 10% respondents agree that New practices are shared with other departments to increase overall organizational effectiveness. 53.3% respondents are neutral. 26.7% respondents disagree that New practices are shared with other departments to increase overall organizational effectiveness.

**Q7 When you realize that procedure of your work increases the process time or adversely impacts the quality of your work (select the most relevant option)**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid You can suggest a modified procedure that saves time or other resources	4	13.3	13.3	13.3
You can question the relevance of existing procedure	18	60.0	60.0	73.3
You fear it will negatively impact your appraisal	3	10.0	10.0	83.3
You rather focus on existing procedure closely	5	16.7	16.7	100.0
Total	30	100.0	100.0	

Table 4.116

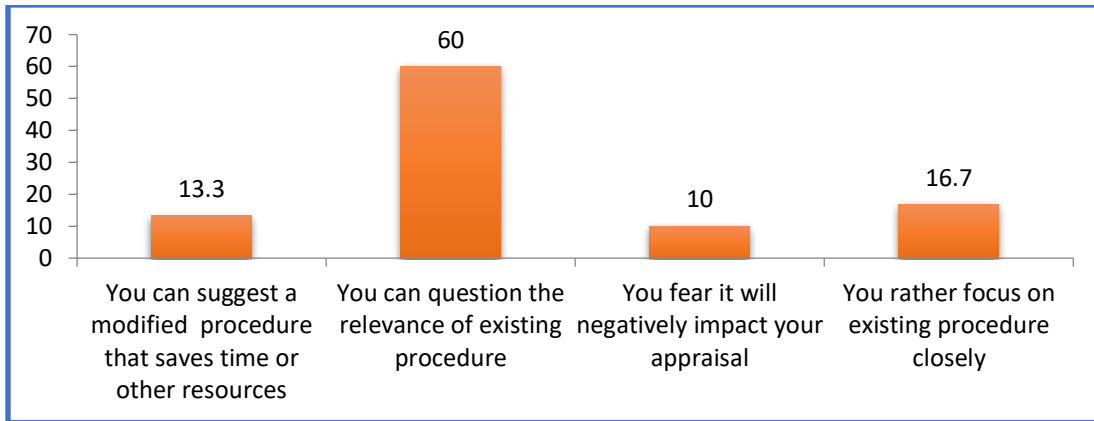


Figure 4.116

**Observations:**

In the above bar diagram Researcher observed 13.3% respondents reported that they can suggest a modified procedure that saves time or other resources when they realize that procedure of their work increases the process time or adversely impacts the quality of their work. 60% respondents reported that they can question the relevance of existing procedure when they realize that procedure of their work increases the process time or adversely impacts the quality of their work. 10% of respondents reported that they fear it will negatively impact the appraisal if they suggest a change in or question the procedure of work that increases the process time or adversely impacts the quality of their work. 16.7% respondents reported that they rather focus on existing procedure closely.



**Q8\_1 Is the expertise gained by you in due course of time is used by the organization to : Increase sales Yes/NO**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Yes	21	70.0	70.0	70.0
No	9	30.0	30.0	100.0
Total	30	100.0	100.0	

Table 4.117

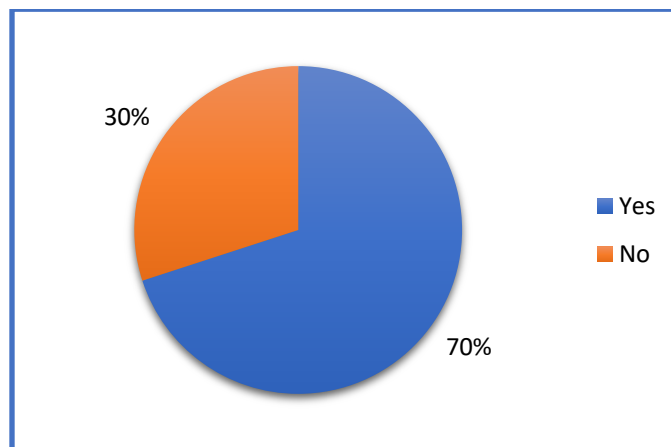


Figure 4.117

**Observations:**

70% of respondents reported that the expertise gained by them in due course of time is not used by the organization to increase sales.

**Q8\_2 Is the expertise gained by you in due course of time is used by the organization to : Increase the rate of conversion from a potential buyer to buyer Yes/NO**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Yes	16	53.3	53.3	53.3
No	14	46.7	46.7	100.0
Total	30	100.0	100.0	

Table 4.118

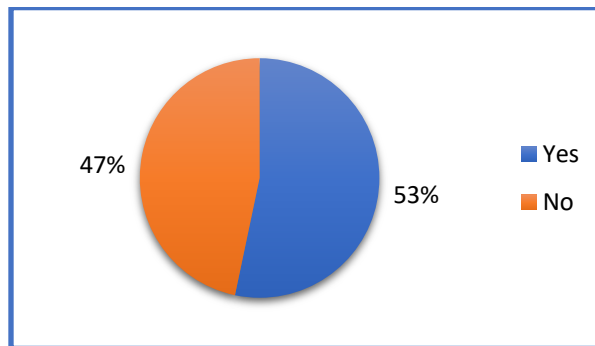


Figure 4.118

**Observations:**

53.8% of respondents reported that the expertise gained by them in due course of time is not used by the organization to Increase the rate of conversion from a potential buyer to buyer.

**Q8\_3 Is the expertise gained by you in due course of time is used by the organization to : Reduce the time taken to lock in a customer Yes/NO**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	10	33.3	33.3	33.3
	No	20	66.7	66.7	100.0
	Total	30	100.0	100.0	

Table 4.119

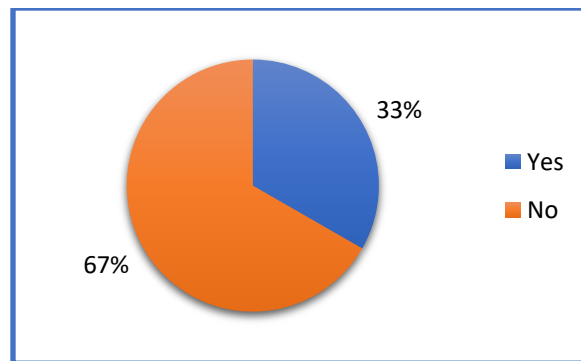


Figure 4.119

**Observations:**

67% of respondents reported that the expertise gained by them in due course of time is not used by the organization to Reduce the time taken to lock in a customer.

**Q8\_4 Is the expertise gained by you in due course of time is used by the organization to : Be clearer and more convincing to customers Yes/NO**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Yes	11	36.7	36.7	36.7
No	19	63.3	63.3	100.0
Total	30	100.0	100.0	

Table 4.120

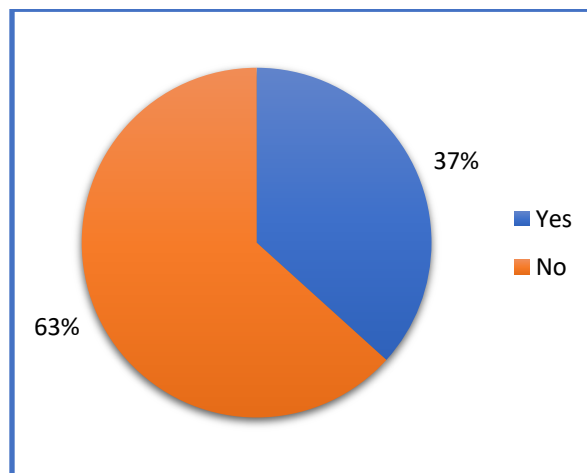


Figure 4.120

**Observations:**

63% of respondents reported that the expertise gained by them in due course of time is not used by the organization to Be clearer and more convincing to customers.

**Q9. Following organization factors help me learn and share my individual learning to be a superior performer: (multiple relevant options may be selected)**

Sr.No	Organization factors	Frequenc y	Percentag e	Valid Percentage
1	Appreciation by superiors	15	50.00%	50.00%
2	Scope to be flexible with my work	20	66.67%	66.67%
3	Formal training for future work context	7	23.33%	23.33%
4	Open communication channels to superiors	20	66.67%	66.67%

Table 4.121

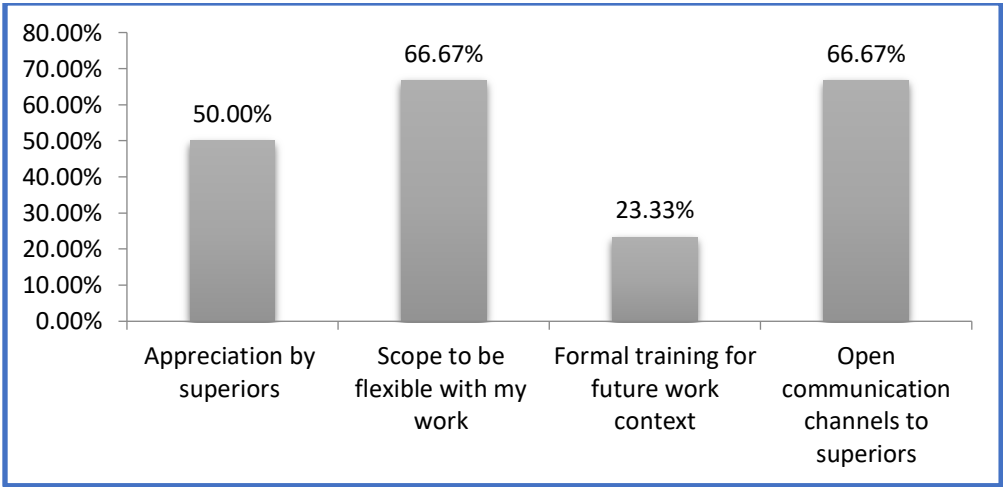


Figure 4.121

**Observations:**

50% of responses show that appreciation by superiors help them learn and share their individual learning to be a superior performer. 66.67% of responses show that the scope to be flexible with their work help them learn and share their individual learning to be a superior performer. 23.33%

responses show that formal training for future work context help them learn and share their individual learning to be a superior performer. 66.67% responses show that Open communication channels to superiors help them learn and share their individual learning to be a superior performer.

**Q.10 Do you agree that, there is a significant relationship between the following Common attributes of Learning Organizations and development of organization learning**

[Note: 1= strongly agree, 2=agree, 3=can't say, 4=disagree, 5=strongly disagree]

**Q10\_1 Employees are encouraged to experiment and mistakes are not punishable.**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Agree	11	36.7	36.7	36.7
Agree	19	63.3	63.3	100.0
Total	30	100.0	100.0	

Table 4.122

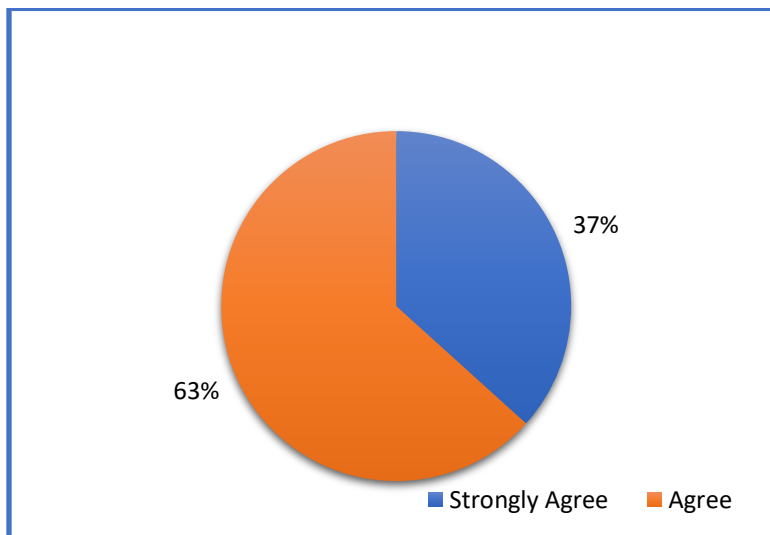


Figure 4.122

**Observations:**

In the above bar diagram Researcher observed 37% respondents strongly agree that there is a significant relationship between encouragement to employees to experiment and development of Organization Learning in the organization. 63% respondents agree that there is a significant relationship between encouragement to employees to experiment and development of Organization Learning in the organization.

**Q10\_2 Employees enjoy reasonable autonomy and do not wait for permissions or instructions.**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Agree	7	23.3	23.3	23.3
Agree	23	76.7	76.7	100.0
Total	30	100.0	100.0	

Table 4.123

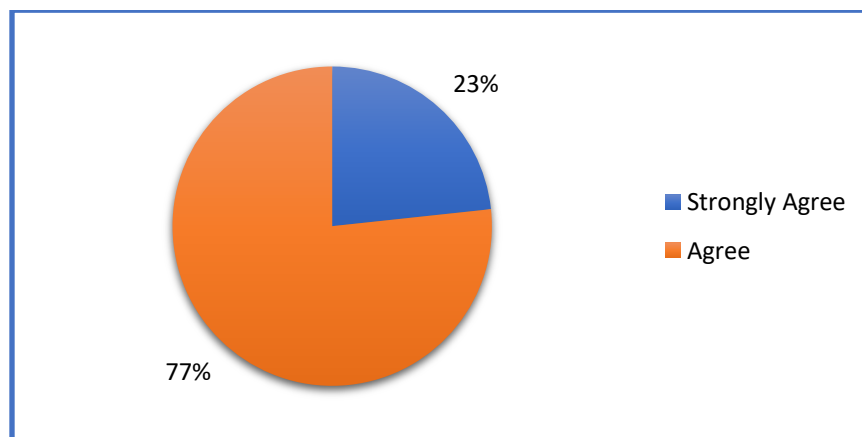


Figure 4.123



**Observations:**

In the above bar diagram Researcher observed 23% respondents strongly agree that there is a significant relationship between Employees enjoying reasonable autonomy and not waiting for permissions or instructions. 77% respondents agree that there is a significant relationship between Employees enjoying reasonable autonomy and not waiting for permissions or instructions and development of Organization Learning in the organization.

**Q10\_3 Learning from work happens all the time**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Agree	4	13.3	13.3	13.3
Agree	23	76.7	76.7	90.0
Can't Say	2	6.7	6.7	96.7
Strongly Disagree	1	3.3	3.3	100.0
Total	30	100.0	100.0	

Table 4.124

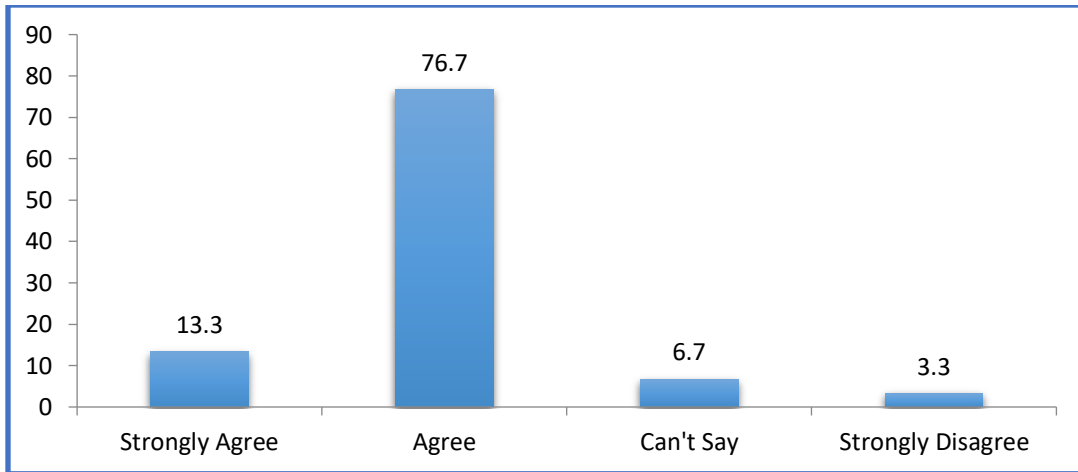


Figure 4.124

**Observations:**

In the above bar diagram Researcher observed 13.3% respondents strongly agree that when Learning from work happens all the time, it promotes OL. 76.7% respondents agree that when Learning from work happens all the time, it promotes OL 6.7% respondents are neutral. 3.3% respondents strongly disagree that when Learning from work happens all the time, it promotes OL.

**Q10\_4 Knowledge created at work place is shared with people who can put it into action freely.**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Agree	7	23.3	23.3	23.3
Agree	22	73.3	73.3	96.7
Can't Say	1	3.3	3.3	100.0
Total	30	100.0	100.0	

Table 4.125

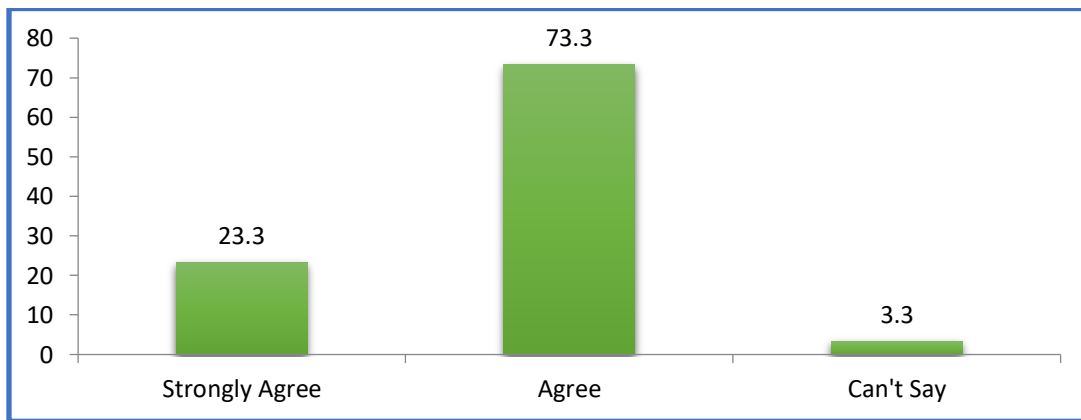


Figure 4.125

**Observations:**

In the above bar diagram Researcher observed 23.3% respondents strongly agree that when Knowledge created at work place is shared with people who can put it into action freely, it

promotes OL. 73.3% respondents agree that when Knowledge created at work place is shared with people who can put it into action freely, it promotes OL 3.3% respondents are neutral.

**Q10\_5 People engaged with application of knowledge generated at workplace are rewarded.**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Agree	5	16.7	16.7	16.7
Agree	23	76.7	76.7	93.3
Can't Say	2	6.7	6.7	100.0
Total	30	100.0	100.0	

Table 4.126

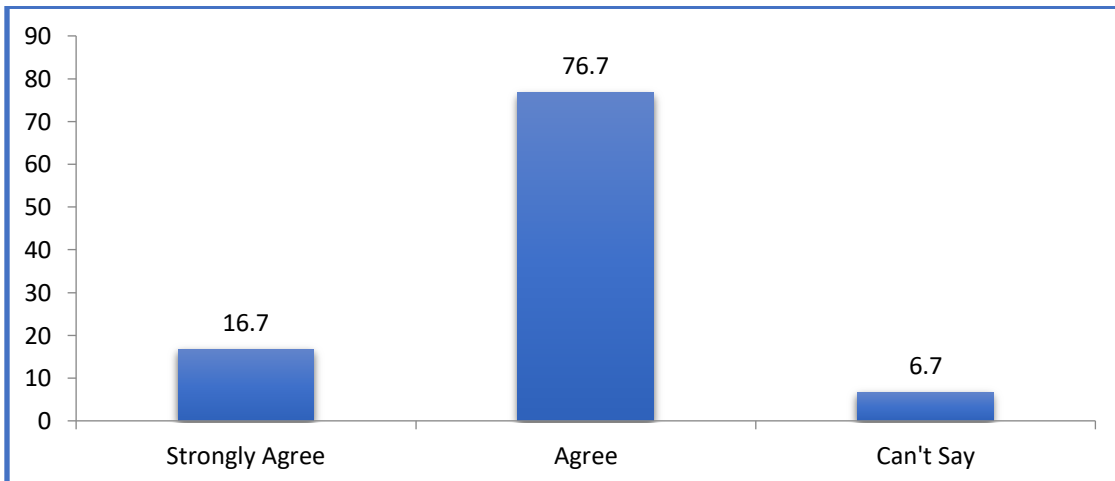


Figure 4.126

**Observations:**

In the above bar diagram Researcher observed 16.7% respondents strongly agree that when People engaged with application of knowledge generated at workplace are rewarded, it promotes OL. 76.7% respondents agree that when People engaged with application of knowledge generated at workplace are rewarded, it promotes OL 6.7% respondents are neutral.

**Q10\_6 My organization has infrastructure that facilitates learning and sharing, (for example open spaces and no close door policies)**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Agree	1	3.3	3.3	3.3
Agree	11	36.7	36.7	40.0
Can't Say	7	23.3	23.3	63.3
Disagree	10	33.3	33.3	96.7
Strongly Disagree	1	3.3	3.3	100.0
Total	30	100.0	100.0	

Table 4.127

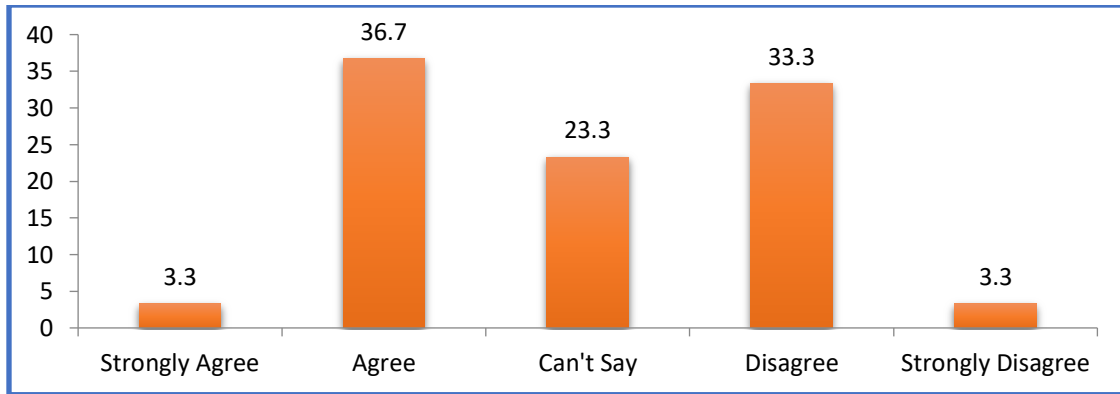


Figure 4.127

**Observations:**

In the above bar diagram Researcher observed 3.3% respondents strongly agree that their organization has infrastructure that facilitates learning and sharing 36.7% respondents agree that their organization has infrastructure that facilitates learning and sharing. 23.3% respondents are neutral. 33.3% strongly agree that their organization has infrastructure that facilitates learning and sharing. 3.3% strongly disagree that their organization has infrastructure that facilitates learning and sharing

**Q10\_7 The organization structure in my company is seamless with very few controls and makes learning a normal activity.**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Agree	1	3.3	3.3	3.3
Agree	9	30.0	30.0	33.3
Can't Say	2	6.7	6.7	40.0
Disagree	17	56.7	56.7	96.7
Strongly Disagree	1	3.3	3.3	100.0
Total	30	100.0	100.0	

Table 4.128

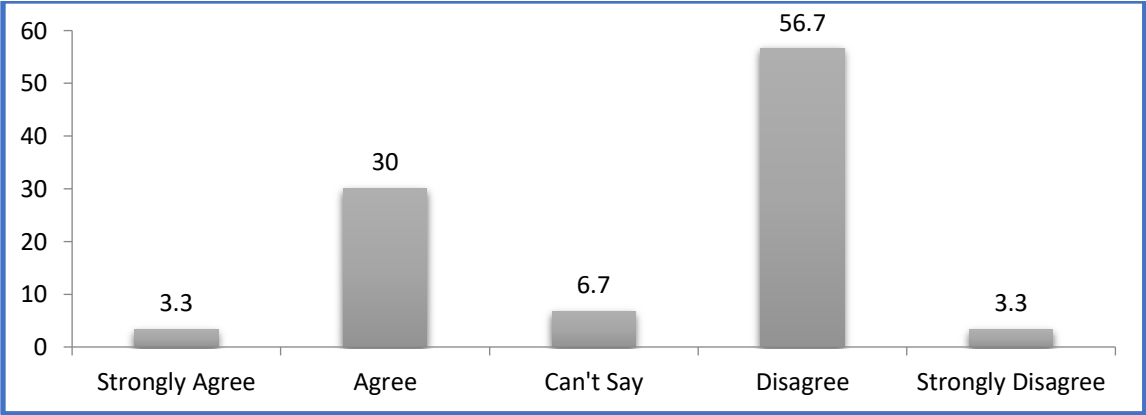


Figure 4.128

**Observations:**

In the above bar diagram Researcher observed 3.3% respondents strongly agree that the organization structure in their company is seamless with very few controls and makes learning a normal activity. 30% respondents agree that the organization structure in their company is seamless with very few controls and makes learning a normal activity. 6.7% respondents are neutral. 56.7% disagree that the organization structure in their company is seamless with very few controls and makes learning a normal activity. 3.3% strongly disagree that the organization structure in their company is seamless with very few controls and makes learning a normal activity.

**Q10\_8 My company uses HR activity, like a contest, to generate a pool of innovative ideas within the organization.**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Agree	1	3.3	3.3	3.3
Agree	9	30.0	30.0	33.3
Can't Say	4	13.3	13.3	46.7
Disagree	14	46.7	46.7	93.3
Strongly Disagree	2	6.7	6.7	100.0
Total	30	100.0	100.0	

Table 4.129



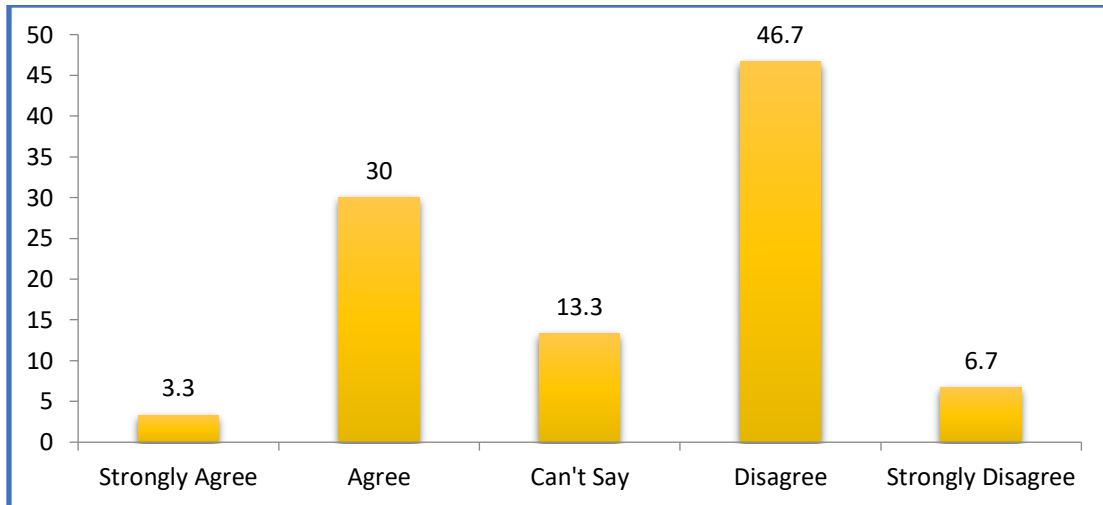


Figure 4.129

**Observations:**

In the above bar diagram Researcher observed 3.3% respondents strongly agree that their company uses HR activity, like a contest, to generate a pool of innovative ideas within the organization. 30% respondents agree that their company uses HR activity, like a contest, to generate a pool of innovative ideas within the organization. 13.3% respondents are neutral. 46.7% disagree that their company uses HR activity, like a contest, to generate a pool of innovative ideas within the organization. 6.7% strongly disagree that their company uses HR activity, like a contest, to generate a pool of innovative ideas within the organization.

**Q.11. Do you agree that, there is statistically significant relationship between the following factors to restrict organization learning and development of organization learning**

[Note: 1= strongly agree, 2=agree, 3=can't say, 4=disagree, 5=strongly disagree]

**Q11\_1 Rules and norms that are to be followed rigidly.**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Agree	3	10.0	10.0	10.0
Agree	21	70.0	70.0	80.0
Can't Say	5	16.7	16.7	96.7
Disagree	1	3.3	3.3	100.0
Total	30	100.0	100.0	

Table 4.130

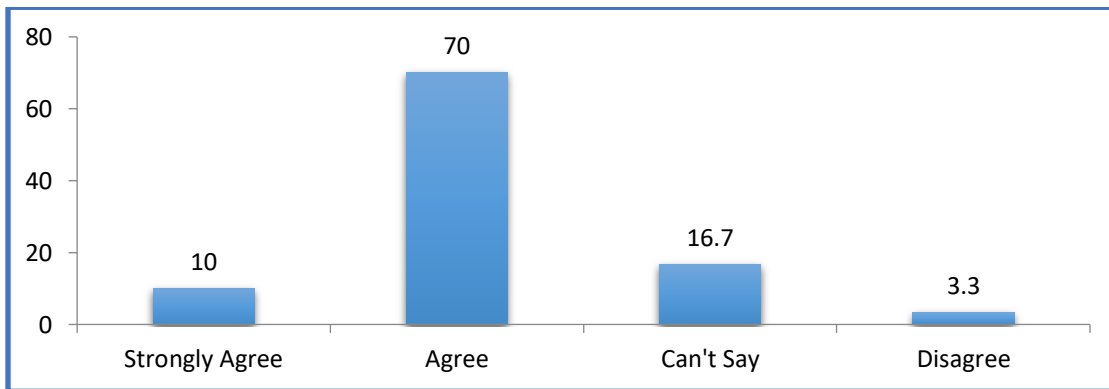


Figure 4.131

**Observations:**

In the above bar diagram Researcher observed 10% respondents strongly agree that when Rules and norms that are to be followed rigidly, they restrict organization learning. 70% respondents agree that when Rules and norms that are to be followed rigidly, they restrict organization

learning. 16.7% respondents are neutral. 13.6% disagree that when Rules and norms that are to be followed rigidly, they restrict organization learning.

**Q11\_2 Work structure that requires employees to work in individual capacity and compete with others.**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Agree	2	6.7	6.7	6.7
Agree	24	80.0	80.0	86.7
Can't Say	1	3.3	3.3	90.0
Disagree	2	6.7	6.7	96.7
Strongly Disagree	1	3.3	3.3	100.0
Total	30	100.0	100.0	

Table 4.131

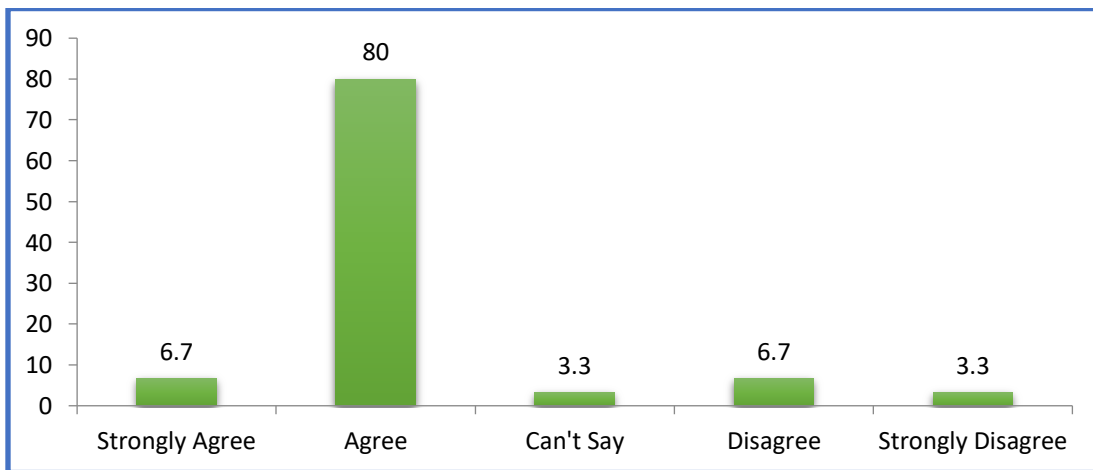


Figure 4.131

**Observations:**

In the above bar diagram Researcher observed 6.7% respondents strongly agree that when Work structure requires employees to work in individual capacity and compete with others, it restricts organization learning. 80% respondents agree that when Work structure requires employees to work in individual capacity and compete with others, it restricts organization learning .3.3% respondents are neutral. 6.7% disagree that when Work structure requires employees to work in individual capacity and compete with others, it restricts organization learning. 3.3% strongly disagree that when Work structure requires employees to work in individual capacity and compete with others, it restricts organization learning

**Q11\_3 Control oriented management processes where resources as well as behavior are controlled.**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Agree	2	6.7	6.7	6.7
Agree	25	83.3	83.3	90.0
Disagree	3	10.0	10.0	100.0
Total	30	100.0	100.0	

Table 4.132

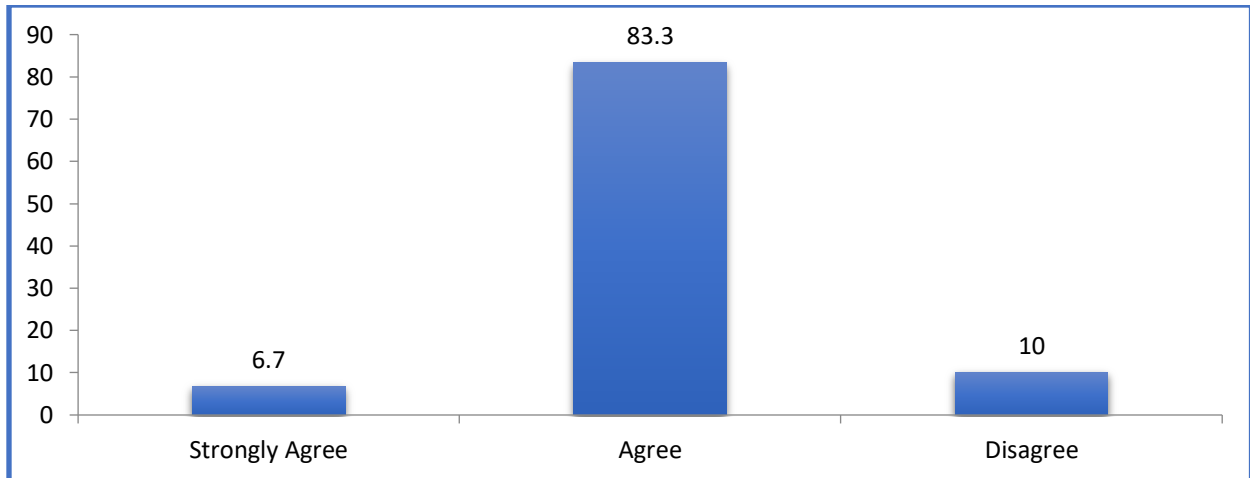


Figure 4.132

**Observations:**

In the above bar diagram Researcher observed 6.7% respondents strongly agree that management processes where resources as well as behavior are controlled, restrict organization learning. 83.3% respondents agree that management processes where resources as well as behavior are controlled, restrict organization learning. 10% strongly disagree that management processes where resources as well as behavior are controlled, it restricts organization learning.

**Q11\_4 Controlled communication where information is shared selectively.**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Agree	3	10.0	10.0	10.0
Agree	23	76.7	76.7	86.7
Can't Say	3	10.0	10.0	96.7
Disagree	1	3.3	3.3	100.0
Total	30	100.0	100.0	

Table 4.133

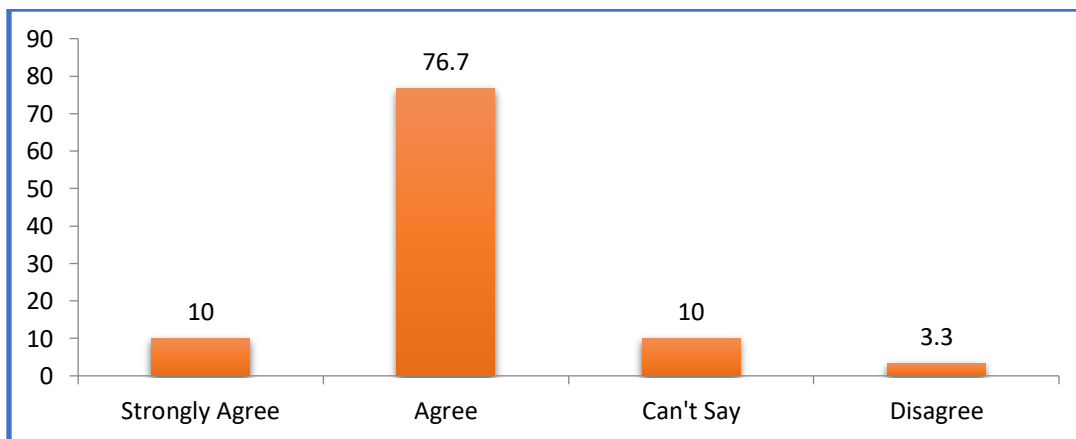


Figure 4.133

**Observations:**

In the above bar diagram Researcher observed 10% respondents strongly agree that Controlled communication where information is shared selectively, restricts organization learning. 76.7% respondents agree Controlled communication where information is shared selectively, restricts organization learning. 10% respondents are neutral. 3.3% disagree that Controlled communication where information is shared selectively, restricts organization learning.

**Q11\_5 Routine operation and efficiency orientation is emphasized.**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Agree	9	30.0	30.0	30.0
Agree	20	66.7	66.7	96.7
Disagree	1	3.3	3.3	100.0
Total	30	100.0	100.0	

Table 4.134

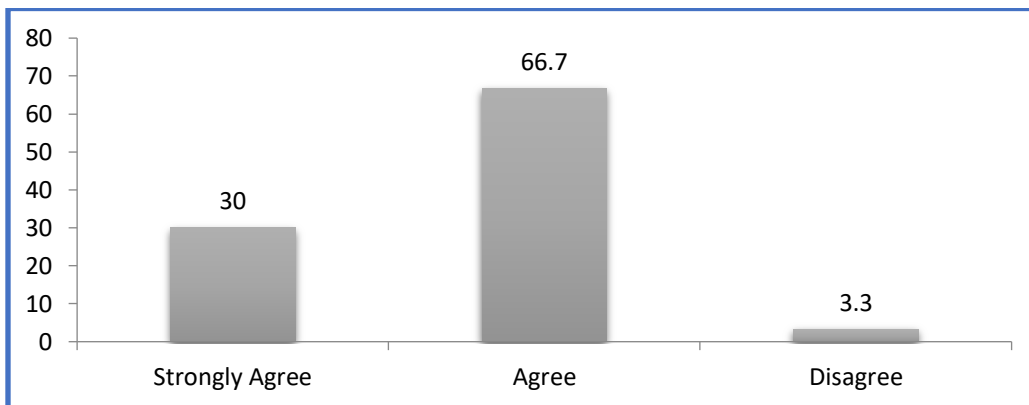


Figure 4.34

**Observations:**

In the above bar diagram Researcher observed 30% respondents strongly agree that when New ideas and innovations are not encouraged against routine operation and efficiency orientation, it restricts organization learning. 66.7% respondents agree that when New ideas and innovations are not encouraged against routine operation and efficiency orientation, it restricts organization learning. 3.3% disagree when New ideas and innovations are not encouraged against routine operation and efficiency orientation, it restricts organization learning.



## **Hypotheses Testing**

The Researcher has performed factor analysis on the given item statements. Based on the factor analysis researcher has identified factors which have been used for hypothesis testing. In hypothesis testing various statistical techniques have been used such as regression analysis

### **Part-1: HR**

Question No. 2 having 20 item statements has gone through the exploratory factor analysis and has produced 4 factors which are mentioned below:

1. Innovation and Implementation Plan (Q10,11,12,13,14,15,17,19)
2. Experience Sharing (Q4,5,6,7,8,9,16)
3. Organizational Level Learning (Q1,2,18,20)
4. Learning Concerns (Q3)

The other constructs which we had defined here are mentioned below based on Q3, Q4 and Q5

1. Building Learning Organizations (Q3 – Items 3\_1 to 3\_10)
2. Learning Culture (Q4 – Items 4\_1 to 4\_8)
3. Learning Process (Q5 – Items 5\_1 to 5\_5)

The Independent and Dependent Variables in this are explained below:

Dependent Variables:

1. Learning Culture
2. Building Learning Organizations

Independent Variables:

1. Innovation and Implementation Plan
2. Experience Sharing
3. Organizational Level Learning
4. Learning Concerns
5. Learning Process

These variables are not significant predictors of the dependent variables

Research Question-1

Is there any change in the learning culture of the organization due to the change in the learning process?

Statistical Test: Linear Regression

Hypothesis-1

H0: There is no change in the learning culture of the organization due to the change in the learning process.

H1: There is a change in the learning culture of the organization due to the change in the learning process.

Level of Significance: 0.05

Test Statistics:

Model Summary <sup>b</sup>									
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	R Square Change	Change Statistics			Sig. F Change
						F Change	df1	df2	
1	.898 <sup>a</sup>	.807	.800	.25098	.807	120.873	1	29	.000

a. Predictors: (Constant), Learning\_Process  
b. Dependent Variable: Learning\_Culture

Table 4.135

The above statistics provide the R and R<sup>2</sup> values. The R-value represents the simple correlation and is 0.807, which indicates a high degree of correlation. The R<sup>2</sup> value indicates how much of the total variation in the dependent variable, Culture, can be explained by the independent variable, Process. In this case, 80% can be explained, which is very large.

The next table is the ANOVA table, which reports how well the regression equation fits the data (i.e., predicts the dependent variable) and is shown below:

ANOVA <sup>a</sup>						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	7.614	1	7.614	120.873	.000 <sup>b</sup>
	Residual	1.827	29	.063		
	Total	9.441	30			

a. Dependent Variable: Learning\_Culture  
b. Predictors: (Constant), Learning\_Process

Table 4.136

This table indicates that the regression model predicts the dependent variable significantly well. This indicates the statistical significance of the regression model that was run. Here, a p-value is less than 0.05 and indicates that, overall, the regression model statistically significantly predicts the outcome variable (i.e., it is a good fit for the data).

Further, we will investigate the coefficients table which provides us with the necessary information to predict learning culture from the learning process, as well as determine whether the learning process contributes statistically significantly to the model.

Coefficients <sup>a</sup>						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.228	.112		10.972	.000
	Learning_Process	.556	.051	.898	10.994	.000

a. Dependent Variable: Learning\_Culture

Table 4.137

to present the regression equation as:

$$\text{Learning Culture} = 1.228 + 0.556(\text{Learning Process})$$

Hence, we can say that since the p-value is less than 0.05 in the case of ANOVA and Model Summary we fail to accept the null hypothesis and hence the alternate is used which suggests

that there is a change in the learning culture of the organization due to the change in the learning process.

The plots explaining the phenomenon of change in learning culture due to the change in the learning process are mentioned below:

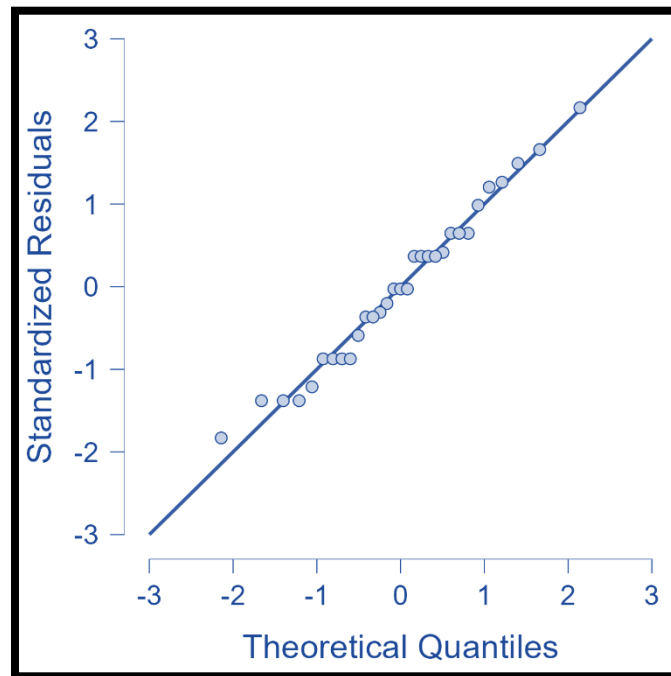


Figure 4.135

This plot is showing that the distribution of errors is normal since linearity is there. It has used standardized values of residuals making it into a straight line. Hence we can say that the learning culture of an organization does get change due to the change in the learning process of the organization.

## Research Question-2

Is there any change in building learning organizations due to the change in the learning process?

Statistical Test: Linear Regression

## Hypothesis-2

H0: There is no change in building learning organizations due to the change in the learning process.

H1: There is a change in building learning organizations due to the change in the learning process.

Level of Significance: 0.05

Test Statistics:

Model Summary <sup>b</sup>									
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	R Square Change	Change Statistics			Sig. F Change
						F Change	df1	df2	
1	.498 <sup>a</sup>	.248	.223	.73231	.248	9.588	1	29	.004

a. Predictors: (Constant), Learning\_Process  
b. Dependent Variable: Building\_Learning\_Organization

Table 4.138

The above statistics provide the R and R<sup>2</sup> values. The R-value represents the simple correlation and is 0.498, which indicates a moderate level of correlation. The R<sup>2</sup> value indicates how much

of the total variation in the dependent variable, Building learning organization, can be explained by the independent variable, Learning Process. In this case, 24% can be explained, which is decent enough to conclude the model.

The next table is the ANOVA table, which reports how well the regression equation fits the data (i.e., predicts the dependent variable) and is shown below:

ANOVA <sup>a</sup>						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	5.142	1	5.142	9.588	.004 <sup>b</sup>
	Residual	15.552	29	.536		
	Total	20.694	30			

a. Dependent Variable: Building\_Learning\_Organization  
b. Predictors: (Constant), Learning\_Process

Table 4.139

This table indicates that the regression model predicts the dependent variable significantly well. This indicates the statistical significance of the regression model that was run. Here, a p-value is less than 0.05 and indicates that, overall, the regression model statistically significantly predicts the outcome variable (i.e., it is a good fit for the data).

Further, we will investigate the coefficients table which provides us with the necessary information to predict how the learning process helps in building learning organizations, as well as determine whether the learning process contributes statistically significantly to the model.

Coefficients <sup>a</sup>						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.936	.327		5.926	.000
	Learning_Process	.457	.148	.498	3.096	.004

a. Dependent Variable: Building\_Learning\_Organization

Table 4.140

to present the regression equation as:

$$\text{Building Learning Organizations} = 1.936 + 0.457(\text{Learning Process})$$

Hence, we can say that since the p-value is less than 0.05 in the case of ANOVA and Model Summary we fail to accept the null hypothesis and hence the alternate is used which suggests that there is a change in building learning organizations due to the change in the learning process.

The plots explaining the phenomenon of change in how we build learning organization due to the change in the learning process are mentioned below:



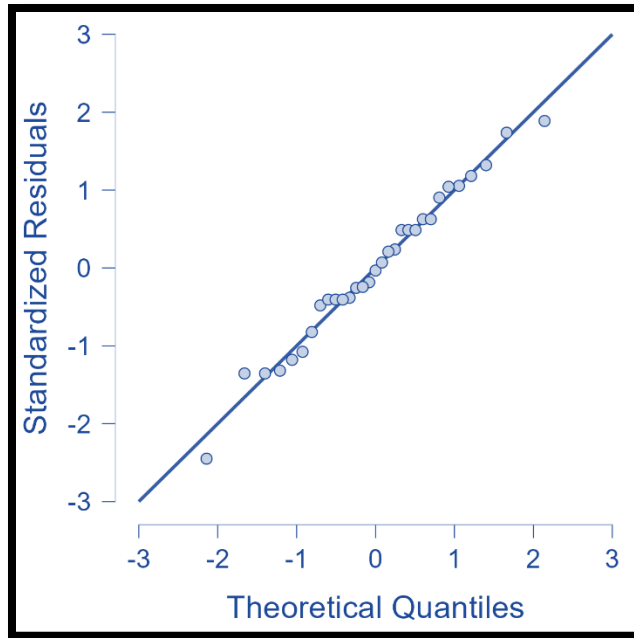


Figure 4.136

This plot is showing that the distribution of errors is normal since linearity is there. It has used standardized values of residuals making it into a straight line. Hence, we can say that the building learning organization variable does get change due to the change in the learning process of the organizations.

## **Part-2: R&D / Production**

Question No. 5 and 6 have been combined since the items involved in it talk about team and collaboration between them. This makes a list of 14 items which has gone through the exploratory factor analysis and has produced 4 factors which are mentioned below:

1. Benefits of Working in Cross-Functional Teams (Q5\_1,3 & Q6\_4,5,6)
2. Feedback Mechanism in Cross-Functional Teams (Q5\_2,4,5,6)
3. The commitment of Top Management towards Learning and Development Function (Q6\_1,2,3)
4. Learning from Customers Feedback (Q5\_7)

The other constructs which we had defined here are mentioned below based on Q2 and Q3

1. Learning Approach (Q3 – Items 3\_1 to 3\_10)
2. Learning on the Job (Q2 – Items 2\_1 to 2\_8)

The Independent and Dependent Variables in this are explained below:

Dependent Variables:

3. Learning Approach
4. Learning on the Job

Independent Variables:

1. Benefits of Working in Cross-Functional Teams
2. Learning from Customer's Feedback
3. Feedback Mechanism in Cross-Functional Teams
4. The commitment of Top Management towards Learning and Development Function

These variables are not significant predictors of the dependent variables

Research Question-3

Is there any change in the Learning Approach due to the change in feedback Mechanism in Cross-Functional Teams and the commitment of top management towards learning and development function?

Statistical Test: Multiple Linear Regression

Hypothesis-3

H0: There is no change in the Learning Approach due to the change in feedback Mechanism in Cross-Functional Teams and the commitment of top management towards learning and development function.

H1: There is a change in the Learning Approach due to the change in feedback Mechanism in Cross-Functional Teams and the commitment of top management towards learning and development function.

Level of Significance: 0.05

Test Statistics:

Model Summary <sup>b</sup>									
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	R Square Change	Change Statistics			Sig. F Change
						F Change	df1	df2	
1	.804 <sup>a</sup>	.646	.638	.40247	.646	77.542	2	85	.000

a. Predictors: (Constant), Feedback\_Mechanism\_CrossFunctionalTeams, Commitment\_of\_TopManagement\_LnD\_Function  
b. Dependent Variable: Learning\_Approach\_Production\_RnD

Table 4.141

The above statistics provide the R and R<sup>2</sup> values. The R-value represents the simple correlation and is 0.804, which indicates a high degree of correlation. The R<sup>2</sup> value indicates how much of the total variation in the dependent variable, the Learning Approach of the organization can be explained by the independent variable, Feedback Mechanism of Cross-Functional Teams and the commitment of top management towards learning and development function. In this case, 64% can be explained, which is good enough to conclude the model.

The next table is the ANOVA table, which reports how well the regression equation fits the data (i.e., predicts the dependent variable) and is shown below:

ANOVA <sup>a</sup>						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	25.121	2	12.561	77.542	.000 <sup>b</sup>
	Residual	13.769	85	.162		
	Total	38.890	87			

a. Dependent Variable: Learning\_Approach\_Production\_RnD  
b. Predictors: (Constant), Feedback\_Mechanism\_CrossFunctionalTeams, Commitment\_of\_TopManagement\_LnD\_Function

Figure 4.142

This table indicates that the regression model predicts the dependent variable significantly well. This indicates the statistical significance of the regression model that was run. Here, a p-value is less than 0.05 and indicates that, overall, the regression model statistically significantly predicts the outcome variable (i.e., it is a good fit for the data).

Further, we will investigate the coefficients table which provides us with the necessary information to predict the Learning Approach of Organizations, as well as determine whether the Feedback Mechanism of Cross-Functional Teams and commitment of top management towards learning and development function contributes statistically significantly to the model.

Coefficients <sup>a</sup>						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	.497	.138		3.613	.001
	Commitment_of_TopManagement_LnD_Function	.351	.060	.443	5.866	.000
	Feedback_Mechanism_CrossFunctionalTeams	.347	.055	.478	6.322	.000

a. Dependent Variable: Learning\_Approach\_Production\_RnD

Table 4.143

to present the regression equation as:

$$\text{Learning Approach} = 0.497 + 0.347(\text{Feedback Mechanism Cross Functional Teams}) + 0.351 (\text{Commitment of top management towards learning and development function})$$

Hence, we can say that since the p-value is less than 0.05 in the case of ANOVA and Model Summary we fail to accept the null hypothesis and hence the alternate is used which suggests that there is a change in the Learning Approach of the Organization due to the change in Feedback Mechanism of Cross-Functional Teams and Commitment of top management towards learning and development function.

The plots explaining the phenomenon of change in Approach of Learning due to the change in Feedback mechanism and Commitment of Top management are mentioned below:

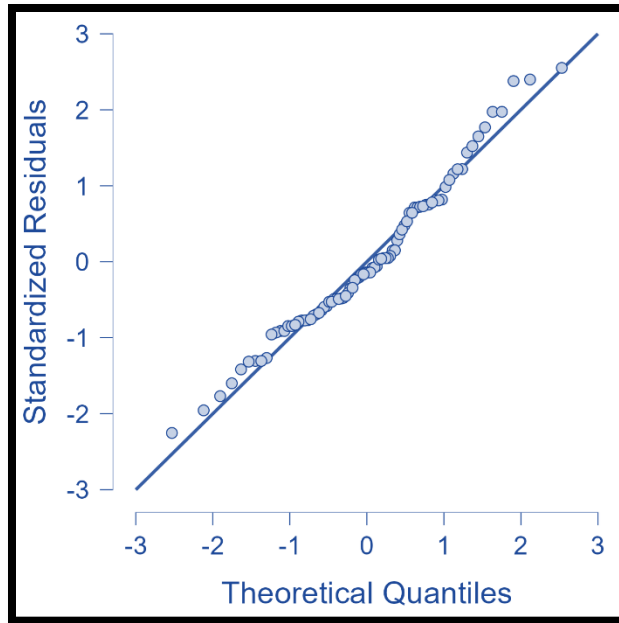


Figure 4.137

This plot is showing that the distribution of errors is normal since linearity is there. It has used standardized values of residuals making it into a straight line. Hence, we can say that the learning approach of the organization variable does get change due to the change in the feedback mechanism of the cross-functional team variable and the commitment of top management towards the learning and development function variable.

#### Research Question-4

Is there any change in the Learning on the Job function due to the change in commitment of top management towards the learning and development function and feedback mechanism in cross-functional teams?

Statistical Test: Multiple Linear Regression

#### Hypothesis-4

H0: There is no change in the Learning on the Job function due to the change in commitment of top management towards the learning and development function and feedback mechanism in cross-functional teams.

H1: There is a change in the Learning on the Job function due to the change in commitment of top management towards the learning and development function and feedback mechanism in cross-functional teams.

Level of Significance: 0.05

Test Statistics:

Model Summary <sup>b</sup>									
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	R Square Change	Change Statistics			Sig. F Change
						F Change	df1	df2	
1	.593 <sup>a</sup>	.352	.336	.51043	.352	23.045	2	85	.000

a. Predictors: (Constant), Feedback\_Mechanism\_CrossFunctionalTeams, Commitment\_of\_TopManagement\_LnD\_Function  
b. Dependent Variable: Learning\_On\_The\_Job\_RnD

Figure 4.144



The above statistics provide the R and R<sup>2</sup> values. The R-value represents the simple correlation and is 0.593, which indicates a good degree of correlation. The R<sup>2</sup> value indicates how much of the total variation in the dependent variable, Learning on the Job function of the organization, can be explained by the independent variable, Commitment of Top Management towards L&D function and feedback mechanism of the cross-functional teams. In this case, 35% can be explained, which is good enough to conclude the model.

The next table is the ANOVA table, which reports how well the regression equation fits the data (i.e., predicts the dependent variable) and is shown below:

ANOVA <sup>a</sup>						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	12.009	2	6.004	23.045	.000 <sup>b</sup>
	Residual	22.146	85	.261		
	Total	34.155	87			

a. Dependent Variable: Learning\_On\_The\_Job\_RnD  
b. Predictors: (Constant), Feedback\_Mechanism\_CrossFunctionalTeams, Commitment\_of\_TopManagement\_LnD\_Function

Figure 4.145

This table indicates that the regression model predicts the dependent variable significantly well. This indicates the statistical significance of the regression model that was run. Here, a p-value is less than 0.05 and indicates that, overall, the regression model statistically significantly predicts the outcome variable (i.e., it is a good fit for the data).

Further, we will investigate the coefficients table which provides us with the necessary information to predict the Learning on the Job function of organizations, as well as determine whether the Commitment of Top Management towards the L&D function and Feedback mechanism of Cross-functional teams contributes statistically significantly to the model.

Coefficients <sup>a</sup>						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	.742	.174		4.256	.000
	Commitment_of_TopManagement_LnD_Function	.321	.076	.433	4.228	.000
	Feedback_Mechanism_CrossFunctionalTeams	.162	.070	.239	2.332	.022

a. Dependent Variable: Learning\_On\_The\_Job\_RnD

Table 4.146

to present the regression equation as:

$$\text{Learning on the Job} = 0.742 + 0.321(\text{Commitment of Top Management towards L\&D}) + 0.162(\text{Feedback Mechanism of Cross-Functional Teams})$$

Hence, we can say that since the p-value is less than 0.05 in the case of ANOVA and Model Summary we fail to accept the null hypothesis and hence the alternate is used which suggests that there is a change in Learning on the Job function of the Organization due to the change in Commitment of Top Management towards L&D function and Feedback mechanism in cross-functional teams.

The plots explaining the phenomenon of change in learning on the job function due to the change in Commitment of Top Management and Cross-functional Teams' feedback mechanism are mentioned below:

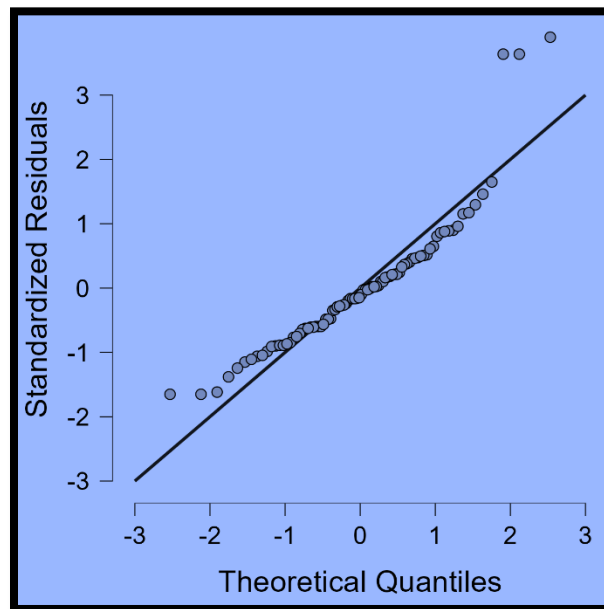


Figure 4.138

This plot is showing that the distribution of errors is normal since linearity is there. It has used standardized values of residuals making it into a straight line. Hence, we can say that the learning on the job variable does get change due to the change in commitment of top management towards L&D function variable and the way feedback mechanism is adopted between the cross functional teams.

### Part-3: Marketing

The constructs which we had considered here in the marketing questionnaire are as follows:

1. Learning from Customer Interaction (Q2 all items)
2. Learning from Cross-Functional Teams (Q5 all items)
3. Learning within Teams (Q6 all items)
4. Building Learning Organizations (Q10 all items)
5. Learning Culture (Q11 all items)
6. Learning Process (Q12 all items)

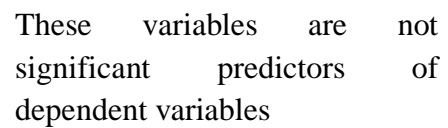
The Dependent and Independent Variables in this are as follows:

Dependent Variables:

1. Learning Culture
2. Building Learning Organizations (*Not used since the regression model is not validated*)

Independent Variables:

1. Learning from Customer Interaction
2. Learning from Cross-Functional Teams
3. Learning Process
4. Learning within Teams



These variables are not significant predictors of dependent variables

Research Question-5:

Is there any change in learning culture due to the change in how learning happens within the teams?

Statistical Test: Linear Regression

Hypothesis-5

H0: There is no change in learning culture due to the change in how learning happens within the teams.

H1: There is a change in learning culture due to the change in how learning happens within the teams.

Level of Significance: 0.05

Test Statistics:

Model Summary <sup>b</sup>									
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	R Square Change	Change Statistics			Sig. F Change
						F Change	df1	df2	
1	.474 <sup>a</sup>	.225	.197	.36568	.225	8.129	1	28	.008

a. Predictors: (Constant), Learning\_Within\_the\_Teams  
b. Dependent Variable: Learning\_Culture

Table 4.147

The above statistics provide the R and R<sup>2</sup> values. The R-value represents the simple correlation and is 0.474, which indicates a decent degree of correlation. The R<sup>2</sup> value indicates how much of the total variation in the dependent variable, the Learning Culture of the organization, can be explained by the independent variable, learning within the Teams. In this case, 22% can be explained, which is good enough to conclude the model.

The next table is the ANOVA table, which reports how well the regression equation fits the data (i.e., predicts the dependent variable) and is shown below:

ANOVA <sup>a</sup>						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1.087	1	1.087	8.129	.008 <sup>b</sup>
	Residual	3.744	28	.134		
	Total	4.831	29			

a. Dependent Variable: Learning\_Culture  
b. Predictors: (Constant), Learning\_Within\_the\_Teams

Table 4.148

This table indicates that the regression model predicts the dependent variable significantly well. This indicates the statistical significance of the regression model that was run. Here, a p-value is less than 0.05 and indicates that, overall, the regression model statistically significantly predicts the outcome variable (i.e., it is a good fit for the data).

Further, we will investigate the coefficients table which provides us with the necessary information to predict the Learning Culture of the Organization, as well as determine whether Learning within the Teams contributes statistically significantly to the model.

Coefficients <sup>a</sup>						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.285	.371		3.465	.002
	Learning_Within_the_Teams	.332	.116	.474	2.851	.008

a. Dependent Variable: Learning\_Culture

Table 4.149

to present the regression equation as:

$$\text{Learning Culture} = 1.285 + 0.332(\text{Learning within the Teams})$$

Hence, we can say that since the p-value is less than 0.05 in the case of ANOVA and Model Summary we fail to accept the null hypothesis and hence the alternate is used which suggests that there is a change in the Learning Culture of the Organization due to the change in how learning within the team happens.

The plots explaining the phenomenon of change in learning culture due to the change in how learning within the teams is happening are mentioned below:

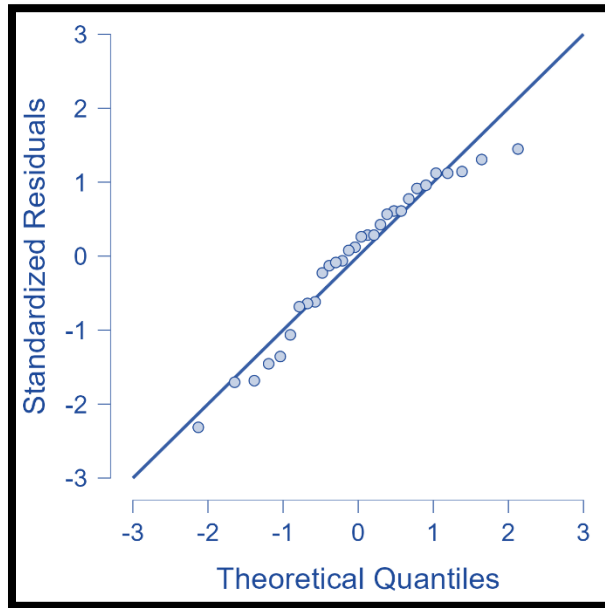


Figure 4.139

This plot is showing that the distribution of errors is normal since linearity is there. It has used standardized values of residuals making it into a straight line. Hence, we can say that the learning culture variable does get change due to the change in how learning happens within the teams of an organization.



## Chapter 5

### Findings, Conclusions and Suggestions

#### A. Findings

##### **Findings from R&D and Production managers.**

In view of R&D and Production managers, the major findings are:

1. It is found that a very large proportion of managers from R&D and Production, respondents acknowledge that the expertise required to attain superior performance in their current work context is largely obtained while doing everyday tasks. Almost, three-fourth respondents experienced getting support from their supervisors in the context of learning at work.
2. In the context of work in the R&D and Production department, mistakes need to be avoided.
3. HR Practices that encourage Team learning are found to improvise work methods. Team learning is used to make changes in SOPs and stabilize novel methods of work.
4. It is found that working towards the vision with new knowledge is an established practice. Introducing innovations and experimenting is widely encouraged. HR Practices reward establishing of new methods .
5. The Appraisal process entails conducting of periodic reviews, during the process of making innovations. Successful approaches are compared with previously established practices and then selectively documented and recorded for future reference.
6. Marginally larger number of respondents find their work context to be collaborative than competitive.

7. HR practices of team building and autonomous team functioning are found in the form of CFTs (cross functional teams) which are formally designed to resolve technical issues faced during production, in relatively less time. CFTs are commonly found to offer pragmatic solutions even when it involved taking some risk. Fewer instances were found where learning in a CFT could be shared with other teams. HR practices of making communication open and far reaching are found in the form of Regular review meetings that are conducted to track the progress of a CFT and few instances of documenting for reference in the future are found.
8. Only a little over 50 percent are found to share their learning at the individual level, with the other team members.
9. Very large number of R&D managers are found to experience OL at individual level resulting in upgrading of product quality and lowering the process or cycle time.
10. Three fourth of managers in the R&D or Production department are found to have used OL at individual level to improve the efficiency of cars and introduction of newer models.
11. Factors that help an employee to learn and share for superior performance are in the order of -flexibility in work, open communication channels, formal training for futuristic work and appreciation by superior.
12. Learning culture that propagates OL across the organization are found to be -a) flexibility in the work context, b) availability of free communication pathways that make flow of any information easy, c) provision of formal training organised from the perspective of futuristic needs and d) appreciation received from the superiors.

Designing seamless flow of information across the organization facilitates the learning process. Also, systems like programmed contests that invite ideas and innovative intervention ideas are found to be rare.

13. Responses direct that when operational efficiency is focused and new ideas are not encouraged, it restricts organization learning. Also, closed communication channels that selectively share communication and control behaviour restrict organization learning. Work structure that requires employees to work in individual capacity and compete with others do not facilitate organization learning.

### **Findings from HR Managers:**

In view of HR managers major findings are:

1. Only half the HR managers are found to have HR practices that enable employees in their company to learn or learn and share easily in order to introduce and stabilise work improvements. A third of HR managers believe they have been able to meet the structural requirements for easy and free communication for OL. One-fourth HR managers are found to have mechanisms that make OL possible through formally assigned roles. Cultural setting that makes individual or group learning a normal routine is found only in one third of HR responses ;mostly the Indian car manufacturers.. It means HR practices that enable smooth communication streaming across the departments and levels are not prevalent to that extent. Also, practices that can foster an ambience for OL are insufficient.
2. HR practices of establishing liaisons with industry experts are found to be prevalent in the form of attending conferences and seminars.

3. HR practices of appraisal do not encourage or value Experimentation. However, guided innovations are found to be prevalent that are reviewed regularly and also rewarded. This indicates that HR practices support experimentation within certain limits and permits.
4. Structuring Task groups for implementing and monitoring new projects or experiments is found to be a popular practice. However, in the process of introducing new work methods, comparisons with older version are found to be missing. This is required to stabilize the new practices and make the ambience suitable for new practices.
5. It is found that while introducing a new work method or an innovative practice, HR practices focus on utilization of relevant skills currently available in the organization. This helps to maintain the culture of the organization.
6. Documenting and recording experiences of implementing and innovating are found to be uncommon.
7. HR Practices build Flexibility in the system , where scope to include changes as per response from employees is valued.
8. In order to build a learning organization, HR Practices should focus on following – i)Systems thinking, ii)Problem solving iii)critical thinking, iv)Personal mastery and v)Mental models vi)Self-directed learning, vii)Dialogue, viii)Team work, and ix)leadership .
9. Only half the managers find presence of HR practices that foster autonomous working. HR Practices of rewarding employees for experimenting are also found in only 50% of respondents.
10. It is found that learning and working are not considered synonymous, meaning learning while working is not a norm.

11. Any knowledge created at work place is found to be shared with relevant people in the organization which indicates HR Practices that create open communication pathways. Also any such sharing of learning is found to be rewarded through HR Practices of appraisal.
12. Infrastructure requirements are found to be adequate to simplify sharing of any learning pan organization.
13. Processes obstructing OL are found to be – i) unbending norms and rules, ii) competing at individual level, iii) control of employee behaviour and iv) compulsive need to achieve efficiency.

**Findings from primary data collected through long interviews:**

Additional data that helps understand the HR Practice requirements to support OL suggests that formally learning must be recorded for future use. There are instances where team struggled to recollect a past learning and that led to loss of time and resources. Tata Motors for example uses technology to capture such learning , including the tacit knowledge by asking employees to mention thoughts and feelings while dealing with a problem.

**Findings from Marketing managers.**

In view of Marketing managers major findings are:

1. It is seen that the marketing managers learn better and more while they work.
2. HR Practices of imparting formal training to address complex issues involved in the marketing context of Marketing managers are found to be inadequate.

3. Around three quarters of marketing managers are found to be able to share their learning straightforwardly within their departments.
4. In a large quantum the technical inputs are found to be inadequate amongst the marketing employees. HR Practices of training in technical aspects and establishing communication channels with Production department are required.
5. Marketing managers are found to not modify or use new ways to gratify customers, indicating HR practices of appraisal being rigid.
6. Almost all the marketing managers approached are found to miss out on getting to the reasons of rejecting a car of their brand. They do not solicit this information from the customers. This may help the organization to get to the bottom line of the reasons of their cars not selling, and give them focus areas to improve on.
7. It is found that following the standard norms of duty is the cardinal focus and steering away or beyond is not avoided. This highlights the need to introduce flexibility in their work as HR practices of performance appraisal focus on efficient working.
8. It is found that marketing managers have limited authority when it comes to making any commitment to the customer, as HR Practices do not allow for a Flat structure or autonomous working.
9. Dependence on others is found to be high when resolving technical queries. This shows the need to learn from within and from R&D department to solve such issues faster.
10. Participating in temporary collaborative teams / cross functional teams with members from Production and/ or R&D department, is found to resolve product related matters earlier. Thus, formalised cross functional teams in the organization structure, may assist in sharing of learning across departments.

11. The organization structure is found to provide for cross functional teams with reviews taken at regular intervals. Also, working in such teams is found to ease the sharing of learning across them.
12. Working in cross functional teams is found to allow free - flow of information and sharing of learning. Organization Learning is found to take place at the team level in the marketing department.
13. However, such sharing of learning within the team, is not found to be documented or equated with earlier practices. This may lead to loss of any such learning and cultural continuity.
14. Employees in the marketing division are found to have scope to alter their work design, in order to lower the processing time or to improvise the work delivery.
15. It is found that expertise gained by the marketing employees is not used by the organization to increase sales or to increase conversion rate to customers or to persuade them. Thus, the individual or team learning is not found to translate into organization benefits.
16. Appreciation by superiors and flexibility in the work design is found to benefit organization learning. Formal training offered with a view to meet the future needs is not found to be of assistance to OL
17. HR Practices that enable Open communication networks are found to aid OL and make employees a superior performer.

18. It is found that when employees get encouraged to experiment it favors OL. Also, autonomy while working and learning while working and being able to share such learning with ease; leads to OL. Practices like rewarding actions that generate learning are of huge help in fostering OL. Suitable layout and infrastructure is also found to facilitate OL.

19. Learning process is found to be constrained due to i) rigidity of rules and norms  
iii) working and competing in individual capacity iii) controlled access to resources iv) controlling employee behaviour v) confining communication to selected members.

### **Comparative analysis:**

1. Comparing the responses and ratings of R&D managers, Production managers, HR managers and marketing managers, it is found that R&D, Production and marketing managers reported that they are encouraged for experimentation and innovation in their departments, while HR managers responded that the encouraging employees to experiment and innovate in the organization at large is of low value. This shows that though in immediate work contexts or in silos, managers innovate and try new methods of working, it is not shared across the organization. The data shows inter-department, sharing of learning is low.

2. R&D managers, Production managers, HR managers and marketing managers find working in cross functional teams valuable to develop OL. Only 34% HR managers report that cross functional teams are functional in their organizations to promote OL. It means HR practices need to make Cross functional teams a part of the structure, to develop and share learning across the organizations.



3. According to HR managers, R&D managers and Production managers, Top management is involved in expediting OL, while marketing managers disagree with it. In their view, Top management must get involved actively to promote OL.

4. In view of R&D managers and Production managers, their learning is used to improve quality of cars manufactures, reducing cycle time and problem-solving time, and introducing new features in cars. According to Marketing managers, their learning is not used for improving customer experience or increase in sales.

5. R&D managers and Production managers think, flexibility in their work and open and smooth communication are important to facilitate OL. In a structured interview with R&D managers of a car manufacturing company, most of the managers mentioned that they need 5 day working week and flexibility of timing and budgetary allowance to function better. Marketing managers also think flexibility and open communication are important, but also appreciation by superiors plays a significant role in OL.

6. In the context of HR practices encouraging experimentation, 97% R&D managers and Production managers think that it is essential to foster OL, while 63% marketing managers think so. Only 51% HR managers respond positively for encouraging experimentation in their organization.

7. While large percentage of R&D, Production and Marketing managers think HR Practices encouraging autonomy is key to facilitate OL, only 51% HR managers report that they have autonomous working in their organizations.

8. According to 90% of R&D, Production and Marketing managers, learning along with work is cardinal for OL. Only 41% HR managers report that learning happens all the time in their companies.

9. 84% of HR managers report that contests are conducted in their organizations to encourage employees to share innovation ideas. Only 33% of R&D, Production and Marketing managers think it could help to promote OL.

10. In view of HR managers rigidity of rules (80%), individual competitiveness (86.7%), control of behavior and resources (86.7%), controlling communication (86.7%) and focus on efficiency (97%) are observed in their organization. These are the attributes that restrict OL. R&D, Production and Marketing managers in very high percentage think these factors can restrict OL.

## **B. Conclusion**

Researcher studied the role of HR practices in organization learning in select car manufacturing in Pune region and found that learning takes place at individual as well as team level. Individuals learn more about their work while performing regular tasks and also share with the team members. However, the prime concern is to do error free work and experimentation is not encouraged. Sharing one's learning with the team is regular to improvise work. Sharing with other teams and departments is required to institutionalise organizational learning and use it to negotiate with the demands of external environment and develop a competitive edge. Hence communication across the structure of organization needs to be established by easing the communication processes. Documenting new and successful practices resulting from organizational learning is found to be missing.

Formally structured Cross functional teams are found to be instrumental in solving problems at hand, as they are allowed to take risk and freely share learning across departments. OL is found to reduce i) cycle time, ii) reduce cost and iii) increase efficiency. However, it is found to not lead to increase in sales or improve customer experience.

Data collected from HR managers reveals that Innovation is encouraged but within the boundaries defined by the top management and is regularly reviewed. Survey data shows, giving training required to build capabilities for future is almost absent. But the practice to utilize existing talent and deploy it fully is evident. Also, flexibility and autonomy in working is limited.

### **C. SUGGESTIONS**

Researcher had drawn some suggestions from this study on HR practices that may , enable organization learning.

#### **1. HR Practices of flat Structure:**

As the research shows, formal structures of learning and sharing in the form of cross functional teams or task force help to look at a problem from multi - functional perspective. These teams have, special authority that can take more risks and are more objective. Thus, self-managed or autonomous teams may be encouraged in the organizations. These may consist of managers from R&D, production and marketing so that inputs from various sources are utilized. Also, structure may allow smoother communication channels across the organization structure to promote organization learning. Flat and autonomous structure would help HR managers to design role, authority and responsibility for OL.

#### **2. HR practices of employees' Performance Appraisal :**

Introduction of systems in the form of employees' Performance Appraisal that reward innovations or attempt to introduce new work methods must be recognised and successful ones must be rewarded. In the course of experimentation if mistakes or

errors occur, they should be ignored and not held against employees else, they would fear to experiment. Also, system of periodic reviews with superiors and top management can institutionalise OL.

### 3. HR Practices of Training and development :

HR practices need to be aligned with Strategic vision by developing capabilities that would be required in future. This would help employees to work closely with the vision of the organization and internalise it. Training and facilitation exercises in this direction may be organised.

### 4. Networking and liasioning:

Also, encouraging networking with external entities like R&D of other or related companies and international bodies need to be built. This could reflect in the budgetary provisions for tata motors, for example.

### 5. Relevant HR Practices for creating climate for OL:

Climate at work place conducive for OL is an amalgam of many processes and systems. Study suggests, that to nurture organizational learning, following actions are needed

- i) removing fear of failure while learning
- ii) creating learning opportunities.
- iii) documenting learning practices
- iv) sharing and recording learning with other teams and recording it.
- v) Seeking support of Top management to promote OL by a) identifying competencies suitable for OL in employees while recruiting b) identifying episodes of innovative work practices suitable for OL and offering them

as best practices through training c) using performance appraisal system to improve performance.

**Academic Contribution:**

The research on study of human resource practices in Organizational Learning relating to select car manufacturing companies in Pune region can contribute to enabling organizations to get real time feedback from critical stakeholders. Such information may be used to make changes through experimentation and successful ones may be institutionalised. By outlining the HR practices that can enable this across the organization , the role of HR can be more strategic and more suitable to open systems.

**Scope for future research:**

The research tried to explore the structural and systemic forces that enable learning at all levels and utilise the learning to align with the external demands. The other aspects that facilitate organization learning may be researched. Also, applicability in other sectors, offers a huge scope for further research

**QUESTIONNAIRE**

**Mrs. Vipra Tiwari,**

*Research scholar, **Tilak Maharashtra Vidyapeeth, Pune***

**PhD Topic**

**“A Study of Human Resource practices in organization learning relating to select car manufacturing companies in Pune region”**

*Under the guidance of*

**Dr. S.P Kandalgaonkar**

*(Research guide- **Tilak Maharashtra Vidyapeeth, Pune**)*

For which I request you to fill the following questionnaire,

(The information obtained from the respondents through this questionnaire should be treated as confidential and it will be used only for the purpose of research work)

**SOCIO – DEMOGRAPHIC FACTORS:**

- 1) Name of the Respondent : .....
- 2) Designation : .....
- 3) Name of organization : .....
- 4) Department : .....

**Choose the alternative & Put  $\checkmark$  & also write in short if necessary**

**Q1. The skill and knowledge to perform my work in my current role is largely obtained from:**

(Select statements that seem right- multiple options may be chosen)

- Training that is provided by my organization
- What I learn by performing routine tasks
- Listening to and observing my work mates
- Suggestions from customers

**Q2 For each statement below, choose a number between 1 and 5, where 1= strongly agree, 2=agree, 3=can't say, 4=disagree, 5=strongly disagree**

	Customer Interaction	1	2	3	4	5
1	I learn more about my work on my own while I perform my routine tasks at work					
2	I need more training to handle the complex aspects of my work					
3	I am able to share my learning freely with my colleagues:					
4	In order to satisfy customer queries or make a successful sales pitch, I need to understand the technical aspects of the car in details					
5	I often try new methods of approaching and satisfying customers.					
6	I get to know the reason for which a customer does not choose to buy our car					

7	I am able to go out of the way to satisfy customer needs					
8	I have to seek permission with my supervisor before making a commitment to the customer					

Q3. Select the most appropriate response. When a customer complaint regarding a technical feature of the car to you, you:

- Directly reach it to the Research and Development or Production Department
- Inform your supervisor
- It is not a part of your job to deal with technical complains
- Call a colleague who is more technically sound to handle it.

Q4. When it comes to latest happenings in car manufacturing industry, are you abreast with the latest technology used and models available? Choose

- Yes
- No

Q5. For each statement below, choose a number between 1 and 5, where 1= strongly agree, 2=agree, 3=can't say, 4=disagree, 5=strongly disagree

Sr. N	Working with other departments	1	2	3	4	5
1	Working in cross functional teams/temporary collaborative teams with Production and R&D department , helps to resolve product related issues faster					
2	There are formal cross functional teams/ temporary collaborative teams designed in my organization					
3	Working in cross functional teams/ temporary collaborative teams helps to understand their functioning					
4	It is possible to freely give suggestions to other departments while working in cross functional teams/ temporary collaborative teams.					
5	There are periodic reviews of cross functional teams/ temporary collaborative teams					

Q6. For each statement below, choose a number between 1 and 5, where 1= strongly agree, 2=agree, 3=can't say, 4=disagree, 5=strongly disagree

Sr. N	Learning within the Team	1	2	3	4	5
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1	Team members share their insights gained for superior work performance with the team					
2	There are periodic reviews conducted to share innovative practices adopted by team members					
3	Innovative work practices learnt by team members are recorded for future reference					
4	New practices are compared with past practices to strike a balance					
5	New practices are shared with other departments to increase overall organizational effectiveness					

Q7 When you realize that procedure of your work increases the process time or adversely impacts the quality of your work (select the most relevant option)

- You can suggest a modified procedure that saves time or other resources
- You can question the relevance of existing procedure
- You are not allowed to question the existing procedure
- You fear it will negatively impact your appraisal
- You rather focus on existing procedure closely

Q8. Is the expertise gained by you in due course of time is used by the organization to : (select either yes or no)

- Increase sales Yes/NO
- Increase the rate of conversion from a potential buyer to buyer Yes/NO
- Reduce the time taken to lock in a customer Yes/NO
- Be clearer and more convincing to customers Yes/NO

Q9. Following organization factors help me learn and share my individual learning to be a superior performer: (multiple relevant options may be selected)

- Appreciation by superiors
- Scope to be flexible with my work
- Formal training for future work context
- Open communication channels to superiors

Q.10 Do you agree that there is a significant relationship between the following Skills for Organization learning and development of organization learning

[Note: 1= strongly agree, 2=agree, 3=can't say, 4=disagree, 5=strongly disagree]



Sr. N	Type of Skills for Organization learning	1	2	3	4	5
1	Personal Mastery(domain expertise that consistently upgrades)					
2	Systems Thinking(ability to see the whole picture)					
3	Mental Model` (preparedness to learn and do new things)					
4	Self-directed learning					
5	Dialogue(discussing freely issues related to task)					
6	Leadership					
7	Time Management					
8	Team Work					
9	Problem Solving					
10	Critical Thinking					

Q.11 Do you agree that, there is a significant relationship between the following Common attributes of Learning Organizations and development of organization learning

**[Note: 1= strongly agree, 2=agree, 3=can't say, 4=disagree, 5=strongly disagree]**

Sr. N	Type of Attributes	1	2	3	4	5
1	Employees are encouraged to experiment and mistakes are not punishable.					
2	Employees enjoy reasonable autonomy and do not wait for permissions or instructions.					
3	Learning from work happens all the time					
4	Knowledge created at work place is shared with people who can put it into action freely.					
5	People engaged with application of knowledge generated at workplace are rewarded.					
6	My organization has infrastructure that facilitates learning and sharing, (for example open spaces and no close door policies)					

Sr. N	Type of Attributes	1	2	3	4	5
7	The organization structure in my company is seamless with very few controls and makes learning a normal activity.					
8	My company uses HR activity, like a contest, to generate a pool of innovative ideas within the organization.					

Q.12. Do you agree that, there is statistically significant relationship between the following factors to restrict organization learning and development of organization learning

**[Note: 1= strongly agree, 2=agree, 3=can't say, 4=disagree, 5=strongly disagree]**

Sr. N	Type of Attributes	1	2	3	4	5
1	Rules and norms that are to be followed rigidly.					
2	Work structure that requires employees to work in individual capacity and compete with others.					
3	Control oriented management processes where resources as well as behavior are controlled.					
4	Controlled communication where information is shared selectively.					
5	New ideas and innovations are not encouraged against routine operation and efficiency orientation.					

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**SOCIO – DEMOGRAPHIC FACTORS:**

- 1) Name of the Respondent : .....
- 2) Designation : .....
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- 4) Department : .....

**Q1. Which of the following HR practices, in your company promote Organization learning?**

(Multiple options may be selected)

- Building skills that enable employees to inquire, learn and share the learning to make quick and effective improvements
- Providing mechanisms that help employees to share their ideas across the organization to enable faster decision making
- Providing mechanisms to clarify accountability and responsibility that promote coordinated action for specific purposes
- Providing capability mechanisms for future skill needs of the organization.
- Creating an ambience for experimentation and knowledge sharing across the organization.

**Q2.**

Rate the following statements from 1 to 5. Choose 1 if the practice has NO or very low value in the organization/ is not done in your organization, 2 if the practice has low value in your organization/ is occasionally done, choose 3 if the practice is valued and is sometimes done in your organization, choose 4 if the practice is highly valued and is done frequently in your organization, choose 5 if the practice is very highly valued and is always done in your organization.

1	Experts and experienced creative practitioners are invited to share their ideas with members of the organization	1 lowest	2	3	4	5 highest
2	Employees are encouraged to attend external programs					
3	Experiences and concerns of your organizations are shared with other organizations					
4	Employees are encouraged to experiment					
5	Innovations are rewarded					
6	Periodic meetings are held for sharing results of experiments					
7	Periodic meetings are held for sharing on going experiments					
8	Employee seminars on new developments are organized					
9	Task groups are created for implementing and monitoring new projects or experiments					
10	Detailed plans reflecting contingency approach are prepared					
11	Task groups are created to examine common elements between old practices and innovations					
12	Newly proposed practices are linked with known practices					
13	Records of experiences are maintained.					
14	Periodic meetings chaired by top or senior management , are held to review innovations					
15	Relevant existing skills are utilized in implementing change					
16	Periodic meetings are held to review and share innovations					
17	Task groups are created to evaluate and report on plus and minus aspects of an innovation					

18	Wide spread debates are held on experiences of implementation					
19	Implementation plans are modified when experience indicates modification is needed.					
20	Various groups are encouraged to prepare alternate forms of implementation					

Q3. Do you agree that there is a significant relationship between the following Skills for Organization learning and development of organization learning

[Note: 1= strongly agree, 2=agree, 3=can't say, 4=disagree, 5=strongly disagree]

Sr. N	Type of Skills for Organization learning	1	2	3	4	5
1	Personal Mastery(domain expertise that consistently upgrades)					
2	Systems Thinking(ability to see the whole picture)					
3	Mental Model` (preparedness to learn and do new things)					
4	Self-directed learning					
5	Dialogue(discussing freely issues related to task)					
6	Leadership					
7	Time Management					
8	Team Work					
9	Problem Solving					
10	Critical Thinking					

Q4.

Which of the following are observed in your organization for the development of organization learning

[Note: 1= strongly agree, 2=agree, 3=can't say, 4=disagree, 5=strongly disagree]

Sr. N	Type of Attributes	1	2	3	4	5
1	Employees are encouraged to experiment and mistakes are not punishable.					
2	Employees enjoy reasonable autonomy and do not wait for permissions or instructions.					
3	Learning from work happens all the time					
4	Knowledge created at work place is shared with people who can put it into action freely.					
5	People engaged with application of knowledge generated at workplace are rewarded.					
6	My organization has infrastructure that facilitates learning and sharing, (for example open spaces and no close door policies)					
7	The organization structure in my company is seamless with very few controls and makes learning a normal activity.					
8	My company uses HR activity, like a contest, to generate a pool of innovative ideas within the organization.					

Q.5. Which of the following factors do you relate with, in the context of your organization

[Note: 1= strongly agree, 2=agree, 3=can't say, 4=disagree, 5=strongly disagree]

Sr. N	Type of Attributes	1	2	3	4	5
1	Rules and norms that are to be followed rigidly.					
2	Work structure that requires employees to work in individual capacity and compete with others.					
3	Control oriented management processes where resources as well as behavior are controlled.					
4	Controlled communication where information is shared selectively.					
5	New ideas and innovations are not encouraged against routine operation and efficiency orientation.					

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- 1) Name of the Respondent : .....
- 2) Designation : .....
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- 4) Department : .....

**Choose the alternative & Put  $\surd$  & also write in short if necessary**

Q1. The skill and knowledge to perform my work in my current role is largely obtained from:  
(Select statements that seem right- multiple options may be chosen )

- 1. Training that is provided by my organization
- 2. What I learn by performing routine tasks
- 3. Listening to and observing my work mates
- 4. Past work experience

Q2 For each statement below, choose a number between 1 and 5, where 1= strongly agree, 2=agree,3=can't say, 4=disagree ,5=strongly disagree

	Work and process	1	2	3	4	5
1	I learn more about my work on my own while I perform my routine tasks at work					
2	I am updated with technical developments happening in the car manufacturing field globally					
4	My work is supposed to be error free					
5	I often try new ways to do my work					
6	Trouble shooting can be done following standard operating procedures					
7	I can make changes in Standard operating procedures with consultation with my team to stabilize new methods of work					
8	Vision of the organization is shared and is understood					

Q3. For each statement below, choose a number between 1 and 5, where 1= strongly agree, 2=agree,3=can't say, 4=disagree ,5=strongly disagree

	Experimentation and flexibility	1	2	3	4	5
1	My organization encourages making innovations in product or process					
2	Experimenting towards achieving better car quality is encouraged in my organization					
3	Making mistakes in the course of experimenting is very normal					
4	Problems faced during designing or production can be dealt with using new methods					
5	Failure to solve a problem in a new way is fine					
6	Use of new successful approaches is rewarded					
7	Periodic reviews are conducted to share successful new ways originated in the team					
8	New developments are shared with other departments formally					
9	Innovative work practices learnt by team members are recorded for future reference					
10	New practices are compared with past practices to strike a balance					

Q4. The ambience of your department is :

Competitive/ Collaborative

Q5. For each statement below, choose a number between 1 and 5, where 1= strongly agree, 2=agree,3=can't say, 4=disagree ,5=strongly disagree

	Team work	1	2	3	4	5
1	Working in cross functional teams with Production and Marketing department , helps to resolve product related issues faster					
2	There are formal cross functional teams designed in my organization					
3	Working in cross functional teams helps to understand functioning of other departments					
4	It is possible to freely give suggestions to other departments while working in cross functional teams.					
5	There are periodic reviews of cross functional teams					
6	Suggestions given by other teams are recorded for future actions					
7	R&D / Production get to know the feedback by customers in time					
8	Information is shared with other car manufacturing companies					

Q6. For each statement below, choose a number between 1 and 5, where 1= strongly agree, 2=agree,3=can't say, 4=disagree ,5=strongly disagree

	temporary teams	1	2	3	4	5
1	Team members share their insights gained for superior work performance with the team					
2	Top managers encourage learning through routine work					
3	Contingency plans are made at every stage of task					



4	Cross functional teams work faster					
5	Cross functional teams offer more objective solutions					
6	Cross functional teams can take more risk					

Q7. When you realize that procedure of your work increases the process time or adversely impacts the quality of your work (select the most relevant option)

- You can suggest a modified procedure that saves time or other resources
- You can question the relevance of existing procedure
- You are not allowed to question the existing procedure
- You fear it will negatively impact your appraisal
- You rather focus on existing procedure closely

Q8. Is the expertise gained by you in due course of time is used by the organization to : (select either yes or no)

- Reduce quality complaints Yes/NO
- Reduce cycle time Yes/NO
- Reduce the time taken to solve technical issues Yes/NO
- Introduce new features in car models Yes/NO
- Increase the mileage Yes/NO
- Any other \_\_\_\_\_(please specify)

Q9. Following organization factors help me learn and share my individual learning to be a superior performer: (select options that are relevant)

- Appreciation by superiors
- Scope to be flexible with my work
- Formal training for future work context
- Open communication channels to superiors

Q.10 Do you agree that there is a significant relationship between the following Skills for Organization learning and development of organization learning

[Note: 1= strongly agree, 2=agree, 3=can't say, 4=disagree, 5=strongly disagree]

Sr. N	Type of Skills for Organization learning	1	2	3	4	5
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4	Self-directed learning					
5	Dialogue(discussing freely issues related to task)					
6	Leadership					
8	Team Work					
9	Problem Solving					
10	Critical Thinking					

Q.11 Do you agree that, there is a significant relationship between the following Common attributes of Learning Organizations and development of organization learning

[Note: 1= strongly agree, 2=agree, 3=can't say, 4=disagree, 5=strongly disagree]

Sr. N	Type of Attributes	1	2	3	4	5
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4	Knowledge created at work place is shared with people who can put it into action freely.					
5	People engaged with application of knowledge generated at workplace are rewarded.					
6	My organization has infrastructure that facilitates learning and sharing, (for example open spaces and no close door policies)					
7	The organization structure in my company is seamless with very few controls and makes learning a normal activity.					
8	My company uses HR activity, like a contest, to generate a pool of innovative ideas within the organization.					

Q.12. Do you agree that, there is a significant relationship between the following factors to restrict organization learning and development of organization learning

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Sr. N	Type of Attributes	1	2	3	4	5
1	Rules and norms that are to be followed rigidly.					
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4	Controlled communication where information is shared selectively.					
5	New ideas and innovations are not encouraged against routine operation and efficiency orientation.					

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