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# **LEARNING ORGANIZATIONS**

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## ÖZET

Öğrenen Organizasyon (Learning Organization) kavramı, içinde bulunduğumuz bilgi çağı ile paralel olarak hızla değişen ortamların söz konusu olması sebebiyle günümüzde hayli önem kazanmıştır. Organizasyonların uzun süre ayakta kalabilmeleri için değişken ortamlardan zarar görmemeleri, değişime ayak uydurmayı başarabilmeleri, hatta değişim söz konusu iken bunu da kendilerine bir rekabet avantajı olarak sağlamaları ile başarılı olmaları söz konusudur. (Senge, 1994)

Bu tez çalışması ile Öğrenen Organizasyonların (Learning Organizations) 5 temel disiplini incelenmiş ve organizasyonların Öğrenme Oryantasyonları (Learning Orientations) ve Organizasyonlarda Öğrenmeye Etki Eden Faktörler (Facilitating Factors) açıklanmıştır.

Öğrenen Organizasyonlarla ilgili akademik çalışmaların çoğunlukla batı kültürlü toplumlarda gelişmiş olmasına rağmen, günümüzde çoğu doğu kültürüne sahip şirketler batılı rakiplerinden daha iyi bir konuma sahiptirler. (Yenersoy, 1997)

Bahsedilen temel disiplinler baz alınarak hazırlanan bir anketle doğu kültürüne sahip şirketlerle, batı kültürüne sahip şirketler karşılaştırılacaktır. Sonuçlar demografik özellikler de göz önüne alınarak değerlendirilecektir.

## **ABSTRACT**

The concept of Learning Organisations has become more popular recently, due to the rapidly changing environments of today.

Organisations need to catch the pace of the change, and even take the advantage of this change, in order to survive in this very turbulent environment. It is even more vital to use this advantage as a tool for competition, and success. (Senge, 1994)

In this thesis, five core disciplines of the Learning Organisations is examined, and the Learning Orientations in the organisations, and Facilitating Factors of learning are explained.

Due to the fact that, the concept of Learning Organisations is created and developed by the western academicians, today, many eastern cultured organisations have better positions when compared to their western competitors. (Yenersoy, 1997)

A questionnaire based on the mentioned disciplines is prepared and used to compare the organisations from different cultures. The results will be evaluated with respect to the demographic variables.

## **1. Introduction**

Learning organizations is a considerably new concept, which became popular in the recent years. This popularity is somehow a result of the information age we're living in. While moving to the information age, the environment is becoming more turbulent and complex with respect to the past years. In our ever changing world, nobody can be sure about the future, except it's going to be different than today. Organizations should learn to survive in this change.

New entrepreneurs have started to gain the share of the big companies in the market, which surely was not an expected in the 1950s. Business life is getting more and more global, and every significant effect plays a major role in our lives no matter where we are geographically located. Merges and acquisitions are becoming very often due to the economic movements in the world, where some have problems in the real life regarding the cultural differences, and the related practices. (Tsang, 1997)

In such an environment, it is vital to keep the pace of changing, and direction the change where possible. Such a power will only exist when the organization and the environment changes happen in a harmony. Organizations need to learn to cope with the change, and also learn to find their solutions and implement them in this turbulent environment. The greater the uncertainty in the environment, the greater the need for learning (Dodgson, 1993).

In order to survive in all these changes, and continue success, a continuous learning is necessary for organizations, or in other

words, organizations should learn to become “learning organizations”.

The concept of learning organizations is gaining importance among the large organizations, as they develop structures that are more adaptable and responsive to change (Dodgson, 1993). It is increasingly appreciated that learning is a key to competitiveness (Garraat, 1987).

Learning organizations can be found in the research literature starting from 1920s. In 1950's, the concept of systems thinking was introduced but never implemented (Blair, 1996). Gould-Kreutzer Associates, Inc. defined systems thinking as;

**A framework for seeing interrelationships rather than things; to see the forest and the trees.**

(<http://world.std.com/~lo/95.01/0234.html>, date accessed 10 July 1999)

However they started to become popular when Royal/Dutch Shell built up their strategic planning unit, in the late 1980s. An oil problem occurred at the time, and Royal/Dutch Shell being one of the small oil companies, with the capacity and leadership of its strategic planning unit, managed to become one of the Seven Sisters of the oil sector. Royal/Dutch Shell started working on Organizational Learning with the strategic planning unit. 12 months are spent experimenting with the work groups on learning process, understanding their and environment's current position, and deriving the possible scenarios which are likely to happen. (Senge, 1994)

The concept of learning organizations became more popular after the work of Peter Senge, the Fifth Discipline. In his book, he describes the organizations where the individuals can learn together, and improve themselves continuously, explaining and giving examples about the five core disciplines of the learning organizations.

With the help of such studies, learning organizations worked as a path for the companies facing problems. It is important to understand that learning organizations is not a solution for a specific problem, but can be considered as a path for a more powerful organization, with the expanding capacity of the workers, expanding of team work, understanding the systems thinking, and developing a habit for continuous learning. (Senge, 1994)

Even though learning organizations are highly accepted to be a solution path for survival in this age, among the organizations, there is still a lack of real understanding of the concept in the organizations.

Though the literal research and literal practices are initially established at the western culture, like Royal/Dutch Shell, in practice western culture can sometimes fail to catch the success, and be beaten by their eastern competitors until they could find out the real underlying reason.

One-third of the Fortune 500 companies listed in 1970 are vanished by 1983. In 1982, Peters and Waterman declared 43 excellent organizations, that showed superiority on six critical financial yardsticks over a period of 20 years. Only 14 of them

were still acceptable as excellent according to the same measurements in 1987. (Dixon, 1993)

On the other hand, eastern originated companies are at an accelerated attack to the top, and some gained even high values, and a big portion of the market. (Yenersoy, 1997)

That bring us to a confusion between the results literal founders of the learning organizations, which is the western culture, and the successful ones in real, the eastern cultures.



## **2. Purpose of the study and the research question**

In this thesis, the concept of learning organizations will be discussed, regarding core disciplines, their organizational structure, and characteristics.

The outcomes will lead us to a field survey. In the survey, individuals will be questioned, regarding the five core disciplines that are set by Senge, too see how closer they get to the concept of learning organization in the organizational basis. As described above, the two opponent sides that will be compared are western cultured organizations, and eastern cultured ones. Living in a country far from the western worlds geographically, the survey will be done among the multinational companies, representing both the eastern and western cultures, and local companies which are considered as eastern cultured companies.

The two sides will be evaluated with respect to the question derived from this study.

### **3. Review of the literature**

#### **3.1. Definition of learning organizations**

Senge, describes learning organizations as organizations where people can continuously expand their capacity to create results which they truly desire. In such organizations, new and expansive patterns of thinking are nurtured, and collective aspiration is set free. Individuals learn to learn together. He declares

**Deep down, we are all learners. It is not only our nature to learn, but we love to learn. (1994)**

(Senge, Peter. 1994. *Fifth discipline, the art and practice of learning organizations*, Paperback Edition. Currency, New York.)

**Forget your tired old ideas about leadership. The most successful corporation of the 1990s will be something called a learning organization....The ability to learn faster than your competitors, may be the only sustainable competitive advantage**

(Geus, Arie de. 1998. Planning as learning. *Harvard Business Review*, March-April, pp.70-74)

said Arie de Geus, head of strategic planning department of Royal/Dutch Shell.

DiBella and Nevis' definition is :

**The learning organization has been characterized as having the capability to adapt to changes in its environment and to respond to lessons of experience by altering organizational behavior.**

(DiBella, Anthony J. and Nevis, Edwin C. 1998. *How organizations learn*, 1<sup>st</sup> ed. Jossey-Bass, San Francisco.)

Terms “organizational learning”, and “learning organization” are sometimes found to be used interchangeably. Organizational learning can be defined as a concept used to describe certain types of activity that occur in an organization, while the learning organizations refers to a particular type of organization. There is a simple relationship between the two terms as a “learning organization”, is one which is good at “organizational learning”. (Tsang, 1997)

Mingie describes learning organizations as

**Organizations in which people continually expand their capacity to create the results they truly desire, where new and expansive patterns or thinking are nurtured, where collective aspiration is set free, and where people are continually learning how to learn together**

(Mingie, Bob. Notes on continuous learning, culture and organizations.  
[http://www.dcmc.hq.dla.mil/dcmc\\_o/ob/product/sfaga/learning.htm](http://www.dcmc.hq.dla.mil/dcmc_o/ob/product/sfaga/learning.htm),  
access date 16 June 1999)

### **3.2. Need for learning organization**

Since the environment around us is turbulent, and getting more and more complex each day, organizations should better take their precautionary steps, thinking all the possible changes. This bunch of different scenarios can exist and keep themselves updated only with continuous learning. As the individuals learn continuously, they expand their capabilities in time, which in return provides a continuous learning for the organization, and expanding the capabilities of the organization.

In other words, in order to stay in the market, and keep the competition skills, organizations should move to a higher level of learning, which is called learning organizations.

Higher customer expectations, globalization, greater competitive pressure, shorter cycle times, drives the companies to an increasing pace of change and competitiveness. A business that had taken 30 or more years to build can be lost in 2 years if it cannot adapt the change. It is definitely vital to improve the ability to adapt the ability to assimilate new ideas, and transfer them to action, faster than the competitor. (Ulrich, 1993)

In this turbulent environment, TQM also gained too much popularity for being a tool to survive. TQM is a relatively established entity, with accepted components of teamwork, systemic thinking, and statistical tools being applied to the areas of "customer, counting, and culture"(Sashkin &Kiser, 1993). On the other hand, learning organizations are still in its evolutionary period, trimming the majority of research and theoretical studies (Crick, 1996)

They have many in common, while they also have complementing areas. The arising key to their success is transforming the organizational culture.

Barrow (1993), discusses that TQM and organizational learning are inextricably linked, due to their cause-and-effect and system/process relationships. Both relationships permit organizations to inspect how they systemically perform tasks, to

form and implement new insights, and transport the new knowledge all through the organization.

TQM efforts may fail, with the reason the organizational culture is not sufficiently addressed, or firms are not willing to wait for the long term investment a cultural change takes. The learning organization philosophy seems to concentrate strongly on culture. This can be considered as a “lesson learned” point from TQM. (Crick, 1996)

TQM is a tool that is used to function the organization through a predetermined strategy, where the strategy is defined by the management, but lower levels also do participate. Learning organizations, are the ideal organization that does not exist. It requires a continuous learning, and all the levels of the organization can participate as much as they want. When TQM is defined as the tool, learning organization is the framework to succeed with the tool. Today, most of the practitioners, and theoreticians, agree on uniting those two concepts. Kim (1992), by “cutting and pasting” the desirable concepts of each concept, forms Systemic Quality Management, and Crick (1996) words the new concept as Quality Managed Learning Organizations.

Senge discusses in those two concepts;

**I believe that quality movement is the first wave in building learning organizations that continually expand their ability to shape their future. The roots of quality movement lie in assumptions about people, organizations, and management that have one unifying theme: to make continual**

**learning a way of life, especially improving the performance of the organization as a total system. This can only be achieved by breaking with the traditional authoritarian, command and control hierarchy where the top thinks and the locals act, to merge thinking and acting all levels. The evolution of learning organizations can be understood as a series of waves.....In the first wave, the primary focus of change was front-line workers.**

**Management's job was to champion continual improvement,...remove impediments (like quality control experts and unnecessary bureaucracy) that disempowered local personnel, and support new practices like quality training and competitive bench-marking that drive process improvement. In the second wave, the focus shifts from improving work process to improving how we work-fostering ways of interacting, conducive continual learning about the dynamic, complex, conflictual issues that determine system-wide performance. The primary change of focus is management. These two waves will gradually merge into a third, in which learning becomes institutionalized as a way of life for managers and workers alike.**

(Senge, Peter. *Message of the quality movement*.

<http://home.nycap.rr.com/klarsen/learnorg/senge2.html> date accessed 10 March 2000).

He ends his discussion claiming that American industry is still in

the first wave, with a few exceptions, while the second wave is well under way in Japan. He states the reason as despite all the improvements, basic behavior of managers did not change.

### **3.3. Core disciplines of the learning organizations**

Core disciplines of building a learning organization are classified by Peter Senge, in his book "The Fifth Discipline". They are Personal Mastery, Mental Models, Shared Vision, Team Learning, and Systems Thinking. It will be explained according to this order.

#### **3.3.1. Personal mastery**

Personal mastery briefly applies to individual learning, as Senge says, organizations cannot learn until their members begin to learn. This discipline, on its basis, has two components. First, one must define what one is trying to achieve. Secondly, one must be able to measure truly how close one is to the achievement. (Larsen, 1996).

##### **3.3.1.1. Mastery and proficiency**

Personal mastery is related with competence and skills. When personal mastery becomes a discipline, it objectifies two underlying movements. The first is continually indicating what is important to the individual. Often too much time is spent for coping with problems along the path, which actually results in forgetting the reason to be on that path. The conclusion is that in time, individuals only have a pale, or even inexact, view of what's really important to them.

The second is continuously learning how to see existing reality more clearly. There are always people jammed in counterproductive relationships, who remain stuck because they keep pretending everything is all right. While moving toward a desired purpose, it is essential to know where one is now.

The examination of vision (what one wants) and a clear picture of existing truth (where one is relative to what one wants) generates what is called by Senge 'creative tension'; a force to bring what one wants and where one wants to be together, as a result of natural tendency of anxiety to seek resolution. Personal mastery is about learning creating and sustaining creative tension in life.

Mastery, has a definition of dominance over people or things. But mastery can also be defined as a 'special level of proficiency'. A master 'craftsperson' for instance doesn't dominate pottery itself or weaving. But craftsperson's skills result as the best pots or fabrics come out from the workshop. Likewise, personal mastery offers an exceptional level of proficiency in every aspect of personal and professional life. (Klarsen, 1996)

There are several common characteristics of people with a high level of personal mastery. Having a special sense of aim that lies behind their vision or goals. They see existing reality as a partner, not an enemy. They have learned how to perceive and work with forces of change rather than oppose the forces. They are deeply curious, committed to continuously seeing reality more and more precisely. They feel joined to others and to life itself. They sacrifice nothing from their uniqueness. They feel themselves as a part of a greater creative process, which they can have an

influence on, but know that they don't have the control of. People having personal mastery live in a uninterrupted learning mode. They are extremely aware of their ignorance, their incompetence their growth areas, but contrarily, they are deeply self confident. (Senge, 1994)

### **3.3.1.2. Resistance**

Learning organization is highly related with change, and learning to live with and survive in the change. In the organization level, definitely resistance is expected on any side, when the rules are changing between the individual and the organization, no matter it is done for the development of either the individual or the organization. Changing the rules for the individual development can be the most radical departure from traditional business practices in the learning organization.

Schein (1994) describes this resistance as Anxiety I, fear of changing, a fear to unknown, which is acceptable. He suggests, by building a vision for a better future, with a good coaching of the individual, and providing a climate where errors and mistakes are embraced and expected for learning, the individual could be aided to overcome this fear.

It is common that some people would find it that personal mastery will threaten the stable order of a well-managed organization. This can be accepted as a valid fear, as authorizing people in an unaligned organization can be counterproductive.

If the individuals do not share a common vision, and do not share common 'mental models' about the business reality within which

they operate, authorizing people will only expand organizational stress and also the load of management to maintain coherence and direction. This is the reason of personal mastery to be seen as one among the set of disciplines of a learning organization. An organizational commitment to personal mastery would be naïve and useless if leaders in the organization lacked the capabilities of building shared vision and shared mental models to guide local decision makers. (Senge, 1994)

### **3.3.1.3. Personal vision**

While discussing about personal mastery, it is essential to discuss on the personal vision, too. It is important to understand what vision is and is not. Individuals have goals and objectives, which are not visions in fact. When a vision is asked to describe, the often answer to be received would be what the individual want to get rid of, conditions, manners, etc. Personal vision is the ability to focus on ultimate natural desire, instead of on the secondary goals. It is a cornerstone of personal mastery.

Real vision cannot be understood in isolation from the idea of purpose/mission. It should be noticed that vision is different from purpose/mission.

**A vision is a picture of the future you seek to create, described in the present tense, as if it were happening now. A statement of “our vision” shows where we want to go, and what will be like when we get there. The word comes from the Latin videre, “to see.” This link to seeing is**

**significant; the more richly detailed and visual the image is, the more compelling it will be.**

**“Mission” comes from the Latin word mittere, meaning “to throw, to let go or send”. Also derived from Latin, the word “purpose” (originally pronopere) meant “to declare.” Whether it is called mission or purpose, it represents a fundamental reason for the existence. From the organizational point of view, they answer the question, “what are we here to do together ?”**

(Kleiner, Art and Roberts, Charlotte and Ross, Richard and Senge, Peter and Smith, Bryan. 1994. *The fifth discipline, fieldbook*. Currency, New York.)

Nothing would happen until there is a vision. On the other hand a vision without a purpose/mission is nothing more than a good idea. Conversely, purpose/mission without vision has no sense of appropriate scale.

When talking about an appropriate scale, vision often gets confused with competition. Competition is one of the best structures created by humankind to allow each of us bring out the best in each other. Indeed, competition can be a useful way of calibrating a vision, of setting scale. But it can not be a vision.

Contrarily, vision is intrinsic not relative. It's something desired for its intrinsic value. Relative visions may be suitable in some intervals, but they will rarely lead to excellence.

Personal mastery is a process continually focusing and refocusing on what one truly wants, on one's vision.

#### **3.3.1.4. Creative tension**

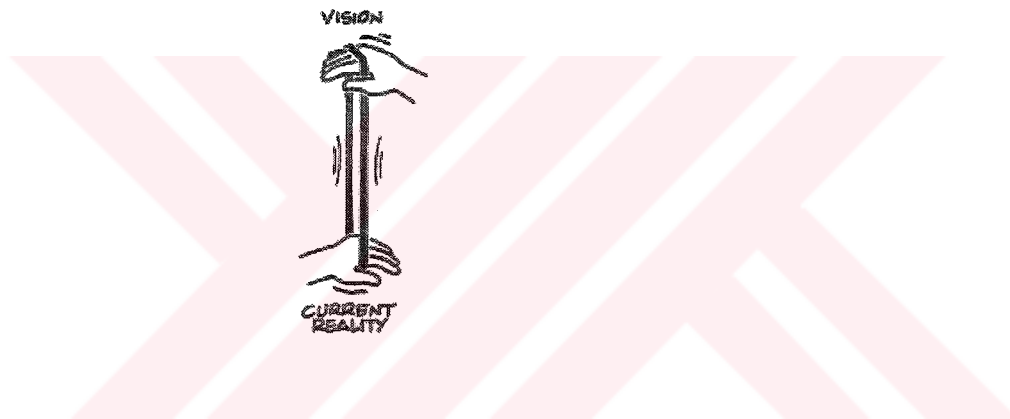
There is always a gap between our visions and the current reality. For example, one may want to run our own business, but do not have the necessary financial source to do so. The gaps can be encouraging, making people feel hopeless, but also the gap between the visions and current reality is a source of an energy, which is called as creative tension.

Visualize a rubber band that is being hold between the vision and the current reality. There is a tension on the band. Tension is seeking for resolution or for release. Individuals spend their energy to move their visions to the current reality, or to move the current reality towards their vision. The result is depending whether they hold steady to the vision. (Senge, 1994)

As discussed, this tension between the reality and our vision is also a source of energy. Still, people should be aware that this creative tension is not an emotion. There is also an emotional tension between the vision and reality, and this also is a source of energy, but far different from the creative tension.

With the energy that is received from creative tension, people tend to move to their vision. But also with the effect of the emotional tension, it is possible to pull the vision towards the reality. It is always too hard to carry the creative tension, without being effected by the results of our trials, and our emotional tension.

People, naturally are always hard to accept the failure, but contrarily being the victory declarer is a position that one wants to be. Sentences like “I’m not planning to play a recital, I’m satisfied with the money I receive from my music teacher profession” is quite common, as the people are always hard to accept their failure, but tend to stay satisfied with the current truth. This also is a result of the long time period spent to achieve the vision. Using Senge’s rubber band figure to make it clear;



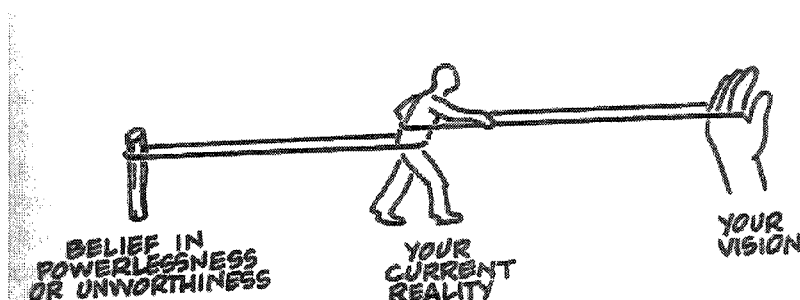
There is a gap between the vision and reality. In order to pull the reality towards the vision it is needed to make the necessary actions to achieve the vision. But of course there'll be a time delay, and this delay could result in the way described on music teacher example. As the time passes by, emotional tension meets the creative tension, and a pressure to lower the vision is achieved. It does not bring one to the vision, instead, it carries the vision towards the current reality, which also means lowering the vision. This is not the end of the story. Sooner or later new pressures, pulling reality from the lowered vision arise, leading to still more pressures to lower the vision. When one is afraid or frustrated

from the failure that s/he receives, then will continue with lowering his/her vision instead of going through the vision. This, can be called as shifting the burden, a symptomatic solution, which leaves no chance to fail, but does not help to catch the vision. As Maugham said “mediocre people are always at their best”. (Senge, 1994)

One should be true with his/her own vision and should be committed to truth in understanding one’s current reality.

### **3.3.1.5. The power of weakness**

Even though all people have dreams and plans on future, there is always an underlying voice, telling them they’re are not “good enough” to finish it. This ,as Fritz says, is a result of the childhood. During the childhood, limitations are necessary for survival. These told limitations make people believe that they “can’t” do some things, or make them feel that they are limited, even when they become grown ups. This belief of powerlessness can also be explained by another rubber band example;



There are three strategies to cope with this powerlessness;

- 1- Letting the vision erode,
- 2- Conflict manipulation, this actually is the strategy of people who mostly worry about failure. What they do is to focus on avoiding what they do not want to happen. This strategy makes one to spend his/her life in worry and fear.
- 3- Willpower, or can be explained as “psyche self up”, to overpower all forms of resistance to achieving goals. Motivating through heightened volition. (Senge, 1994)

#### **3.3.1.6. Commitment to the truth**

**If we could know where we are and whither we are tending,  
we could better judge what to do and know how to do it**

Abraham Lincoln

Personal Mastery is about the individual, and self-improvement. An individual shall be able to understand his/her current position on the way to his/her vision. It is important to clearly scale the self in order to see the improvements and possible failures.

Commitment to the truth does not mean seeking the truth, rather it is trying to find the roots of our believes which prevents seeing the truth.

People tend to see the external forces as the reasons for their failures, or the unwanted results. Instead people should observe

the cases deep enough to understand what internal conflicts of us effect the results. Then the case can be seen, and its surroundings clear enough to choose the next step. (Senge, 1994)

### **3.3.1.7. The subconscious**

The subconscious, another dimension in the practice of personal mastery is implicit. The subconscious, or the automatic mind, is the place that helps us deal with complexity.

Initially, every new task should be learned with conscious effort and attention. Walking, talking etc. are the tasks that are learned in the childhood. Once a task is learned, it shifts from conscious to subconscious part, and becomes a habit. As an example people are very careful, and pay conscious attention when they first learn to drive a car. For a new driver, it is always hard to talk and drive at the same time, plus after driving even for a short distance, the driver becomes tired easily, due to the enormous attention he spent on the traffic, car, gears, direction. But once driving is learned, and shifts to subconscious, driving is no longer a highly effort taking task, instead the necessary skills are developed, and with the shift of these skills into the subconscious, it becomes a habit. The individual does not need to spent the driving time by thinking about the right gear to choose, or watching the traffic in horror. As the developing of the skills, such becomes a habit, which is done without thinking at all with the conscious mind. Now the driver can also talk while driving. It is the same for dancing, playing instrument or speaking a foreign language.

Most of the people are not aware of this rapport, or do not think about it. It is highly important to “personal mastery” how one might continuously developing deeper and deeper rapport between one’s normal awareness and subconscious. Subconscious does not have a volition at all. It is highly subject to conditioning, and direction, it does not guarantee its own objectives or determines its focus. It’s a tool which helps us to reach our goals. (Senge, 1994)

### **3.3.1.8. Integrating reason and intuition**

**Once upon a time, a blind man walking in the forest stepped on an unexpected obstacle, and fell down. Where he fell down was a paralyzed man. Then they both started complaining that they will never be able to get out of the forest, since they never could find their ways out for years. Then said the paralyzed “why don’t you take me on your back ? I will tell you which path to follow, and you can walk through”.. According to the story teller, blind man represent the rationalism, where the paralyzed represents intuition.**

(Senge, Peter. 1994. *Fifth discipline, the art and practice of learning organizations*, Paperback Edition. Currency, New York.)

In our ever changing world, managers are becoming to find the miracle of the intuition, although this perception had no place in the past years of management. It’s not a management without reasoning, but where both reason and intuition are smartly integrated. There is no doubt that the intuition mentioned is not a blind guess, but also a result of our mastery, and our

subconscious which shows us the way, like an instinct. (Senge, 1994)

While explaining his relativity theory, Einstein says “I never discovered anything with my rationale mind. Instead, he discovered relativity while pretending himself traveling on a light beam.

As the managers are becoming aware of systems thinking, they surely can explain the reasons for their intuition. Re-integration of reason and intuition will result as one of the major components of systems thinking.

#### **3.3.1.9. Seeing the connectedness to the world**

Being a part of the world, it's never wise to think that people are living apart from it. People are living in a world, where the power to shape it exists, as well as the power to change it, or even to rebuild it. Therefore, seeing the selves, the targets, or the results as unique and personal targets or results is never a true approach.

To make it clear with an example, a salesman is connected to its customers, as the customers are connected to the salesman. If the salesman is selling umbrellas, then there is always the weather that is connected to this cycle. When talking about a real connection to the world, to the system, one needs to know that as behaviors has an effect to this cycle, the results of behaviors surely has an effect on people. It is more like a loop, the more you push the system, the more it pushes you back. (Senge, 1994)

Accepted that, individuals have spent most of their time with the people like themselves, it is not wrong so say they are living in their separately isolated environments. This, in the long run, will loosen the learning, and experiences.

Knowing being a part of the cycle, and the connection to the world, it's important to open up, meet new people, take different challenges to improve selves, and as well as to improve the effects on the cycle itself.

In the long run, this attitude will show results as compassion and empathy, where the organization will show no mean of poor communication. No doubt, empathy and excellent communication within the organization is essential on the route to become a learning organization.

#### **3.3.1.10. Fostering personal mastery in an organization**

Learning happens as a result of a choice, where the individual should decide by his/her own.

A number of organizations have tried obligatory learning practices for their employees, but such practices did not reach the targets desired, even some had negative effects on the employees. (Larsen, 1996)

It is the leaders' mission to foster a climate in which principles of personal mastery are practiced in daily life, like building a an organization where it is safe for people to create visions. Such a climate will have effects like, reinforcing the idea that personal growth is clearly valued in the organization, and also providing an

“on the job” training which is vital for developing personal mastery. With the nature of personal mastery, it must become a continual, on going process. A supportive environment is extremely important for an individual who is committed to his/her own growth.

The core leadership strategy is “being a model”. It is important for the employees to see a leader committed to his/her own personal mastery. Talking about personal mastery can help the employees to a some degree, but actions are always more powerful than words. There exist no other powerful can be done to encourage others in their quest for personal mastery than to be serious in the leader’s own quest.

### **3.3.2. Mental models**

**Although people do not [always] behave congruently with their exposed theories [what they say], they do behave congruently with their theories-in-use [their mental models]**

(Senge, Peter. 1994. *Fifth discipline, the art and practice of learning organizations*, Paperback Edition. Currency, New York.)

says Chris Agyris, who has worked with mental models and organizational working for more than thirty years.

The concept of mental models goes back to antiquity, but the phrase (to our knowledge) was coined by Scottish psychologist Kenneth Craik in the 1940s. It has been used by cognitive

scientists (notably Marvin Minsky and Seymour Papert of MIT), and gradually by managers. In cognition, the term refers to both the semipermanent tacit “maps” of the world which people hold in their long-term memory, and the short-term perceptions which people build up as part of their everyday reasoning process. According to some cognitive theorists, changes in short-term everyday mental models, accumulating over time, will gradually be reflected in changes in long-term deep-seated beliefs.

Mental models depends on the past experiences, and the perception as a result of those experiences, and observations. A child without knowing that it can hurt itself can go to the hot oven and touch it with its bare hand, where an adult behaving the same way is considered to be crazy. Adults are expected to have the perception that a hot oven is not the proper place to touch with bare hand, since they are supposed to know the result due to their past experiences. While growing up, a number of experiences in life are collected that are helping to build up the mental models. Mostly those models exist to prevent from any kind of danger, and light the emergency flag in heads when a big danger is detected.

Mental models are active, they shape the way one acts, they effect what one sees. Two people looking at the same picture describes the same picture with different details. That shows how mental models can be different in each people. (Senge, 1994)

Mental models also exists in the organizations, and also in management. Mental models could cause big losses in the business world as it can also prevents us from seeing the current situation. Loosing America's car market share to German and

Japanese countries was a result of the mental models of the management, where they are prevented to see the situation because of their models in mind, and perceptions.

### **3.3.2.1. Managing mental models at personal and interpersonal levels reflection and inquiry skills**

As discussed earlier, mental models are the facts build up by the mind with outcomes of sooner observations, and past time experiences. Like in all disciplines, it is necessary to remember the possibility of error in any observation.

Skills of reflection deals with slowing down the thinking process, which makes the individual become aware of how the mental models are formed, and the ways those models influence the actions. Inquiry skills deals with how one operates in face-to-face interactions with others, especially in dealing with complex and conflictual issues. (Senge, et al.1994)

Reflection skills start with recognizing “leaps of abstraction”.

#### **3.3.2.1.1. Leaps of abstraction**

The mind moves very fast, conversely this results as a slowing in the learning. With the very fast moving mind, it's so common to leap to generalizations, which leaves no time to test them. Result is simple, learning do not occur.

Concluding facts about a person characteristics with observing and afterwards generalizing his/her own behaviors, without asking any question about the behaviors is a conflict which people often fail.

Those observations are the ones which carries the individual to the wrong determinations, and actually those observations are not fully covering the fact.

Where possible, testing the generalizations directly would bring a better conclusion. While inquiring, a direct question focusing on concern should not be used, instead the questions which also brought up to that assumption should be used. Using direct questioning is likely to evoke defensive action. (Senge, et al. 1994)

Until becoming aware of leaps of abstraction, the need for inquiry is not too sensible.

A second technique of reflection and inquiry is “left-hand column”.

#### 3.3.2.1.1.2. Left hand column

This is the powerful technique of starting to observe our mental models' operations in particular positions.

This exercise is to bring up the hidden assumptions to the surface and showing their influence on our behaviors. Below is an example for this exercise of Peter Senge, taken directly from his book *The Fifth Discipline*. The background is Bill making a presentation which I missed, but heard that it was a bomb;

## **WHAT I'M THINKING**

**Everyone says the presentation was a bomb**

**Does he really not know how bad it was ?**

**Or is he not willing to face up to it ?**

**He really is afraid to see the truth**

**If only he had more confidence, he could probably learn from a situation like this.**

**I can't believe he doesn't realize how disastrous that presentation was to our moving ahead.**

**I've got to find some way to light a fire under the guy.**

## **WHAT IS SAID**

**ME: How did the presentation go ?**

**BILL: Well, I don't know. It's really too early to tell.**

**Besides we're breaking a new ground here.**

**ME: Well, what do you think we should do ? I believe that the issues you were raising are important.**

**BILL: I'm not so sure. Let's just wait and see what happens.**

**ME: You may be right, but I think we may need to do more than just wait.**

As it could clearly be seen that the hidden assumptions brought ME to a conclusion, even without knowing the presentation was bad at all. I'm afraid to tell them directly, and the result is even a change in my managerial views. (Senge, 1994)

Using the left-hand-column technique, can lead one to learning about the one's mental models, and lessen their negative effects on the results.

In the exercise above, my task is to convert the situation into one where both I and Bill can learn. This requires a combination of articulating my views, and learning more about Bill's views-a process which is called "balancing inquiry and advocacy".

#### 3.3.2.1.1.3. Balancing inquiry and advocacy

Managers are mostly trained to be advocates. In many companies, being a competent manager means, being able to solve the problems, figuring out what needs to be done, and enlisting whatever support is needed to get it done. In such organizations, employees are rewarded according to their ability to debate forcefully, and influence others, where the inquiry skills are unrecognized.

Those rewards unfortunately can bring the employees to managerial positions, where they suddenly face the fact that they do not learn while they should learn.

Advocacy without inquiry between two people can end up in vicious circle. The more vehemently one argues, it creates a more threat to the other's position, so that B argues vehemently, which causes a threat to the first one's position, therefore, the first one argues even more vehemently.

This reinforcing advocacy can be stopped by inquiring. Then it gives a chance for the both parts to understand each other's conflicts, and reasoning. When in pure advocacy, people do not want to show the weak parts of their reasoning, and discard them. Definitely it does not bring any learning to us. Instead it brings polarization within the group.

### 3.3.3. Shared vision

As discussed earlier, personal vision is a component of personal mastery, and people need to have and define a vision to walk through their desired future. When talking about organizations, personal vision is expected to attach the company vision, for the individual to be a happy employee. (Senge, 1994)

An organization's vision should not be a vision of its own, instead should be one where all the employees can be hang on through their personal vision. Such a vision can be spoken to be a shared vision.

**A shared vision is not an idea, it is rather a force in people's hearts, a force of impressive power. It may be inspired by an idea, but once it goes further-if it is compelling enough to acquire support of more than one person-then it is no longer an abstraction. It is palpable. People begin to see it as if it exists.**

(Senge, Peter. 1994. *Fifth discipline, the art and practice of learning organizations*, Paperback Edition. Currency, New York.)

A shared vision exists, when two people are looking at the same picture, where the picture itself bounds them with the commitment they are happy to make. Shared visions are a result of the power from a common caring, where the power is coming from the individuals' own visions. Personal vision, on the other hand, is a result of the power of individual's deep caring for the vision. (Senge, 1994)

Shared vision is one of the vital fundamentals of Learning Organizations, as it provides energy and also focus for learning. Vision is not necessary for adaptive learning, but to create generative learning, people should have something that really matters to them, something that makes them excited. A shared vision is not one dictated by that top management, it only exists when people are personally committed, since it is their personal vision. With a shared vision, “their company”, becomes “our company”. It helps to create a common identity.

#### **3.3.3.1. Encouraging personal vision**

Shared visions are derived from personal visions as discussed earlier. The only motivation that motivates one, is his/her own vision. It is rooted in individual's own set of concerns, aspirations and values. If one does not have a personal vision, s/he can sign-up for somebody else's easily, but that does not bring commitment to the vision, instead, it is compliance. Commitment brings a powerful synergy toward what is truly wanted. Instead of sending visions on written booklets, employees should be left in a free climate that they can build up their personal vision, without having the fear to be punished. As discussed earlier, personal visions should not be sold, neither dictated, since the personal vision brings also personal commitment, but signing-up someone else's vision only brings compliance. (Senge, 1994)

### **3.3.3.2. From personal to shared visions**

To explain the relationship between a personal vision and a shared vision, it is possible to use a hologram as an example. When you cut a photograph into pieces, what you see in every piece is a different part of the whole image. But when you cut a hologram into pieces, even though they are small, what you see on each of them is the whole image. (Larsen, 1996)

Likewise, people having a shared vision, can clearly see the vision as their personal vision. They all share the responsibility for that vision, not only for their part, but for the whole, my vision, becomes our vision.

A shared vision is not the “top-down” traditional vision, not a vision statement written by some managers. Visions are not for sale. There is great difference between words, selling and enrolling. Selling, means making someone do something which s/he won't be doing if s/he is in full possession, but by contrast, enrolling is putting the name on the list, where selling will not occur by free choice, but enrolling does. Commitment has a totally different meaning when compared to those two. It's a state of being not only enrolled, but feeling fully responsible for making the vision happen. Compliance is often confused with commitment and enrollment. It is so, because the “compliant followers” go along with a vision. They support the vision to a some degree, but they are neither enrolled, nor committed. (Senge, 1994)

There is actually a big difference between compliance and commitment. The committed person brings energy, passion and excitement, s/he does not play by the rules of the game, instead

feels responsible for the game, and will not hesitate to change the rules of the game if they stand in the way of achieving vision.

On the other hand compliant followers only accept the vision, but do not have a personal desire. They may want it in order to keep their job, or to get a promotion etc., but they know that it's not their vision at all.

### **3.3.4. Team learning**

In order to understand team learning, it is important to understand teams.

Longman Dictionary of Contemporary English defines a team as “A group of people who work, play, or act together”, where the word “group” is defined as “a number of people or things placed together”.

In their book, *The Wisdom of Teams*, Katzenbach and Smith describes the term as “A team is a small number of people with complementary skills who are committed to a common purpose, performance goals, and approach for which they hold themselves mutually accountable.”

“Team can be defined as people, doing the same thing together, no matter what they are doing, as long as they're doing it together.” Is the definition of Robbins and Finley (1995).

**The word “team” can be traced back to the Indo-European word “deuk” (to pull); it has always included a meaning of**

**“pulling together”. (The modern sense of team, “ a group of people acting together”, emerged in the sixteenth century)**

**We define “teams” as any group of people who need each other to accomplish a result. This definition is derived from a statement made by former Royal Dutch/Shell Group Planning coordinator, Arie de Geus : “The only relevant learning in a company is the learning done by those people who have the power to take action”. (Art Kleiner)**

(Kleiner, Art and Roberts, Charlotte and Ross, Richard and Senge, Peter and Smith, Bryan. 1994. *The fifth discipline, fieldbook*. Currency, New York.)

A workplace team is more than a work group,

**a number of people usually reporting to a common superior, and having some face to face interaction who have some degree of interdependence in carrying out tasks for the purpose of achieving organizational goals**

(French and Bell, 1995). Instead a workplace team is closer to what is called as Self Directed Work Team, and defined by Hitchcock and Willard as

**a natural work group of interdependent employees who share most, if not all, the roles of a traditional supervisor” (1995).**

In fact, teams usually have leaders or coaches, therefore the definition by Katzenbach and Smith is widely applicable

**a team is a small number of people with**

**complementary skills, who are committed to a common purpose, set of performance goals, and approach for which they hold themselves mutually accountable (1995).**

Before a team can learn, it needs to become a team (Klarsen). On the other hand, the discipline of Team Learning is not about team building.

Team learning is a process of aligning and developing the capacity of a team to create the results its members truly desire. It builds on the discipline of developing shared vision. It also builds on developing personal mastery, for talented teams are made up of talented individuals. But shared vision and talent are not enough. The world is full of teams of talented individuals who share a vision for a while, yet fail to learn. The great jazz ensemble has talent and a shared vision (even if they don't discuss it), but what really matters is that the musicians know how to play together. (Senge, 1994)

Companies with high performance culture hires the very talented employees. Still, it is sometimes surprising to see the companies actions ending up in disastrous results which cannot be expected from such employees. Even the results can have a less IQ than each of the members of the committee that is responsible for the result. It is then necessary to understand how do they end up with such incredibly bad outcomes. (March, et al., 1991)

Schein (1994) describes the difficulty of building teams in a western culture as "rugged individualism", which makes the alone problem solver the hero. The cooperative team player is not

typically a hero. In western culture, individual competitiveness among organization members is expected as a way to identify talent, the cream will rise to the top. In such organizations, team work is a necessity, not an intrinsically desirable condition. Team building would not be a popular topic if teams could be built naturally.

Team learning is possible in every area, sports, business, performing arts, science etc. It can even have extraordinary results where the teams can be coordinated and even intelligence of the team can exceed the intelligence of its members. In such an environment, team members can also show a rapid growth, than they could gain individually.

With the changes in the organizations, team learning have never been that important. No matter if it's a product development team, management team or cross-functional task forces. As they are teams, they are the people who need one another to act.

The three critical dimensions of Team Learning can be described as;

1-Insightful thinking is necessary for complex issues. Teams must learn to end up with one more intelligent solution when compared to each of the participants' solutions.

2-Innovative, and coordinated action is vital. Each team member should be conscious of other team members and can count on to act in ways that complement each others' actions.

3-Finally it should be reminded that teams should not be isolated from the whole, most of actions of senior teams are actually carried out through other teams. Therefore a learning team should continually foster other learning teams, with inculcating the practices and skills of team learning more broadly. (Senge 1994)

#### **3.3.4.1. Dialogue**

**The discipline of team learning starts with dialogue. The word dialog, comes from Greek roots, dia (meaning “through” or “with each other”) and logos (meaning the word) It has been suggested that this word carries a sense of flowing though.**

(Kleiner, Art and Roberts, Charlotte and Ross, Richard and Senge, Peter and Smith, Bryan. 1994. *The fifth discipline, fieldbook*. Currency, New York.)

A leading quantum theorist, David Bohm, describes the dialogue as “when a group becomes open to the flow of a larger intelligence”. He identifies three conditions to occur for dialogue ; all participants must “suspend their assumptions”, “regard one another as colleagues”, and there must be a facilitator (at least until the team develops these skills), “who holds the context of the dialogue”.

The purpose of dialogue, is to go beyond any individual's understanding. It is a win-win act, as when it is properly done, all the members are the winners. In a dialogue, the group examines the complex issues from many different points of view. Participants suspend their assumptions, but they communicate their assumptions freely. In a dialogue, people become observers of their own thinking.

**It is vital to explain that “dialogue” differs from the word “discussion”, which has the roots “percussion”, and “concussion”, literally a having of ideas back and forth in a winner-takes-all competition. Where a dialogue can be described as “a free-flowing of meaning through a group, allowing the group to discover the insights not attainable individually”.**

(Kleiner, Art and Roberts, Charlotte and Ross, Richard and Senge, Peter and Smith, Bryan. 1994. *The fifth discipline, fieldbook*. Currency, New York.)

Brown describes dialogue, as a profound openness to vitality of real diversity. The product is a collective examination of ideas, a collective wisdom, as well as a collective sense of participation, no matter a facilitator is present.

### **3.3.5. Systems thinking**

People has an urge to put the pieces of a puzzle together, in order to see the whole image. It is interesting to know that the words health and whole are derived from the same root in the Old English, hal. Then when thinking about the unhealthiness of the world today, it can be figured out easily that it’s a matter of lacking to see it as a whole.

The word system is derived from the Greek verb sunistánai which originally means “to cause to stand together”. A system can also be described as a whole, whose elements are hang together, since they

repeatedly influence each other in time, and drive towards a common purpose. (Senge et al., 1994)

Systems thinking can be described as seeing the whole. It describes a structure of understanding the inter-relationships instead of the things separately, sensing the patterns of change rather than seeing the static snapshots. It shows us the essential properties of a system are not determined by the sum of its parts but by the process of interactions between those parts.

Nowadays, systems thinking is required more than ever, as people are becoming astounded by complexity. It is not wrong to say that humanbeings, for the first time in history, have the capacity to create too many information than anyone can absorb. It is hard for the one to keep the pace for the acceleration in the change.

Complexity can easily weaken confidence and than responsibility. Systems thinking is the discipline to see the “structures” underlying the complex situations. By seeing the whole it is possible to learn how to nurse the health. Systems thinking offers a language which begins with re-structuring what one thinks. (Senge, 1994)

Thinking about a child growing up in a farm, he learns that cows produce milk which later provides them food, and money by selling the milk, and the money is used to buy the other necessary stuff. For the cows to produce milk, grass is necessary for feeding of the cows. For the grass, the drop-outs of the cows can be used as fertilizers, or if needed more, they can be bought with the money received from the selling of the milk. As seen, systems thinking

can be identified with loops, where the language cannot be linear as used today.

Feedback is another tool for systems thinking. Using the current language, individuals can talk about filling the glass with water. What is actually being done is turning the tap on, and watch the water level, and the level of the water turns back as a feedback, then checking the feedback with the desired level, and if the level is not the desired one, the loop is continued until the target is reached. Then tap is turned off. It is a bit long way to tell the system in terms of words. (Senge, 1994)

In systems thinking, it is needed to see the whole and use the feedback to the actions that is received from the whole to make the changes.

Thinking about the bank operations, employees mostly would answer as just a number that is used, and does not affect anything when the meaning of efficiency ratio is asked. But if the ratio goes down two points, departments are advised to cut expenses and fire people. It is easier to understand the effects until it is pointed out or when it changes.

When talking about the systems thinking, one thing vital to understand that thinking the separate parts separately would make one fail to see the whole. In the four disciplines described above, the importance and the existence of systems thinking could highly be sensed. This is why also the systems thinking is sometimes called as the fifth discipline, that it all connects the four, and brings us to see the whole.

David Bohm says “Quantum theory implies that the universe is basically an invisible whole, even though on the larger scale level it may be represented approximately as divisible into separately existing parts. In particular, this means that, at a quantum theoretical level of accuracy, the observing instrument and the observed object participate in each other in an irreducible way. At this level perception and action therefore cannot be separated”.

### **3.4. Learning orientations of organizations**

Learning orientations represent the ways learning occurs, and the characteristics of what is learned. These orientations can configure designs that determine an organization’s learning style. In other words, they are the elements that help to figure out the learning operation in a descriptive way. They determine the learning style, as well as they represent what is learned or considered important to learn. They reflect where and how the knowledge is acquired, broadcasted, or used and also indicate where a work group or team makes its learning investments. As, they can be described as bipolar continuums of two opposite approaches. (Di Bella& Nevis, 1998)

The seven learning orientations which will be discussed below.

#### **3.4.1. Knowledge source**

This orientation can be described as an organizational preference between developing an internal or external knowledge. It actually

is the difference between innovation and adaptation or imitation, or between choosing to be the first in the market or being a follower.

Those who want to be the innovators, or the first in the market, will power their internal source for learning. They will invest more on their employees for the innovation, and learning to happen. Instead those who want to be the followers in the market can also invest on observing what the others are doing, and make the necessary modifications or adaptations to present their products in the market. (Di Bella& Nevis, 1998)

In her well argued paper, Bolton (1993) makes a differentiation between innovation and imitation. She divides imitation into two varieties; pure imitation and reflective imitation. In pure imitation, no learning is expected, as it requires no learning, but only copying. On the other hand, reflective imitation needs active adaptation of knowledge to a new setting, requires more effort to accustom a new possibility.

Both the innovation and imitation way of learning is eligible according to the strategy and targets of the company. The challenge for an organization should be to consider the both approaches and see which one fits, and which is comfortable with its balance. Another issue is to decide if the current system is the best possible way or a transformation is required.

### **3.4.2. Content-process focus**

This orientation refers to a choice for knowledge associated to the definition of products or services as opposed to knowledge about

the basic processes that may underlie or support them.

On one side, there is a strong focus on the deliverables, and on the other there is a strong focus on core capabilities which can be applied to improve developing or delivering them. Actually each one has an importance, but it is hard to find organizations investing in both. (Di Bella& Nevis, 1998)

Service business and service and support groups within a company can also make the choice. Services can be thought like specialized process providers, but they provide a product. Thinking about a consulting firm, the process here is the providing of analysis, and the deliverables are their written or oral reports. (Di Bella& Nevis, 1998)

Japanese became very competitive because they made a huge investment in process technologies, while the American organizations were highly focused in the content of what they produce. As they see the effect, American firms shifted their focus, and the results are the growth in TQM, and Business Process Engineering, which are heavily concentrated on process betterment. (Yenersoy, 1997)

### **3.4.3. Knowledge reserve**

This orientation refers to variations in attitudes and behaviors of the knowledge reserves. On one side, knowledge is accepted to be very personal, as a result of personal experience and education, but this kind of knowledge is gone as the individual retires or leave the organization. The other side, defines knowledge to be more

objective, social, and consensually supported result of information processing. (Di Bella& Nevis, 1998)

Both of them can exist in a dynamic relationship. The choice is highly dependent on the work of the organization. It is necessary for a technical company to publicize the knowledge and keep the knowledge in data pools which are reachable by any individual who needs. Likewise, most religious, military, and government organizations prefer to keep their knowledge in explicit documentation. On the other hand, financial service firms, law firms, publishing and motion production industries prefer to see the knowledge personal. The reason may be those sectors are highly related with personal creativity. (Di Bella& Nevis, 1998)

#### **3.4.4. Dissemination mode**

This orientation is related with the spreading of the knowledge. At one pole, there is the more structured way of learning, it is a controlled approach and is taken to influence learning. In this means of learning, knowledge is disseminated through written channels, like guiding books, or through formal lessons in an institutionalized basis. The learning is highly controlled. The other pole is the informal learning which occurs in a group of people, while sharing their personal experiences in an ongoing dialogue. In this kind of learning procedure, it is hard to say that learning can be controlled, plus the members of the group should come together to mingle in order to create such knowledge. Organizations can have rules to prevent this latter process, but

they result in both the formal and informal networks of knowledge.  
(Di Bella& Nevis, 1998)

### **3.4.5. Learning scope**

This orientation is related to choose between improved the current knowledge, or challenging the current knowledge. The counter parts are efficiency exercise vs. experimental approach, and incremental learning vs. transformative learning.

Argyris and Schön (1978) argue that organizational performance problems are more likely to require a change in accepted assumptions, than improving the existing ones.

In recent years, learning theorists have been focusing on the transformative side, telling that the complex problems cannot be solved by improving the current assumptions. Still, these two learning capabilities should not be considered as competing with each other, rather, they are complementing each other.

When an organization is continually transforming itself, there will never be a time that it will be settled into a foreseen, and rigid performance levels. Progression serves as a reinforcer of learning, as it helps the skills to be honed and polished. However, if all the learning investments are made through the improving the current conditions, the organization then limits its ability to predict a possibly better future. (Di Bella& Nevis, 1998)

Organizations can have a preference between each modes, but they can benefit more from learning when both modes are used.

#### **3.4.6. Value-chain focus**

On this orientation, Di bella and Nevis argues on which core competencies and also learning investments are valued and supported in the organization. It is derived from the assumption that the organization can gain a competitive advantage if it adds value to a particular point in the value-chain where the competitors cannot.

They find it considerable to think that all steps in the value-chain are important. In the real world, investing to all the steps won't be cost effective, so the number of the areas is better be limited.

It is easier to decide if a firm is remarkably focused in engineering or in the marketing driven area. Then the learning investments will be made parallel to the area of focus.

The choice will be made through organizations strategies. Further, Di Bella and Nevis states that, if the organization is engineering focused, then in the value-chain, more will be invested to research and development, like Motorola which has to innovate new products. On the other hand, sometimes it is possible that the firms may exit a function or a stage in their value-chain and have an alliance with another firm that provides the service. This can be called as de-invest in that learning area.

### **3.4.7. Learning focus**

This orientation is polarized between individual learning and team learning. It is not hard to say that team learning, which is discussed earlier, is the current possible one, as it gives the opportunity of its members to improve themselves in the team, as well as it helps building up a team with its skills like coordination, decision making etc. Team learning is highly required in today's interdependent, and networked environment. (Katzenbach, Smith, 1998)

On the other hand, individual learning is also a must. Senge, the active supporter of team learning, and organizational learning, even tells the importance of individual learning while discussing personal mastery. Giving the example of basketball players in a team, each player individually should learn how to make the necessary movements and improve himself/herself to be more useful to his/her team.

It is important for an organization to value how they are doing in both learning styles, and improve the lacking one. It is also useful to develop ways for integrating the individual learning programs with group development. (Di Bella & Nevis, 1998)

### **3.5. Facilitating factors**

Facilitating factors are, unlike learning orientations, normative. They are the conditions, or practices that promote learning in all kinds of organizations, derived observing the critical incidents of

learning from a number of organizations. They do not provide a guarantee that a perfect learning will occur, but when they do not exist, the ability of the organization to learn will be handicapped. (Di Bella& Nevis, 1998)

These ten Facilitating Factors, that will be discussed below. They overlap with the five disciplines, which are derived by Senge, and discussed in the third chapter.

### **3.5.1. Scanning imperative**

Scanning imperative is a basic process for increasing awareness that can lead to learning. Scanning does not mean adapting to self what an another organization is doing, instead it is more likely to be carefully watching the outside, in order to be aware of the possible problems and of the possible opportunities that may occur. It makes an organization think about the near future, and be proactive in facing the problems. (Di Bella& Nevis, 1998)

### **3.5.2. Performance gap**

Performance gap, recalling the creative tension discussed in 3.3.1.4., can be described as the awareness of the organization about the gap between the organization's desired performance and its real performance. There are two aspects to this factor. (Di Bella& Nevis, 1998)

The first aspect is about the analyses the managers use to understand the gap. When the feedback points out the gap, managers are expected to take the necessary actions to correct the problem. It is essential to remember, barriers like using the wrong kind of measures, or viewing the system perspective from a faulty point, or long term successful results that can make the individuals sensitive to self-examination, can cause the manager to understand, and respond to the gap with a false view. Those barriers can also effect the employees understanding and response.

The second aspect can be described as the growing awareness of achieving higher performance or being more effective than envisioned before. (Di Bella& Nevis, 1998)

Improving an organizations learning ability with understanding the performance gap is not too easy. Asking the individual to face up to and accept the feedback , or even accept the vision that could mean giving up a deeply held world view is to challenge the individual's core professional and personal identity. Challenger disaster occurred because of the failure to achieve a shared perception of emerging but disconfirming feedback. (Senge, 1994)

### **3.5.3. Concern for measurement**

In order to measure the performance, a number of measuring methods which are developed in the company, or industry are being used by managers. Results will help the managers to correct the failures if necessary. It is important, that the managers should

consider the measurement systems where the results will bring them more learning, instead of the ever-used ones. The metrics of the measurement systems is better be discussed to move to the measurement systems where one can receive learning as well, instead of a simple performance appraisal. (Sashkin & Kiser, 1993)

Managers do not need to be convinced about the importance of the measurement, instead they need to be motivated to see the value of approaching a problem with an open mind to see what needs to be measured really, and how the involvement of the results may lead to a learning experience. (Di Bella& Nevis, 1998)

#### **3.5.4. Organizational curiosity**

Organizational curiosity factor is related with providing the support to try new things at work and for innovation, and being curious about the way things work.

Individuals should be encouraged to explore new things, and to try new ways to do their work. This is how continuous learning can be achieved in the organization. (Di Bella& Nevis, 1998)

A working environment where the mistakes are strictly unforgiven, does not help the employees in the learning aspect. Threatened employees will surely not try to explore new ways to do their job for a better performance, neither their ideas about new products will

be outspoken. Such an organization can exist in a stabilized or isolated environment, but not in today's highly changing environment, their existence will not be stable for a long time period, while having competitors that do not think the same way. (Senge, 1994)

It's essential for the organizations provide experimenting fields for the employees, though sometimes it is hard and costly. Organizations may think about providing a pseudo work environment where it will be the total copy of the real environment, and try to see what differences will effect them in a better way. Still, this all means providing resources like people or instruments. (Di Bella& Nevis, 1998)

Information technology companies are working on the replacement product of their newly announced products. As the information technology emerges, it's a known fact that their product will not stay on the shelf forever. Therefore, in order to stay in the market, they need to produce better products than they now do. A continuous learning is necessary for such an industry, and organizational curiosity is the factor to facilitate. (Di Bella& Nevis, 1998)

In most of the Fortune 100 companies, innovation is encouraged among the employees, and some benefit plans exist for innovation. This all shows how learning is valued in the top companies, where the managers are quiet keen on the importance of continuous learning, and entrepreneurial curiosity.

### **3.5.5. Climate of openness**

The boundaries of information, and how the opportunities are shared can show the climate of openness in an organization.

As partly discussed in organizational curiosity, it is important to encourage the employees to speak about their observations, and report their mistakes without a fear of punishment. As it is widely known, different views are the necessary tools to carry the individual to a learning. Mistakes, as well, are learning factors if they are observed good enough to perceive the necessary information that leads to learning. (Di Bella& Nevis, 1998)

For the creation of such an environment, managers are responsible to accomplish the essential climax. Managers are the ones to share the errors, instead of hide them or even act defensively to cover them up to avoid punishment. (Senge, 1994)

On the other hand, the number of opportunities shared by the employees are also important. It is vital that everyone who deserves should share the same opportunity. When there is a tight control of information within the organization, certainly, only a limited lucky number of employees will be able to share the opportunity to decide, and talk over the mistakes. (Di Bella& Nevis, 1998)

### **3.5.6. Continuous education**

The first thing which should be realized is that no organization can do everything with relying only on their own plans and resources. Self-improvement is an significant issue to receive new ideas that would conduct the employees to learning. (Senge, 1994)

Therefore companies should leave a reasonable amount of budget for the employee education. The education system is advised not to be internally all the time, since receiving information from different views will open up the horizons of the employees. The importance of this will later be discussed under Diversity vs. Subcultural Uniformity. (Di Bella& Nevis, 1998)

### **3.5.7. Operational variety**

This factor is very related with organizational curiosity. As discussed in organizational curiosity, to receive better results, it is important to have systems running parallel to each other, like a real system and an experiment system. When talking about Operational Variety, running different systems parallel to each other, but for the same issue are meant. For example, a Brazilian transportation company has more than one compensation plans for the employees. Employees can select working on straight salary, or incentive basis, or as independent contractors, or even chose to start their own business and sell service to the company. This could seem too much complicated for a manager, but the system works well.. (Di Bella& Nevis, 1998)

Different operational skills, which means different solution plans, are faster to lead to a solution when a problem is encountered. Definitely a fast response to any problem means success.

### **3.5.8. Multiple advocates**

In order to transfer the knowledge and data, as well as the newer ways of working, it is essential to have a number of people who are acting as multiple advocates. When acting alone, the advocates may possibly be dismissed, and therefore they need to be multiple. The advocates should be examples to the other employees with the way they act, and behave. That surely will quicken the time for distributing the new knowledge among the employees. It is not necessary that they are from the senior executives, as this may lead to dictating the behaviors. (Di Bella & Nevis, 1998)

### **3.5.9. Involved leadership**

Strong leadership is generally key factor in sending a clear message about what is necessary to learn to any level of the organization. It is not enough to send the message to the organization, but it is important to be a part of it to demonstrate the message personally to the organization. That's what the involved leadership is about. Instead of being a level to dictate what is important to learn, involved leadership brings participation in the learning, as any other single employee does. (Schein, 1997)

About the research analysis in many organizations, the common result is that people often fail to use what they are taught in their education, in their real work life. People should be encouraged to use such knowledge in their work, as well as in their personal life. (Di Bella& Nevis, 1998)

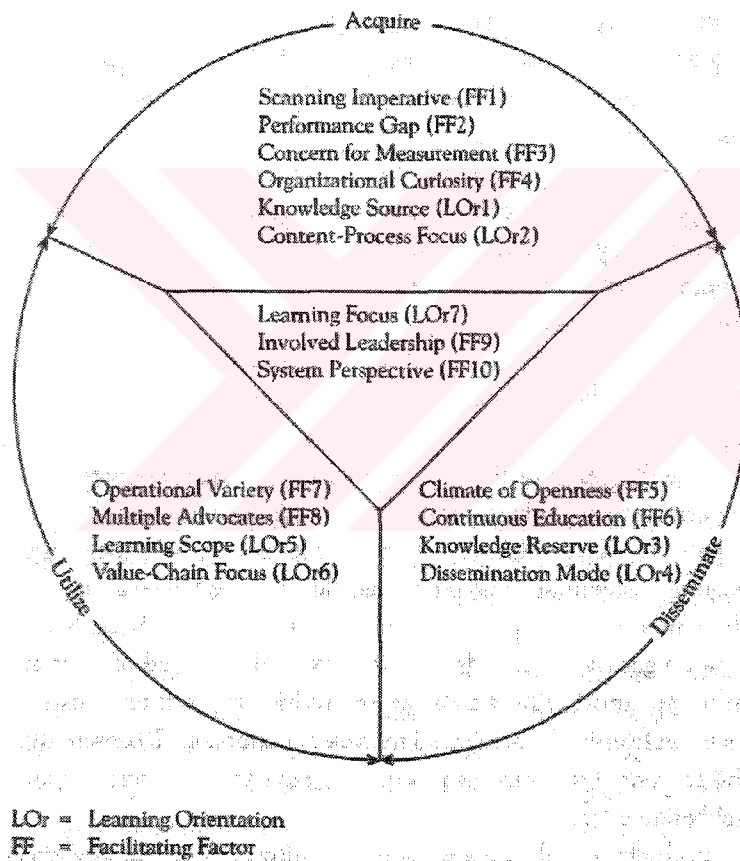
Leaders are the ones to communicate vision to their organization, but they also themselves should be a part of the act. Most of the times, management is busy with planning and analysis, and therefore they stay hands-off at the operational level. Involved leadership means, learning for the leader, as well as furnishing a motivation for others to learn. Then the leadership won't be related to a single personal or executive position, instead it'll be a quality demonstrated both vertically and horizontally with in the organization. (Senge, 1994)

#### **3.5.10. Systems perspective**

This factor is related to the ability of systems thinking, as a whole and with the independent parts of it. When management misses the systems perspective, their actions can result in undesired outcomes. On the other hand, executives can fail to learn when they focus themselves more on the short-term plans, ignoring the long-term plans. (Di Bella& Nevis, 1998)

This concept is partly discussed in the systems thinking, the importance of seeing the whole, instead of failing to see the parts separately.

The following figure will help to understand the relationship among the Facilitating Factors and Learning Orientations .



**Figure I.** Relationship Among the Facilitating Factors and Learning Orientations.

(DiBella, Anthony J. and Nevis, Edwin C. 1998. *How organizations learn*, 1<sup>st</sup> ed. Jossey-Bass, San Francisco.)

### **3.6. Characteristics of learning organizations**

As discussed earlier, in this information age, continuous learning is necessary for continuous success. On the other hand, culture is a way of making things predictable, it is a kind of stabilizer, and it is also some kind of conservative force.

In the culture management, it is vital to create the self-change and make the necessary transformation when the environment needs to change. In the way doing so, some leaders even attempted to stabilize learning and innovation. (Di Bella & Nevis, 1998)

Therefore, it is immutable to describe the culture which is identified as a learning culture.

The following table is created by Edgar H. Schein with a derivation of the theories of Donald Michael, Tom Malone, Peter Senge, and himself.

**Table 1. Characteristics of a Learning Culture (Organizational Culture and Leadership)**

<b>Organization-Environment Relationship</b>		
Environment Dominant	Symbiotic	Organization
Dominant		
		x
<b>Nature of Human Activity</b>		
Reactive, fatalistic	Harmonizing	Proactive
		x
<b>Nature of Reality and Truth</b>		
Moralistic authoritative		Pragmatic
		x
<b>Nature of Human Nature</b>		
Human basically evil		Human basically good
		x
Human nature fixed		Human nature mutable
		x
<b>Nature of Human Relationship</b>		
Groupism	x	Individualism
Authoritative/paternalistic	x	Collegial/participative
<b>Nature of Time</b>		
Past oriented	Present Oriented	Near-Future
	Oriented	
		x

---

Short time units	Medium time units	Long time units
	x	

---

**Information and Communication**

Low level of connectivity	Fully connected
	x

---

**Subcultural Uniformity Versus Diversity**

High Uniformity	High Diversity
	x

---

**Task Versus Relationship Orientation**

Primarily task oriented	Task and relationship oriented	Primarily relationship oriented
	x	

---

**Linear Versus Systemic Field Logic**

Linear thinking	Systemic thinking
	x

---

**3.6.1. Organization-environment relationship**

A learning culture should need to contain a core shared assumption that the environment, in which the organization exists, is manageable to a some degree.

Considering an organization accepting its niche symbiotically, will have problems in learning as the environment becomes more turbulent. On the other hand, adaptation to a slowly changing environment is possible, but will face problems as well, when the environment becomes turbulent. When talking about a constant

changing world, a turbulent environment should always be expected. (Di Bella& Nevis, 1998)

As the environment gets more turbulent, it'll be very important for the leaders to argue for, and indicate control over the environment to some degree is conceivable and desirable.

### **3.6.2. Nature of human activity**

The next core assumption that a learning culture needs to contain is individuals with a proactive problem solving and learning skills. Assuming the organization built on fatalistic assumptions or passive acceptance in a turbulent environment, learning will happen at an incredible slow pace. It should be clearly indicated that active learning is never a given solution to any problem. (Di Bella& Nevis, 1998)

### **3.6.3. Nature of reality and truth**

Another core assumption that a learning culture needs to contain is answers to problems determine from pragmatic search for truth, and truth can be found anywhere, depending on the characteristics of the problem.

With the changing of problems, the learning methods also do change. For some problems, science, and scientific results are relied on, but for some problems where a scientific solution does not exist, the truth is needed to be searched in experienced

practitioners. In the latter case, it is needed to experiment collectively and accept living with errors until a better solution is found. Skill and knowledge exist in many forms, a research process where the clients work together with the helpers is highly important as nobody will be “expert” enough to have the answers. There, the learning will occur, which also can be called as generative coaching. (Di Bella& Nevis, 1998)

The challenge for leaders will be excepting their lack of knowledge and sometimes wisdom. In a organization where masculine roles are dominant, it's essential for a leader to know the answer, or provide a solution to any problem. Unfortunately this results with lack of learning, where the fact of sharing the responsibility of learning is neglected. The outcome in such an organization will be a moralistic and authoritative culture in regard to reality and truth. It is vitally important accepting a whole range of methods for reaching at solutions, and realizing that all the answers are needed to be provided by leaders will make learning more able in the organization. (Di Bella& Nevis, 1998)

#### **3.6.4. Nature of human nature**

Learning leaders of a learning culture must believe that the human nature is good and variable, and they must have a faith in people, as otherwise the culture that they create will become a disaster.

A learning culture does not consists of employees or managers, showing no trust to each other, or acception of the people in the

organization as lazy, showing no interest to the organization, or passive. Instead, such specifications are the indicators of ill organizations. Naturally when a culture is created in this sick way, the results of such an organization will be likely. Therefore it will power the initial assumption of the leader on human nature, even though it's in a loop of vicious circle. (Di Bella& Nevis, 1998)

This control-oriented organization can survive in different environments, but since it is known that the world is changing faster and faster day by day, it is needed to consider their resulting success in a turbulent environment.

With the fast changing world, and the environment reciprocally, knowledge and skill is widely distributed, forcing the leaders to become more dependent on the people in their organizations. A hostile attitude toward the human nature could end up in executive rigidity at the minimum, and counter-organizational subgroups at the maximum. In each case, learning process is highly disabled. (Di Bella& Nevis, 1998)

### **3.6.5. Nature of human relationships**

There is no one principle in human relationships whether people should be individualistic or groupist. The reason underlying is that some solutions need groupism, and some individualism, a wise blend of two brings us to the solution itself. Neither of their extreme is inherently agreeable for learning. (Di Bella& Nevis, 1998)

About the authority, also it should be assumed that an authoritarian/paternalistic and collegial/participative authority is highly depending on the situation, and solutions. (Di Bella& Nevis, 1998)

Participative organization could create generative solutions, as the resources will be wide. On the other hand, as the solution is determined, the next step will still be dependent on the characteristics of the solution. When the solution is clearly communicated, the efficient choice will be the authoritarian system, but if it still requires teamwork, participative system will work better. (Di Bella& Nevis, 1998)

When communicating in the learning culture, choosing the correct system is dependent on the nature of the problem, and the solution it requires.

#### **3.6.6. Nature of time**

A learning culture, should be a near-future oriented, since a past oriented culture has a very limited learning if possible, and a present oriented culture would surely face troubles with far-sight especially in this turbulent world. Future oriented culture will also loose the present. As a result, a near-future oriented culture is going to include more learning. (Di Bella& Nevis, 1998)

Choosing among the time units, like minutes, to quarters, and years, a feasible time unit for learning depends on the nature of the learning planned. Indeed, it's far more better to take medium-length time intervals, as a long term may fail quicker in this disorderly worlds, and taking a short term will leave no space for testing. (Di Bella& Nevis, 1998)

### **3.6.7. Information and communication**

Another core assumption on learning cultures is that information and communication are vital for the organization, and a system where everyone is connected to each other should be developed. This means that everyone can communicate with each other, and all the people are expected to tell the truth, which is vitally important to develop a learning culture as indicated in the chapters, commitment to the truth”, and nature of human nature”. Telling the truth does not mean, letting all out, as this sometimes can have a bad influence on the hierarchical boundaries.

(Di Bella& Nevis, 1998)

A total connection by means of communication can also have disadvantages like, sharing the knowledge with the unnecessary individuals, and people receiving overloaded information which are not even related to them can end up in closing some channels in the individual connection. Sharing only the necessary information with the related people is a significant point which always should be kept in mind.

### **3.6.8. Subcultural uniformity vs. diversity**

As the world changes faster everyday, it is necessary to have diversity in the organization instead of uniformity, as observed, diversity will bring more solutions to every day's questions, and also innovation. (Di Bella& Nevis, 1998)

Definitely all the diversity in the organization will accompany their subcultural uniform groups within the organization. Nevertheless, it is important that those subcultures are connected to each other. For those subcultures it's vital to learn to value each other, and know that learning from each other groups will result a faster learning.

### **3.6.9. Task vs. relationship orientation**

It can sometimes be puzzling to choose the best one between being task oriented or relationship oriented for creating a better learning environment. Still, it is not that hard to say, being task oriented is highly reliable in stable organizations. As the organization becomes more complex, more turbulent, where the technological and other types independence is high, being relationship oriented appears to be a better choice. Individuals will expect evaluating kinship with each other, in order to create trust among each other, where the result will be joint problem solving, and implementing solutions together. (Di Bella& Nevis, 1998)

### **3.6.10. Linear vs. systemic field logic**

As discussed earlier, systems thinking is one of the major concepts of learning organizations. Likewise, creating a systemic field logic is highly important, as the converse, linear logic does not help to observe the situations with the circumstances itself in, and its relationship with the whole. Linear logic could help learning to some degree, but real learning would occur with systemic logic. (Senge, 1994)

Incidents do happen as a result of some other happenings, and their result are actually the causes of new incidents. It won't be wise to think all of them separately, and will make one loose the learning among them, and in their relationships. (Senge, 1994)

## **4. Methodology**

In this section of this study, the field research will be explained, together with the sample group, questionnaire, instrumentalization, data collection period, statistical analysis and the restrictions of the research.

### **4.1. Research Question**

The purpose of this research is to analyze the degree of organizational learning among eastern and western cultures by comparing them in three different industries.

Also, understanding the differentiation of organizational learning by industrial sections, geography, years worked, employment level, sex, education level were another research question of this thesis.

When talking about eastern and western cultures, eastern culture is represented by Turkey, and the local offices of the multinationals operating in Turkey with their employees. Western culture is represented with the local offices of multinational organizations active in Europe and US.

To give a brief description of the cultures mentioned, Turkish culture is carried from Middle Asia, and on the way to its current location, it is effected by its neighbors, like India and China. With choosing Muslim as the religion, it is also effected by Arabic and Persian cultures, too.

The most significant difference between the eastern (in this case Turkish) and western cultures is, individualism. Western culture, is based on the individualism. Individualism is basically a result of the Christian religion. Adam and Eve are sent to the earth with their own sin, called the original sin, and the human being is left all alone on the earth from then on. Western people are injected to be self responsible by Christianity. Everyone is responsible for their own behaviors, and will be judged accordingly.

In the western culture, there is an opposition between the individual and the community, and as a result of this opposition, people become more individualistic, disconnected themselves from the community, where they are still a member of the community.

Individuals, oppose to the idea of mixing with the community, since they see themselves very unique, and very special to be a part of such a union. The western culture accepts this uniqueness, and separation, and supports these concepts with law, moral, and religious rules. The moral principles of the western society, approves and exalts the separation.

As a result, the individual becomes less interested with the community, and is more individualist. Capitalism, innovation, freedom and discovery equipped curiosity are the basis of the western world.

As implied before, Turkish culture is effected by the Muslim religion. Unlike Christianity, in the Muslim Holy Book, there are laws for a community life. The religion, in a way, dictates how to be a part of the community, and tells about the individual's responsibilities to the community. The laws do not support individualism, and benefits of the community are at a higher importance.

For this survey, sample group is created from companies working in IT Industry, Textile Industry, and Petroleum/Gas Industry. Three multinational organizations are chosen to participate. As indicated earlier, questionnaire is applied both to their local offices in Turkey, and to their office active in US or Europe. Picking the companies in the same organization but from different cultures was the main idea laying in this study. This, as a result, helped to distinguish the learning level of the organizations.

The company names will be kept strictly confidential as agreed, so, they will be indicated like according to their industries, such as IT (Information Techonolgy), TEX (Textile), P&G (Petroleum & Gas)

The participants are chosen as voluntary basis, and personal information, like names etc. are not asked.

#### **4.2. Sampling**

441 volunteered people participated in the survey, but 434 of the results are accepted. As mentioned, the sample group consists of companies from 3 different industries, IT(Information Technology), Textile, and Petroleum & Gas. Each industry is represented with one multinational company. From each multinational company, 2 branch offices of different geographies(one loacted in Turkey in each) are chosen to participate.

Accepted 434 surveys are received as; 153 from the IT Sector, 144 from the Textile Sector, and 137 from the Petroleum and Gas Sector.

Out of those 434, the participants who are working out of Turkey are, 72, 60 and 65 respectively. Which means, the numbers of the participants living in Turkey are, 81, 84, and 72 respectively.

The highest participation of females is observed in the textile industry, 32 from abroad, and 63 from Turkey. This ratio in IT industry is; 14:47 and in petroleum and gas industry 3:11.

The number of the managers participated is 58 where 42 of them are working in Turkey.

In the sample group, 26 of the participants are graduated from a high school, 367 from a university and 41 from a graduate school.

97 of the participants are working in their organization for 0-5 years, 177 for 5-10 years, 136 for 10-15 years, and 24 for 15-20 years.

To give a brief information about the participating multinationals; the IT company participated has 308,000 employees worldwide, headquarters located in US. It has many quality awards, and the participating branch office in Turkey also holds an ISO 9000 of its own. Its vision is mostly customer oriented, and mission is to leverage its shares in the stoke market. It has world-wide learning organization practices, but still accepted as an organization which “understands” that it should be a learning organization. The employees are said to be working in teams, mostly connected to other geographies.

The Textile company participated has 12,000 employees worldwide, headquarters are in US. It is rewarded by the US President for its works on diversity, anti-racism. Its vision is employee oriented, and mission is to leverage its shares in the stoke market while having happy employees working. It has world-wide learning organization practices, and accepted as a “learning” learning organization. Teams are said to be recognized as its most powerful units.

The Petroleum/Gas company participated has 121,000 employees world-wide, headquarters are in Europe. It holds awards for public and environment safety and care. It does not have any learning organization practices at the moment, but its employees are widely educated. The company has a big amount in their budget for the employee education. People can work in teams, but teams are not essential. Individual performance is evaluated to present awards. The company is now in merge with another one in the industry, and this merger is accepted by the legal authorities.

### **4.3. Instrumentation**

A questionnaire derived by the student is used. While the literature survey is made, questions are derived from the readings. The questions can be classified into five categories, where the categories are the core disciplines of learning organizations, as explained in the literature survey chapters. Since the organizations are measured by their employees, questions are derived especially from these five topics, as they are the infrastructure of the learning organizations, stated by all the academicians, whose works are carefully examined while writing this thesis. The names of the academicians, and their works can be found in the reference part.

After deriving the questions, they are shaped to be available for use in the questionnaire. The first draft of questions are examined by some voluntary participants to see if they are understandable. Later on, they are re-examined by the thesis advisor to decide if they are in line with the theory, and applicable to the sample group.

**Table 2. Derivation of the Questions of the Degree of Learning Test**

<b>Items</b>	<b>Disciplines</b>	<b>Reference</b>
1	Personal Mastery	Senge (1994) p.160, Di Bella & Nevis (1998)p.73
2	Team Learning	Senge (1994) p. 234, 237
3	Shared Vision	Senge (1994) p.211-218
4	Mental Models	Senge (1994) p.185 Di Bella & Nevis (1998)p.68
5	Systems Thinking	Fieldbook (1994) p.91-103 Di Bella & Nevis (1998)p.77-78
6	Team Learning	Senge (1994) p.237,258-262
7	Systems Thinking	Fieldbook (1994) p.91-103 Di Bella & Nevis (1998)p.77-78
8	Shared Vision	Senge (1994) p.211-218
9	Team Learning	Senge (1994) p.236 Di Bella & Nevis (1998)p.76-77
10	Personal Mastery	Senge (1994) p.142-145
11	Shared Vision	Senge (1994) p.218-225
12	Mental Models	Senge (1994) p.200-202 Di Bella & Nevis (1998)p.74-76
13	Systems Thinking	Fieldbook (1994) p.91-103 Di Bella & Nevis (1998)p.77-78
14	Personal Mastery	Senge (1994) p.142 Di Bella & Nevis (1998)p.71-73
15	Team Learning	Senge (1994) p.236
16	Shared Vision	Senge (1994) p.212-215
17	Personal Mastery	Senge (1994) p.141-145, Di Bella & Nevis (1998)p.68-69
18	Mental Models	Senge (1994) p.203-204
19	Systems Thinking	Fieldbook 91-93
20	Personal Mastery	Senge (1994) p.151-161, Di Bella & Nevis (1998)p.67-68
21	Team Learning	Senge (1994) p.232-238
22	Shared Vision	Senge (1994) p.206, 218-225
23	Mental Models	Senge (1994) Senge (1994) p.181-203 Di Bella&Nevis (1998)p.70-71, p.74-76
24	Systems Thinking	Senge (1994) p.73-92

Questions with numbers, 1,2,4,9,12,15,16 and 21 are designed to

be negative questions. The scale is from 1 to 6, where low results are treated to be better, and highly related to learning.

The questionnaire, named as Degree of Learning Test, will be abbreviated as D.L.O. later in this thesis. The questionnaire can be found in Appendix I

#### **4.4. Application**

The questionnaire is published on a web-site on the internet. The site was created by the student, believing the enormous advantages of doing so. They can be counted as less paper consumption, lessen the risk of the participants to lose the questionnaire on the table when compared to any traditional paper based survey, more availability for the abroad workers to access, and a very fast return rate.

By the system configured, the filled questionnaire is sent to the student by an e-mail. Due to the fact that when the e-mail is sent, the e-mail address of the participant was also present with the answers, which can provide a double-check of the industry field. This option also prevented the non-inquirees to participate on the survey.

For the demographic inquiry, industry, geography, years worked, position in the company, sex, and last graduated school are asked to classify the participants. The effects of the demographic variables on the core disciplines of learning organizations are also measured with the questionnaire.

441 filled questionnaires are received by e-mail, where 7 of them are not evaluated because of some missing answers on the form, or for some technical mistakes.

#### **4.5. Data analysis**

Statistical methods used in this survey are as follows;

- a. Cronbach-alfa scale analysis is done to understand the reliability of the questionnaire.
- b. One-Way Anova test is done to compare the means of D.L.O by demographic variables.

#### **4.6. Restrictions**

The survey is done by the participation of 441 employees from different geographies. Since internet is available to all the employees of the chosen companies, reaching the sample groups was not too hard. The human resources departments of the organizations are connected to get the necessary permission. The web-site address (URL) is sent to the participants by the human resources department. The companies agreed to participate with one condition, which is to keep their responses and their names privately. It is also agreed that the results are going to be used on this thesis only, and will not be published for any other purpose.

## **5. Findings**

In this section, the results of the reliability analysis of the questionnaire are presented, and followed by the findings on the research questions.

### **5.1. Findings on the reliability of the scale**

Questionnaire is made up of 5 core disciplines (dimensions) of learning organizations, It is made up of 24 questions. Four dimensions are represented with five questions each, and one dimension (mental models) is represented with 4 questions.

The following table, shows the results of the analysis on the reliability of the scale.

**Table 3. Reliability Analysis of the Scale**

<b>Items</b>	<b>Corrected Item Total Correlation</b>	<b>Alpha if item deleted</b>	<b>Reliability coefficient</b>	<b>Reliability coefficient if item deleted</b>
<b>Mental Models</b>				
<b>MM1</b>	.34	.47	.54	.58
<b>MM2</b>	.15 *	.58		
<b>MM3</b>	.38	.42		
<b>MM4</b>	.46	.35		
<b>Shared Vision</b>				
<b>SV1</b>	.64	.77	.81	.86
<b>SV2</b>	.79	.72		
<b>SV3</b>	.62	.79		
<b>SV4</b>	.31 *	.86		
<b>SV5</b>	.74	.74		
<b>Systems Thinking</b>				
<b>ST1</b>	.47	.61	.68	.71
<b>ST2</b>	.56	.56		
<b>ST3</b>	.47	.62		
<b>ST4</b>	.56	.59		
<b>ST5</b>	.17 *	.71		
<b>Team Learning</b>				
<b>TL1</b>	.34 *	.84	.81	.84
<b>TL2</b>	.59	.79		
<b>TL3</b>	.73	.74		
<b>TL4</b>	.72	.74		
<b>TL5</b>	.69	.75		
<b>Personal Mastery</b>				
<b>PM1</b>	.18 *	.79	.73	.79
<b>PM2</b>	.68	.60		
<b>PM3</b>	.58	.66		
<b>PM4</b>	.61	.64		
<b>PM5</b>	.50	.69		
<b>TOTAL</b>			.93	.92

Items with asterisk “\*” have been deleted from the scale as to increase reliability coefficients.

The cronbach-alfa reliability coefficient is found to be, 0.93, which is an acceptable internal reliability coefficient. As observed from the table, the alfa reliability coefficients of the disciplines measured are between, 0.54 and 0.81 with the prepared questions, which shows a good degree of reliability. The asterisk “\*” marked questions are the ones which lessen the internal reliability of the disciplines. If they are removed from the questionnaire, the cronbach-alfa reliability coefficients will be between 0.58 and 0.84. On the other hand, if the marked questions are removed, the reliability coefficient of the questionnaire will become 0.92. As a result, the marked questions are decided not be removed in the future analysis.

## **5.2. Findings on the research questions**

The means of the theoretical dimensions of the questionnaire are used in the analysis. As explained earlier, low values are better.

Below, the demographical variables will be evaluated using the means of the dimensions, on one-way anova statistical tool.

Scheffe post-hoc test is done for the comparisons where there are three or more variables. Also maximum and minimum of the means are presented.

**Table 4. Comparison of means of D.L.O. by industry**

	<b>IT</b>	<b>TEX</b>	<b>P&amp;G</b>	<b>S.d.</b>	<b>S.d.</b>	<b>S.d.</b>	<b>F</b>	<b>p</b>	<b>Explanation</b>
<b>Mental Models</b>	2.70	1.65	2.77	.76	.37	.53	82.196	.0000	TX > IT > PG
<b>Shared Vision</b>	3.27	2.20	3.60	.97	.56	1.06	47.431	.0000	TX > IT > PG
<b>Systems Thinking</b>	2.58	1.68	2.89	.70	.37	.73	69.428	.0000	TX > IT > PG
<b>Team Learning</b>	3.23	1.44	3.63	.80	.33	.81	227.686	.0000	TX > IT > PG
<b>Personal Mastery</b>	2.53	1.50	2.62	.77	.39	.65	72.209	.0000	TX > PG > IT

In all the disciplines of the learning organizations measured, the textile organization has significantly lower results in Mental Models, Shared Vision, Systems Thinking, Team Learning and Personal Mastery. The Petroleum and Gas organization has lower results in Personal Mastery than the IT organization. This can be a result of the P&G organisation giving a very high importance of education of its employees. In the other four disciplines, IT organisation has lower results than the petroleum and gas organisation.

In order to understand if there are significantly high differentiations among the industries, Scheffe post-hoc test and maximum and minimum of the means in every discipline is observed below.

**Table 4.1.a. Industries-Mental Models- Scheffe**

		N	Subset for alpha = .05	
	IND		1	2
Scheffe	2.00	144	1.6548	
	1.00	153		2.7038
	3.00	137		2.7727

**Table 4.1.b. Industries-Mental Models - (Min.-Max)**

<b>Industries</b>	<b>Minimum</b>	<b>Maximum</b>
<b>IT</b>	1.25	1.45
<b>TEX</b>	1.00	2.50
<b>P&amp;G</b>	1.75	3.50

As seen on the Scheffe results, the textile organization has significantly low results. IT and Petroleum organisations have very similar results.

The best lowest minimum mean is from the textile organisation, as well as the lowest maximum.

**Table 4.2.a. Industries-Shared Vision- Scheffe**

		N	Subset for alpha = .05	
	IND		1	2
Scheffe	2.00	144	2.2076	
	1.00	153		3.2738
	3.00	137		3.6000

**Table 4.2.b. Industries-Shared Vision-(Min.-Max)**

<b>Industries</b>	<b>Minimum</b>	<b>Maximum</b>
IT	1.00	5.80
TEX	1.40	4.80
P&G	1.80	5.20

In the Scheffe table, it is clear that the textile organisation has very low results compared to the other two organisations. Between IT and Petroleum and Gas organisations, IT has lower results than petroleum and gas organisation.

The minimum-maximum means table above shows that Shared Vision is rated by IT organisation with the highest value, but the lowest minimum is also rated by this organisation.

**Table 4.3.a. Industries-Systems Thinking- Scheffe**

		N	Subset for alpha = .05	
	IND		1	2
Scheffe	2.00	144	1.6838	
	1.00	152		2.5750
	3.00	137		2.8909

**Table 4.3.b. Industries- Systems Thinking -(Min-Max.)**

<b>Industries</b>	<b>Minimum</b>	<b>Maximum</b>
<b>IT</b>	1.00	4.20
<b>TEX</b>	1.00	2.40
<b>P&amp;G</b>	1.80	3.80

As in Mental Models table, Systems Thinking is highly a part of the textile organisation. Once more, the textile organisation, according to the Scheffe table, has very low results when compared to the others, and IT organisation showed lower results than the petroleum and gas organisation.

The lowest minimum is rated by IT and textile organisations, where the highest maximum is rated by IT organisation for this discipline.

**Table 4.4.a. Industries-Team Learning - Scheffe**

		N	Subset for alpha = .05		
	IND		1	2	3
Scheffe	2.00	144	1.4438		
	1.00	153		3.2338	
	3.00	137			3.6364

**Table 4.4.b. Industries-Team Learning-(Min-Max.)**

<b>Industries</b>	<b>Minimum</b>	<b>Maximum</b>
IT	1.20	5.00
TEX	1.00	3.00
P&G	2.60	5.00

Team Learning is highly invisible in the textile organisation. The organisation also states that teams are the main units of it, and as seen from the results team learning is clearly integrated with the organisation when compared to the IT and petroleum and gas organisations.

The lowest minimum is rated by the textile organisation, and the highest maximum is rated both by the IT and petroleum and gas organisations.

**Table 4.5.a. Industries- Personal Mastery- Scheffe**

		N	Subset for alpha = .05	
	IND		1	2
Scheffe	2.00	144	1.5029	
	1.00	153		2.5262
	3.00	137		2.6182

**Table 4.5.b. Industries-Personal Mastery-(Min-Max)**

<b>Industries</b>	<b>Minimum</b>	<b>Maximum</b>
IT	1.20	4.80
TEX	1.00	3.20
P&G	1.40	3.20

Personal Mastery is significantly low rated by the textile organisation. It and petroleum and gas organisations rated it very close to each other.

Lowest minimum means rate is from the textile organisation, where the highest maximum rate is from the IT organisation.

**Table 5. Comparison of means of D.L.O. by geography**

	<b>In Turkey</b>	<b>out of Turkey</b>	<b>S.d.</b>	<b>S.d.</b>	<b>F</b>	<b>P</b>	<b>Explanation</b>
<b>Mental Models</b>	2.27	1.85	.82	.56	14.260	.000	OUT > TR
<b>Shared Vision</b>	2.81	2.46	.97	.86	6.171	.014	OUT > TR
<b>Systems Thinking</b>	2.16	1.94	.76	.60	4.075	.045	OUT > TR
<b>Team Learning</b>	2.43	1.90	1.13	.94	10.894	.001	OUT > TR
<b>Personal Mastery</b>	2.06	1.75	.84	.61	7.446	.007	OUT > TR

The results shown on the table above is the answer to the first research question. In all three organisations, all the disciplines of the learning organisations has lower results in the offices located out of Turkey.

Minimum and maximum of the means are shown in the below tables, in order to understand the differences.

**Table 5.1. Geographies- Mental Models (Min-Max)**

<b>Geographies</b>	<b>Minimum</b>	<b>Maximum</b>
<b>In Turkey</b>	1.00	4.25
<b>Out of Turkey</b>	1.00	3.50

Minimum mean is rated by both of the geographies, where the maximum mean rated by the Turkey located organisation is the highest.

**Table 5.2. Geographies-Shared Vision (Min-Max)**

<b>Geographies</b>	<b>Minimum</b>	<b>Maximum</b>
<b>In Turkey</b>	1.00	5.80
<b>Out of Turkey</b>	1.40	5.00

Shared Vision has the lowest minimum mean rated by the organisations located in Turkey, as well as the highest maximum mean rate.

**Table 5.3. Geographies-Systems Thinking- (Min-Max)**

<b>Geographies</b>	<b>Minimum</b>	<b>Maximum</b>
<b>In Turkey</b>	1.00	4.20
<b>Out of Turkey</b>	1.00	3.80

Systems Thinking results has the lowest minimum mean rate from both of the geographies, and the highest maximum mean rate from the organisations located in Turkey.

**Table 5.4. Geographies- Team Learning- (Min-Max)**

<b>Geographies</b>	<b>Minimum</b>	<b>Maximum</b>
<b>In Turkey</b>	1.00	4.60
<b>Out of Turkey</b>	1.00	5.00

In both of the geographies, team learning is rated same in the minimum mean level, but with a higher result on the maximum mean from the organisations located in Turkey.

**Table 5.5. Geographies-Personal Mastery- (Min-Max)**

<b>Geographies</b>	<b>Minimum</b>	<b>Maximum</b>
<b>In Turkey</b>	1.00	4.80
<b>Out of Turkey</b>	1.00	3.20

In both of the geographies, personal mastery is rated same in the minimum mean level, but with a higher result on the maximum mean from the organisations located in Turkey.

**Table 6. Comparison of means of D.L.O. by employment status**

	employee	manager	S.d.	S.d.	F	p	Explanation
<b>Mental Models</b>	2.17	1.87	.77	.68	5.167	.024	MNG > EMP
<b>Shared Vision</b>	2.81	2.22	.91	.92	12.910	.000	MNG > EMP
<b>Systems Thinking</b>	2.17	1.73	.66	.75	13.007	.000	MNG > EMP
<b>Team Learning</b>	2.32	1.86	1.09	1.00	5.885	.016	MNG > EMP
<b>Personal Mastery</b>	2.06	1.53	.77	.62	16.550	.000	MNG > EMP

In all the five disciplines of the learning organisations, management showed lower results than the employees.

Minimum and maximum of the results obtained will be discussed below.

**Table 6.1. Position-Mental Models- (Min-Max)**

<b>Position</b>	<b>Minimum</b>	<b>Maximum</b>
Employee	1.00	4.24
Manager	1.00	3.50

In the mental models discipline, both of the hierarchial positions rated the lowest minimum mean, but the higher maximum mean is rated by the employees.

**Table 6.2. Position-Shared Vision-(Min-Max)**

<b>Position</b>	<b>Minimum</b>	<b>Maximum</b>
Employee	1.00	5.80
Manager	1.40	5.20

The lowest minimum mean rated by the employees in the shared vision disicpline, just like the highest maximum mean.

**Table 6.3. Position- Systems Thinking- (Min-Max)**

<b>Position</b>	<b>Minimum</b>	<b>Maximum</b>
Employee	1.00	4.20
Manager	1.00	3.80

In the systems thinking discipline, both of the hierarchial positions rated the lowest minimum mean, but the higher maximum mean is rated by the employees.

**Table 6.4. Position-Team Learning- (Min-Max)**

<b>Position</b>	<b>Minimum</b>	<b>Maximum</b>
Employee	1.00	5.00
<b>Manager</b>	1.00	4.60

In the team learning, both of the hierarchial positions rated the lowest minimum mean, but the higher maximum mean is rated by the employees.

**Table 6.5. Position- Personal Mastery (Min-Max)**

<b>Position</b>	<b>Minimum</b>	<b>Maximum</b>
Employee	1.20	4.80
<b>Manager</b>	1.00	3.00

The lowest minimum rated by the managers in the personal mastery discipline, where the highest maximum is rated by the employees.

**Table 7. Comparison of means of D.L.O. by years worked**

	0-5	5-10	10-15	15-20	S.d.	S.d.	S.d.	S.d.	F	p	Explanati on
<b>Mental Models</b>	2.09	2.12	2.09	2.13	.73	.80	.81	.88	.013	.998	
<b>Shared Vision</b>	2.73	2.56	2.77	2.10	.89	.84	1.32	.58	.909	.438	
<b>Systems Thinking</b>	2.16	2.00	1.90	1.85	.69	.70	.80	.57	1.395	.246	
<b>Team Learning</b>	2.29	1.99	2.40	2.10	1.09	.99	1.18	1.28	1.140	.335	
<b>Personal Mastery</b>	1.99	1.82	1.95	1.95	.67	.81	1.01	.87	.571	.635	

The results for this comparison has very high p values, which means that this comparison with the obtained data did not give any reliable results. Therefore, this comparison will not be discussed.

**Table 8. Comparison of means of D.L.O. by sex**

	female	male	S.d.	S.d.	F	p	Explanation
<b>Mental Models</b>	2.26	1.92	.86	.57	9.368	.003	M > F
<b>Shared Vision</b>	2.80	2.53	1.00	.85	3.761	.054	M > F
<b>Systems Thinking</b>	2.25	1.88	.79	.54	12.872	.000	M > F
<b>Team Learning</b>	2.39	2.02	1.15	.97	5.252	.023	M > F
<b>Personal Mastery</b>	2.06	1.80	.84	.66	4.953	.027	M > F

In all the five disciplines of learning organisations, male has received higher results when compared to female in these organisations.

The maximum and minimum tables of the means are below.

**Table 8.1.- Sex- Mental Models- (Min-Max)**

<b>Sex</b>	<b>Minimum</b>	<b>Maximum</b>
<b>Female</b>	1.00	4.25
<b>Male</b>	1.00	3.50

In comparing mental models between two sex, both of the sexes rated the minimum mean as the lowest, but the highest maximum mean is rated by female.

**Table 8.2.- Sex-Shared Vision- (Min-Max)**

<b>Sex</b>	<b>Minimum</b>	<b>Maximum</b>
<b>Female</b>	1.00	5.80
<b>Male</b>	1.40	4.80

The lowest minimum mean is rated by female in the shared vision discipline, as well as the highest maximum mean.

**Table 8.3. Sex-Systems Thinking- (Min-Max)**

<b>Sex</b>	<b>Minimum</b>	<b>Maximum</b>
<b>Female</b>	1.00	4.20
<b>Male</b>	1.00	3.60

In comparing systems thinking discipline between two sex, both of the sexes rated the minimum mean as the lowest, but the highest maximum mean is rated by female.

**Table 8.4. Sex-Team Learning- (Min-Max)**

<b>Sex</b>	<b>Minimum</b>	<b>Maximum</b>
<b>Female</b>	1.00	5.00
<b>Male</b>	1.00	5.00

Team learning is rated the same in the minimum and maximum means by both of the sexes.

**Table 8.5. Sex-Personal Mastery- (Min-Max)**

<b>Sex</b>	<b>Minimum</b>	<b>Maximum</b>
<b>Female</b>	1.00	4.40
<b>Male</b>	1.00	4.80

In the personal mastery discipline, minimum mean is rated as lowest by the bith sexes, but the highest maximum mean is rated by the male.

**Table 9. Comparison of means of D.L.O. by education level**

	HS	UNI	GRAD	S.d.	S.d.	S.d.	F	p	Explanation
<b>Mental Models</b>	2.50	2.05	2.26	.77	.72	.90	2.049	.132	UN>GR>HS
<b>Shared Vision</b>	3.48	2.59	2.95	.97	.87	1.16	4.931	.008	UN>GR>HS
<b>Systems Thinking</b>	2.78	1.99	2.31	.77	.65	.83	6.808	.001	UN>GR>HS
<b>Team Learning</b>	3.10	2.11	2.55	.96	1.04	1.19	4.777	.010	UN>GR>HS
<b>Personal Mastery</b>	2.63	1.86	2.18	.89	.70	.93	5.644	.004	UN>GR>HS

As the means of D.L.O. compared with the education level, the results obtained from the one-way anova test shows that, in all the five dimensions of D.L.O., university graduates has the lowest results, and the high school graduates has the highest results.

In order to understand their comparison in a more clear way, Scheffe tests are explained below, together with the maximum and minimum means.

**Table 9.1.a. Education-Mental Models- Scheffe**

		N	Subset for alpha = .05
	GRAD		1
Scheffe	2.00	367	2.0493
	3.00	41	2.2596
	1.00	26	2.5000

**Table 9.1.b. Education-Mental Models-(Max-Min)**

Education	Minimum	Maximum
HS	1.50	4.00
UNI	1.00	4.25
GRAD	1.25	4.25

When comparing the discipline of mental models among the graduation levels, all the education levels showed very similar results. High school graduates show low results when compared to those two. Among all the graduation levels, university graduates have the highest values.

University graduates has rated the minimum means, where the maximum rate is from the university graduates as well as from the graduate school graduates.

**Table 9.2.a. Education-Shared Vision- Scheffe**

		N	Subset for alpha = .05	
	GRAD		1	2
Scheffe	2.00	367	2.5823	
	3.00	41	2.9538	2.9538
	1.00	26		3.4750

**Table 9.2.b. Education-Shared Vision-(Min-Max)**

Education	Minimum	Maximum
HS	2.00	4.80
UNI	1.00	5.80
GRAD	1.40	5.20

University graduates have the lowest results from the Scheffe test. The graduate school graduates can be groups with high school graduates or university graduates separately, as they show very similar results with the mentioned groups.

The lowest minimum mean is rated by the university graduates, as well as the highest maximum mean.

**Table 9.3.a. Education-Systems Thinking- Scheffe**

		N	Subset for alpha = .05	
	GRAD		1	2
Scheffe	2.00	367	1.9932	
	3.00	41	2.3154	2.3154
	1.00	26		2.7750

**Table 9.3.b. Education-Systems Thinking-(Min-Max)**

<b>Education</b>	<b>Minimum</b>	<b>Maximum</b>
HS	2.00	4.20
UNI	1.00	3.80
GRAD	1.20	3.60

There is a significant difference between the high school and university graduates in the systems thinking discipline, though the graduate school graduates are located in between. The university graduates shows very low results when compared to the others.

The lowest minimum mean is rated by the university graduates, and the highest maximum mean is rated by the high school graduates.

**Table 9.4.a. Education-Team Learning- Scheffe**

		N	Subset for alpha = .05	
	GRAD		1	2
Scheffe	2.00	367	2.1129	
	3.00	41	2.5538	2.5538
	1.00	26		3.1000

**Table 9.4.b. Education-Team Learning-(Min-Max)**

Education	Minimum	Maximum
HS	1.80	4.60
UNI	1.00	5.00
GRAD	1.00	4.60

The high school graduates showed very high values in the team learning discipline when compared to the others. Once again, the best and lowest results are obtained from the university graduates, followed by the graduate school graduates.

The lowest minimum mean rated by both the university and graduate school graduates, and the highest maximum mean is rated by the university graduates.

**Table 9.5.a. Education-Personal Mastery- Scheffe**

		N	Subset for alpha = .05	
	GRAD		1	2
Scheffe	2.00	367	1.8571	
	3.00	41	2.1846	2.1846
	1.00	26		2.6250

**Table 9.5.b. Education-Personal Mastery-(Min-Max)**

<b>Education</b>	<b>Minimum</b>	<b>Maximum</b>
<b>HS</b>	1.40	4.20
<b>UNI</b>	1.00	4.40
<b>GRAD</b>	1.20	4.80

University graduates showed significantly low results, where the high school graduates have very high results in the personal mastery discipline.

The lowest minimum mean is rated by the university graduates, where the highest maximum mean is rated by the graduate school graduates.

### **5.3. Summary of the findings**

As a result of the statistical analyses done by using the data gained from the research questionnaire, the statistically meaningful findings are as follows;

1. There is a significant difference on the degree of learning organisation, between the Turkey located organisations and abroad located organisations though they belong to the same multinational group.
2. There is a significant difference between the organisations which put a great effort on the works for becoming a learning organisation with the ones which do not.
3. There is a significant difference between sexes in the degree of learning organisations.
4. There is a significant difference in the degree of learning organisations between the employment levels.
5. There is a significant difference in the degree of learning organisations between the education levels.
6. The relationship between the degree of learning organisations and years worked in the organisations could not be measured with the current data.

## **6. Discussion**

The aim of this thesis, is to understand the degree of learning organizations between the western and eastern cultures, and also explain the degree of learning organizations by means of demographic variables.

The results shows that, the multinational companies who are located in Turkey shows lower degree of learning organisation when compared to the offices in Europe or USA. This can be a result of Turkey's not being a very big market, and therefore having less resources for human resources or educational activities.

When comparing the industries, the organisation from the textile industry had significantly low results when compared to the other two organisations. As stated in the sampling section, the textile organisation is accepted to be a learning organisation, therefore the results are in-line with this statement.

Out of the three industries, the petroelum and gas organisation has the highest results in four of the disicplines, and this is in-line with the fact that they do not do any practices to be a learning organisation . Personal mastery is the only discipline that they has a lower result when compared to the IT organisation, which can be an outcome of the importance that the organisation gives to the personal education.

In all the disciplines, managers had showed lower results than the employees. As a matter of fact, management is the planners, and

executives of the current and future organisation structures.

The male has the lowest results in all the five disciplines.

The university graduates has the lowest results in all the disciplines, where the highest results are obtained from the high school graduates, and the people with a graduate degree, always being between them, can be classified with both of the groups separately.

The years worked in the organisation did not give any reliable statistical results, so this demographic variable is not measured.

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## **Appendix I**

### Entry Questions (Necessary for Demographic Measurement)

I am working in

IT Industry

Textile Industry

Petroleum/Gas Industry

Geographically I am located

in Turkey

out of Turkey

**I am working at this organization for \_\_\_\_\_ years**

**I am working**

at a managerial position

as an employee

**I am**

female

male

I am graduated from a

high school

university

graduate school

**Please select only one answer in the questionnaire.**

**The scale is from 1 to 6, where**

**6 means you totally agree,**

**and**

**1 means you totally disagree.**

**Please select the rest of the choices 2-3-4-5 depending on how close you are to one of those edges.**

1-My work-force/colleagues lack the skill and knowledge to adjust to new jobs.

6            5            4            3            2            1

2-My teams lack productivity as a result of arguing constantly.

6            5            4            3            2            1

3-I share the vision(what my organization wants to be in the future) that my organization holds.

6            5            4            3            2            1

4-My organization strictly follows the rules that are set by company/head-quarters regulations without questioning them according to the current needs.

6            5            4            3            2            1

5-My position allows me to see that my work will effect the work of the people at different levels of my organization.

6            5            4            3            2            1

6-There is an effective communication among the members of my team.

6            5            4            3            2            1

7-My colleagues/work-force, within their job description, are able to see the results and effects of their production/productivity.

6            5            4            3            2            1

8-I'll reach my vision (what I want to be in the the future) by following my organization's vision (what my organization wants to be in the future).

6            5            4            3            2            1

9-Most of the problems at work are solved by a specific person/people, who has/have a leading position/s instead of a team.

6            5            4            3            2            1

10-My position allows me to follow a carrier path where I will reach to my vision (what I want to be in the future).

6            5            4            3            2            1

11-I have a contribution to my organization's vision (what my organization wants to be in the future) through my job.

6            5            4            3            2            1

12-My views and experiences are not respected while a departmental decision is made.

6            5            4            3            2            1

13-My performance in my job has an ifluence on other organizations in my company located in different geographies.

6            5            4            3            2            1

14-I am able to improve myself in the field I want to work in.

6            5            4            3            2            1

15-My organization prefers to reward and accept personal success instead of a team success.

6            5            4            3            2            1

16-The vision of my organization is dictated from top to bottom instead of being built by the wills of the employees.

6            5            4            3            2            1

17-I am able to create new opportunities to take new challenges in my job instead of continuing a routine work.

6            5            4            3            2            1

18-I can change my ideas after hearing others' experiences or observations instead of insisting on my initial beliefs.

6            5            4            3            2            1

19-I am able to observe the effects of my performance and contribution to my organization

6            5            4            3            2            1

20-I am able to rate/measure myself at work to see how close I am to my desired position.

6            5            4            3            2            1

21-People in my organization, works in teams not because they want to, but because they have to.

6            5            4            3            2            1

22-My organization's vision is one which I'd like to see myself in, ten years later.

6            5            4            3            2            1

23-It is allowed to challenge each others' ideas and assumptions constructively at work.

6            5            4            3            2            1

24-I consider feedback from other people before taking secondary actions, instead of sticking to my initial decisions.

6            5            4            3            2            1