A Study on the Influence of Individual Motivation to Learn, Team Dynamics and Organization Culture Practices on Organization Learning Sustainability in International Nonprofit Organizations Operating Thailand.

By

Raphaella Prugsamatz

A Thesis submitted in partial fulfillment of the requirement for the degree of

Master of Management in
Organization Development & Management

Graduate School of Business
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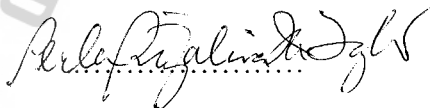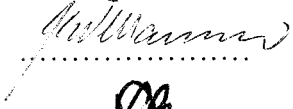
By

Raphaella Prugsamatz

An Action Research Project Submitted in Partial Fulfillment
of the Requirements for the Degree of

Master of Management in Organization Development and Management

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ABSTRACT

Learning in organizations is a phenomenon that has yet to be studied in-depth and explored further so as to create effective organization develop interventions to enable organizations to grow and develop. For this sustaining learning at the individual, group, and organization levels in an organization is essential.

This study provides an insight into the influence of individual motivation to learn, team dynamics, and organization cultural practices on organization learning sustainability in Thai-based international nonprofit organizations. Prevalent individual motivation to learn reasons, team dynamics, and organization cultural practices are identified in this study. The study also examines the relationships that exist between the aforementioned variables while simultaneously examining their influence on organization learning sustainability. For this, qualitative and quantitative research methods were adopted which includes the use of in-depth interviews and a questionnaire designed specifically to attain pertinent data to conduct the essential analyses. Phenomenological Analysis was adopted to analyze data gained from the in-depth interviews while Statistical Tests including Reliability Analysis, Descriptive Analysis, Pearson Correlation, and Multiple Regression Analysis were adopted to analyze quantitative data collected from the questionnaires distributed. Two hundred and fifty-seven sample respondents were drawn from five international nonprofit organizations operating in Thailand. Respondents were deemed to have substantial experience and knowledge about their organizations, the nonprofit sector, and the researcher's subject matter and were therefore contributive to the context of the study and the findings of the research.

Findings of this study indicate that there is an influence of individual motivation to learn, team dynamics, and organization cultural practices on organization learning sustainability in Thai-based international nonprofit organizations. Moreover, organization

cultural practices seem to have the most influence, followed by individual motivation to learn, and finally team dynamics. Furthermore it was clear that individuals in Thai-based international nonprofit organizations learn in order to solve and master their problems while team expertise was most prevalent when they worked in teams. Having a learning supportive mission and a learning facilitative structure were also found to be prevalent. These findings are depicted in a model (A Systemic Process towards Organization Learning Sustainability) that enables the appreciation of the importance of whole brain thinking to an organization's own learning and how an organization can sustain its learning by engaging in synchronized processes at the individual, team, and organization learning levels that allow it to think holistically. Findings also suggested positive correlations between all the variables with organization cultural practices having the highest correlation with organization learning sustainability. These findings are useful to consider when designing and implementing organization development interventions in Thai-based international nonprofit organizations as well as organizations in other industries. Finally, these findings are also useful to future research endeavors that hope to add and create more knowledge in the field of Organization Development and also in the area of Organization Learning.

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Raphaella Prugsamatz

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DLOQ   Dimensions of the Learning Organization Questionnaire

IUCN   World Conservation Union

LEQ   Learning Environment Questionnaire

SPSS   Statistical Package for the Social Sciences

UNESCO   United Nations Educational, Scientific, and Cultural Organization

WFP   World Food Program

WWF   World Wildlife Fund

CHAPTER 1

Generalities of the Study

1.1 Introduction of the Study

1.1.1 The 'Business' of Nonprofit Organizations

The researcher begins with the question "What is the business of nonprofits?" In answering this, it is helpful to first clarify that unlike for-profit organizations that make 'profits' their business, nonprofit organizations make solving societal and environmental problems their business. Whether these are the violation of human rights, wars, natural disasters, poverty and illiteracy, violence and discrimination against women and the minority group, global warming, the destruction of environmental resources and wildlife species, nonprofit organizations have to constantly strive to alleviate and eliminate the societal and environmental problems that persist in our world. Societal and environmental problems exist on an expansive level and are divided into a plethora of aspects that allow nonprofits to dissect and direct their focus and attention. For this, learning plays a crucial role because it can determine whether these problems are solved or solved effectively. Learning can also determine how nonprofits grow from their accumulated experiences and efforts that they put into their engagement with the process of learning.

The next question the researcher puts forth is "What initially stimulates learning in nonprofit organizations?" It is an undeniable fact that human beings need to learn to continue existing here on this earth. As the most intelligent order of living organisms we have the skills and abilities that not only allow us to survive but also to develop our societies and shape our futures. Humans are also the only biological species that has the ability to respond appropriately to each and every situation confronted. However, in pursuing development and growth we are constantly confronted with complex problems that put a big question mark on

how we maintain sustainability. Today, the world is still not without complex problems. In answering the question of what initially stimulates nonprofit organizations to learn it is useful to turn to these complex problems that are currently revolving around our societies and environments and that continue to exist in our world. These problems provide a 'business' for nonprofits.

In understanding the 'business' of nonprofits and what stimulates them to engage in a learning process it is therefore good to note that the world is currently facing major challenges that extend from the biological side to the environmental side. On the environmental front, people are challenged with natural environment and resources depletion and deterioration. Humans are consuming more and more energy, cutting down more forests, polluting waters and living surroundings, and using up natural resources at an ever faster rate. All these have led to the contribution of global warming and ongoing natural disasters (UNEP, GEO Year Book 2007). Outside Asia there was Hurricane Katrina on August 23, 2005 that killed almost 2,000 people and caused around 81.2 billion U.S. dollars worth of damage. Hurricane Rita which hit the United States Gulf Coast in September 2005 created 11.3 billion U.S. dollars worth of damage and cost the lives of many people as well. In Asia, the Asian Tsunami on December 26, 2004 killed close to 200,000 people and the South Asian earthquake in Pakistan-administered Kashmir on October 8, 2005 killed close to 100,000 people. A massive earthquake in Indonesia on May 27, 2006 killed 5,778 people and left 699,295 homeless while causing about 3.1 billion U.S. dollars worth of damage. Typhoon Durian hit the Philippines on November 30, 2006 killing around 1,399 people (EM-DAT, International Disasters Database). Climatic changes in the Asian region have meant destructive storms, floods, an increase in local temperatures, and droughts (UNEP, Global Report 2006). In Bangkok, Thailand, the excessive number of vehicles in the city has meant an increase in air pollution and therefore a negative impact on the natural environment and

aerial climate, as well as an increase in solid and hazardous waste (UNEP, Thailand SoE report 2003). The Asian Tsunami killed about 8,000 people in Thailand and displaced about 7,000 people. Flash floods have also killed hundreds of people in various provinces in Thailand over the past few years (EM-DAT, International Disasters Database).

On the human front, the world is not without problems as well. Famine, poverty, epidemics, illegal migration and human trafficking, population displacements, crimes and drugs, and many other factors are affecting our society and developmental progress. The Food and Agriculture Organization of the United Nations in their 2006 report on global hunger estimated around 854 million hungry people around the world who do not have enough food to eat. Hunger and poverty were also reported to claim 25,000 lives every day. Hunger and malnutrition are the number one risk to global health, killing more people than AIDS, malaria, and Tuberculosis combined. It is estimated that the number of chronically hungry people worldwide is growing by an average of four million per year (FAO, The State of Food Insecurity in the World 2006). Besides hunger, AIDS is also a global challenge we have to deal with. In 2006, it was reported that around 30.5 million people were living with HIV worldwide with new infections totaling 4.3 million and 2.7 million reported AIDS deaths. The United Nations High Commissioner for Refugees reported an estimate of 21 million total population of concern at the beginning of 2006, out of which 8.6 million were refugees. In Asia there were around 3.4 million refugees at the beginning of 2006 (UNHCR, Global Appeal 2007). The United Nations Children's Fund estimated around 16.1 million orphans around the world in 2003 (UNICEF, Children on the Brink 2004). Hunger in Asia affects around 524 million people (FAO, The State of Food Insecurity in the World 2006). It was also reported in 2005 that around 83 million people living with HIV are from Asia and that the highest national HIV infections in Asia occur in the South-East Asian region. New infections totaled around 930,000 and killed around 600,000 people (UNAIDS, Global

Report 2006). Orphans in Asia in the year 2003 amounted to 9.5 million out of which 170,000 orphans were reported in Thailand (UNICEF, Children on the Brink 2004). At the end of 2005, Thailand reported 580,000 cases of people living with HIV (UNAIDS, Global Report 2006). Between the years 2001-2003 it was also reported that around 13.4 million people were undernourished in Thailand. As of January 2007, it was reported that there were 146,250 refugees living in Thailand (UNHCR, Global Appeal 2007).

On the wildlife front, endangered species around the globe are becoming extinct due to the destruction of their natural habitats, deforestation, human exploitation, and other destructions caused by man. In The Living Planet Report prepared by the World Wildlife Fund in 2006, it was reported that certain species are dropping in their population distribution around the world. These include the Blue whale, the Leatherback turtles, the Fin whale, the Minke whale, the Polar bear, the Elk moose, the Andean Flamingo, the Northern corroboree frog, the American crocodile, the Giant Panda, the Elephant, the Tiger, just to name a few (The Living Planet Report 2006). The avian influenza, also known as Bird Flu has been a major challenge for Asia since 2003 and so far 100 million birds have been culled and many infected humans have died as a result of the epidemic (IUCN, Asian Region Annual Report 2005). The World Wildlife Fund reported a species extinction crisis in 2006 which included a total of 16,118 species known to be threatened, up by over 5,500 in only ten years. They also reported a human/wildlife conflict where human population growth means more competition in terms of living space and food (WWF, Annual Review 2006).

The Living Planet Index, a measurement of the state of the world's biodiversity showed that from the year 1970 to 2003, there had been an overall 30 per cent decrease of animal species over the 33 year period. Moreover, terrestrial species showed a 31 per cent decline, marine species showed a 27 per cent decline, and freshwater species showed a 28 per cent decline (WWF, Living Planet Report 2006).

It is evident that these problems are not going to go away any time soon. It will take the efforts of nonprofit organizations to address and to alleviate the negative impacts these societal and environmental problems have on our universal growth and development. It will also call for their active engagement in a learning process that can help them deal with their 'business' more effectively and efficiently. This is where organization learning becomes an important aspect of their organizations and one that they need to constantly address so as to grow, develop, and continue to exist in order to move forward with their 'business'.

1.1.2 The Nonprofit Sector

It is generally agreed that earning profits is not a top priority for nonprofit organizations in our society but that the main aim of nonprofits is to provide services to people by bringing people together to help improve the status of societies, economic and social situations, response efforts to various predictable and unpredictable challenges faced by society, environmental preservation, and other humanitarian efforts geared toward growth, development, and conservation (Eadie 1997; Wolf 1990; Drucker 1993; Letts et. al 1999; Bryson 1995). It is also believed that "almost every nonprofit was founded explicitly to respond to a community need" and that the nonprofit sector encompasses a wide variety of organizations ranging from health care, educational institutes, advocacy groups, religious groups, and many more that all differ in structures and practices (Letts et. al 1999, p. 39). All these contribute to the United State's definition of nonprofit organizations as being "those legally constituted, nongovernmental entities, incorporated under state law as charitable or not-for-profit corporations that have been set up to serve some public response and are tax-exempt according to the Internal Revenue Service (IRS). All must have a public service mission, must be organized as a not-for-profit or charitable corporation, their governance structures must preclude self-interest and private financial gain, must be exempt from paying

federal tax, and must possess the special legal status that stipulates gifts made to them are tax deductible" (Wolf 1990, p. 6).

It is therefore seen that nonprofits are organizations that do not aim to make profits, organizations that bring together people informally to work for the good of the public/cause but are given no special corporate status by federal and state authorities, and organizations that are recognized as nonprofits by the IRS but do not have a public purpose (Wolf 1990).

Despite the nonprofit sector's growth upsurge in the past few decades, there are still pressing challenges faced by nonprofit organizations which include decline in public trust (Herzlinger 1999), increasing costs (Bradley, Jansen, & Silverman 2003), entrance of for-profits into the nonprofit sector as reinventions of social service providers (Ryan 1999), sustaining and expanding successful programs along with a lack of capacity in ensuring responsiveness and quality service (Letts et. al 1999), increasing difficulty in converting ideas into effective results (Drucker 1993), increasing environmental uncertainty and interconnectedness (Eadie 1997), just to name a few. All these call for a need for nonprofit organizations to be able to learn more effectively in order to deal with the surrounding challenges they face. They are pushed to think more strategically, transform insights into effective strategies, and develop rationales paramount to the adoption and implementation of selected strategies (Bryson 1995). Organizational Learning is thus an essential requirement to help and better equip nonprofits to successfully meet these many challenges.

Those working in the nonprofit sector and experts in the field believe that the importance of learning to nonprofit organizations is more pronounced today than ever before. One benefit that is seen in incorporating learning systems into the nonprofit organization is the development and refinement of services provided followed by the conversion of lessons learned into operating practices and principles that help individuals within the organization to sustain and improve their performance therefore supporting the high performance of the

organization as a whole. The organization is seen as an ongoing resource for learning and improvement not only for individuals within the organization but also for partners and stakeholders affiliated to nonprofits. Benchmarking is recognized as an organizational learning process that takes the organization from outstanding ideas to outstanding performance (Letts et. al 1999). Another benefit of organizational learning is the ability of nonprofit organizations to develop entrepreneurial capacity that is important to the innovation processes taken up to act on opportunities that help build and grow the organization. Through learning, nonprofit organizations are able to bring together the necessary resources that are vital to the implementation of new concepts they create (Eadie 1997). Learning also means effective implementation of programs, better strategies, policies, actions, decisions, resource allocations, and many more benefits that will all lead to the organization's ability to grow and develop and adapt to the changes around them efficiently (Bryson 1995).

1.1.3 Organization Development and Organization Learning

"Learning how to change is the essence of OD" (Burke 1994, p. 14). Warner Burke in his analyses of what organization development is made of, talked about the whole organization being the target for change. He described organization development as organizations engaging in learning how to change. He referred to Peter M. Senge's systems thinking as guiding this change that organizations cannot exist without today. Kofman and Senge (1995) pointed to the need for commitment to and creating communities of learning, and this they advocate as being the heart of a learning organization. They also elaborated on the dysfunctions that need to be dissolved and not 'solved' in order to exercise personal commitment and build communities of learning. These dysfunctions dwell in our seeing problems as fragments instead of systems, our putting too much emphasis on competition to the extent that we model change and learning by it and therefore lose sight of the benefits of

cooperation, and finally our habit of changing only in reaction to external forces while change and learning need to come from aspiration, imagination, and experimentation. They further described a learning organization as being grounded in three foundations which are "a culture based on transcendent human values of love, wonder, humility, and compassion; a set of practices for generative conversation and coordinated action; and a capacity to see and work with the flow of life as a system" (p. 32). They portrayed learning as dangerous, saying that "learning occurs between a fear and a need. On the one hand, we feel the need to change if we are to accomplish our goals. On the other hand, we feel the anxiety of facing the unknown and unfamiliar" (p. 37-38).

In his article "Managing the Dream", Charles Handy (1995) described a learning organization as being built upon an 'assumption of competence' that is supported by curiosity, forgiveness, trust, and togetherness. He also stressed that "organizations have no choice but to reinvent themselves every year" (p. 55). This he explained requires individuals who seek delight and excitement in the unknown and the organization to continuously defy conventional wisdom. David Garvin (2000) defended that in building a learning organization, managers also needed to know how to measure it just like any other corporate objective needs to be measured in order for learning to be managed – "If you can't measure it, you can't manage it" (p. 291).

Cummings and Worley (2001) described organization learning as one organization transformation intervention that was recently added to the organization development field. Development in organizations, in other words continuous transformational change in organizations, requires a great amount of innovation and learning. They stated that "Organizational members must learn how to enact the new behaviors required to implement new strategic directions. This typically is a continuous learning process of trying new behaviors, assessing their consequences, and modifying them if necessary" (p. 501). This

requires a lot of engagement in unlearning and support of values and norms needed to support it. Cummings and Worley also noted that learning in organizations occurs at every level from senior executives to lower-level employees. In dealing with the continuous change surrounding the organization, they pointed out that "learning how to manage change in a continuous manner can help the organization keep pace with a dynamic environment. It can provide the built-in capacity to fit the organization continually to its environment" (p. 501). When discussing organization learning interventions, they explained that what is emphasized is the structures and social processes of the organization that "enable employees and teams to learn and to share knowledge" (p. 517). These interventions are drawn from social sciences for conceptual grounding and organization development interventions (e.g. team building, structural design, and employee involvement). Cummings and Worley also stressed that learning organizations need to be structured to facilitate organizational learning, i.e. their structures must emphasize "teamwork, strong lateral relationships, and networking across organizational boundaries both internal and external to the firm" (p. 519). These processes help individuals in the organization share knowledge and engage in learning-related activities effectively and reduce barriers to shared learning. They observed that learning organizations have flat managerial hierarchies and empower individuals. Another observation made was that a learning organization's culture needs to greatly influence how individuals gather, process, and share information in the organization. These cultures, they purported, "promote openness, creativity, and experimentation among members. These values and norms provide the underlying social support needed for successful learning" (p. 520). Here, mistakes or errors are considered a normal part of the learning process and individuals are able to learn from their failures and develop themselves as well as their organizations.

1.2 Research Objectives

The purpose of this study was to identify prevalent individual learning motives, team dynamics, and organization culture practices that sustain learning in Thai-based international non-profit organizations. The study examined how these variables are each related to organization learning sustainability in selected non-profit organizations in Thailand. The research objectives were as follows:

1. To identify prevalent individual motivation to learn reasons that influence learning in Thai-based international nonprofit organizations.

2. To identify prevalent team dynamics that influence learning in Thai-based international nonprofit organizations.

3. To identify prevalent organization cultural practices that influence learning in Thai-based international nonprofit organizations.

4. To examine the relationship of individual motivation to learn, team dynamics, and organization culture practices with organization learning sustainability in Thai-based international nonprofit organizations.

5. To examine the influence of individual motivation to learn, team dynamics, and organization cultural practices on organization learning sustainability in Thai-based international nonprofit organizations.

6. To identify recommended organization development interventions to motivate employees to learn, foster effective team dynamics, and build a learning-oriented culture to enable Thai-based international nonprofit organizations to learn more effectively/effeciently and sustain organization learning.

1.3 Statement of Problem

Little is known about the relationship of individual motivation to learn, team dynamics, and organization culture practices and their effects on organization learning sustainability in international nonprofit organizations operating in Thailand. Past studies revolving around organization learning sustainability have rarely identified these three aspects in the context of the type of organization and the location of an organization. Because learning is unique from organization to organization, some conclusions drawn from previous studies cannot be applied to all organizations and used to understand the learning phenomenon that takes place within a particular organization. The study investigated the phenomenon of individual motivation to learn, team dynamics, organization culture practices, and organization learning sustainability. More research is needed to build upon the knowledge and theories pertaining to organizational learning that already exist so as to be able to develop appropriate and effective organization development interventions for organizations.

This study focused on the influence of individual motivation to learn, team dynamics, and organization culture attributes on organization learning sustainability in international nonprofit organizations operating in Thailand. Specifically, this study sought answers to the following questions:

1. What reasons behind individual motivation to learn are prevalent to organization learning sustainability in Thai-based international nonprofit organizations?

2. What team dynamics are prevalent to organization learning sustainability in Thai-based international nonprofit organizations?

3. What organization cultural practices are prevalent to organization learning sustainability in Thai-based international nonprofit organizations?

4. What is the relationship of employees' motivation to learn, team dynamics, and organization cultural practices with organization learning sustainability in Thai-based international nonprofit organizations?

5. What is the influence of employees' motivation to learn, team dynamics, and organization cultural practices on organization learning sustainability in Thai-based international nonprofit organizations?

6. What are the recommended organization development interventions to help motivate employees to learn, foster effective team dynamics, and build a learning-oriented culture to enable Thai-based international nonprofit organizations to learn more effectively/efficiently and sustain organization learning?

1.4 Research Hypotheses

Objective 4 which seeks to examine the relationships that exist between individual motivation to learn, team dynamics, organization cultural practices, and organization learning sustainability is hypothesized in the following way:

H_{o1}: There is no significant relationship between individual motivation to learn and organization learning sustainability.

H_{a1}: There is a significant relationship between individual motivation to learn and organization learning sustainability.

H_{o2}: There is no significant relationship between team dynamics and organization learning sustainability.

H_{a2}: There is a significant relationship between team dynamics and organization learning sustainability.

H_{o3}: There is no significant relationship between organization cultural practices and organization learning sustainability.

H$_{a3}$: There is a significant relationship between organization cultural practices and organization learning sustainability.

Objective 5 which seeks to examine the influence of individual motivation to learn, team dynamics, and organization cultural practices on organization learning sustainability is hypothesized in the following way:

H$_{o4}$: There is no significant influence of individual motivation to learn, team dynamics, and organization cultural practices on organization learning sustainability in Thai-based international nonprofit organizations.

H$_{a4}$: There is a significant influence of individual motivation to learn, team dynamics, and organization cultural practices on organization learning sustainability in Thai-based international nonprofit organizations.

1.5 Scope and Limitations of the Study

The researcher focused only on selected international nonprofit organizations operating in the Bangkok Metropolitan Area (BMA) of Thailand. The organizations the researcher focused on were Greenpeace, Thailand; World Conservation Union (IUCN), Thailand; World Wildlife Fund (WWF), Thailand; United Nations Educational, Scientific, and Culture Organization (UNESCO), and World Food Program (WFP). These organizations were selected because of their international origin, i.e. their not being initially established in Thailand. They were also selected because of the nature of their organizations and their belonging to the nonprofit sector. With English being used as the main language in these organizations, the 'international' context of these organizations also lie in the fact that they have both Thai and foreign employees working for them. Due to time and resource limitations along with the large sample size targeted, the researcher was not able to conduct

in-depth interviews for individuals in every organization selected. Time and resource

limitations also meant that the researcher was not able to study some of the relationships that

may exist for the variables included in the study that go beyond what was specified in the

research objectives. This also meant that the researcher was not able to meet her sample size

requirements for her questionnaire distribution which may have an impact on the quantitative

analysis conducted and the results obtained (significant relationships or influences may have

been left out of the quantitative equations applied to the data and certain quantitative results

may not be as complete as they could be with the meeting of the sample size requirements).

The location of the selected organizations also meant that the researcher was able to use only

appropriate research tools for offices located outside Bangkok and not others that were used

for offices in Bangkok. Due to the context built around the study, results and conclusions

drawn after the processing and analyses of data have been conducted may not be applicable

or generalizable to organizations outside the nonprofit sector or outside Thailand.

1.6 Significance of the Study

This study includes benefits to organizations being studied, scholars who are

interested in organization learning sustainability, and researchers who wish to carry out

studies in this field.

1.6.1 Theoretical Significance

For scholars and academics, this study provides a better understanding of how

individual motivation to learn, team dynamics, and organization cultural practices influence

learning in organizations and their ability to sustain it in the long run. For individual

motivation to learn, an understanding of intrinsic and extrinsic reasons to engage in learning

in nonprofit organizations can help create a context for motivation theories that already exist.

Scholars and academics would also be able to recognize prevalent team dynamics that exist in

international nonprofit organizations operating in Thailand. Organization cultural practices in international nonprofit organizations can also be studied and compared with traditional organization culture practices that have been studied in a different context. Definitions that already exist can be enhanced for the understanding of scholars and academics while more light can be shed on the debates that still exist regarding organization learning and its various aspects.

The study adds on to the theories and concepts that already exist on organization learning sustainability and enable another depth of understanding to be explored regarding individual motivation to learn, team dynamics and organization cultural practices in international nonprofit organizations operating in Thailand. The study also guides researchers in pursuing future study paths that can help delve deeper into the phenomenon of organization learning in both nonprofit organizations and for-profit organizations. Researchers would be able to study the relationships that the researcher did not focus on and identify more variables and sub-variables that influence organization learning sustainability. They would also be able to put the variables included in the study into a different context or study them in the business sector. Comparative studies between nonprofit organizations and businesses can also be carried out to further understand the learning phenomenon that takes place in organizations. Comparative studies can also be carried out between international nonprofit organizations operating in Thailand and Thai nonprofit organizations to identify the differences that exist.

1.6.2 Practical Significance

The findings of the study can help differentiate the learning phenomenon that takes place in selected organizations. Moreover, nonprofit organizations would be able to better appreciate the learning that takes place in their organizations and create interventions that

would enable them to motivate employees to learn effectively, enhance team dynamics, and shape their organization culture to promote their overall learning performance. Results of the study can also help the nonprofit organizations included in the study to assess their current 'learning performance' status and decide upon the necessary steps that need to be taken in order to move forward. Differences in the organizations included in the study can also allow them to understand why the identified differences prevail and benchmark their learning performances appropriately.

The findings of the study can also be used to identify areas that need attention and develop appropriate organization development interventions that would help sustain learning in organizations. Managers and leaders would also better understand what motivates employees and peers to learn, the team dynamics that surround their learning, and the organization cultural practices that influence the learning that takes place in the organization. They would also be able to understand how they need to adapt themselves so as to promote learning in their organizations. In understanding what motivates their employees to learn, they would be able to assess their management and leadership styles and in understanding the team dynamics that prevail in their organization they would be able to question their methods used in balancing and synchronizing these dynamics. With regards to organization cultural practices, they would have an insight into how they need to shape their cultures so as to create a learning environment for their employees. In this way, they would be assessing their own learning as well.

1.7 Operational Definitions

Individual learning: the first level of learning that takes place in an organization and which is characterized as a process that is innate to each and every individual and that can be channeled consciously so as to bring about changes in perceptions, behaviors, and actions.

Individual motivation to learn: the intrinsic and extrinsic reasons behind an individual wanting to learn in an organization so as to achieve personal fulfillment, master a problem, and gain rewards and recognition.

International non-profit organizations: organizations whose main priority is not to make profits but rather to fill a gap in society, work for a cause and the benefit of the general population, and work toward the conservation of the environment.

Learning organization: an organization that is characterized by its deliberate attempts to engage employees in the process of learning through learning-related structures, processes, and activities so as to bring about minor and major changes in the organization.

Organization cultural practices: practices that are characterized as 'learning supportive' and 'learning facilitative' and that affect the learning that takes place in the organization. These practices are spelled out in their mission, leadership, structure, and alliances with other organizations.

Organization development: an organization's ability to continue to exist, grow, and develop in its context and beyond through learning and transforming itself continuously so as to effectively deal with changes and induce needed change in their organizations.

Organization learning: the third level of learning that takes place in an organization that is the result of individual learning and team learning transformations which results in a collective form of learning.

Organization learning sustainability: the ability of an organization to continuously encourage employees to learn and engage in learning mechanisms which are influenced by the employees' individual motivation to learn, team dynamics, and organization culture practices and which are evident in the organization's knowledge performance and mission accomplishment.

Team Dynamics: factors that influence knowledge-sharing behavior in a team and collective learning in a team namely, trust, interpersonal communication, team expertise, and empowerment.

Team learning: synonymous with group learning, it is the second level of learning that takes place in an organization which involves knowledge sharing when individuals in an organization come together to work toward a common purpose or goal and achieve results that all members are happy with.

Sustaining learning: the actions, steps, or interventions taken to foster continuous learning in an organization at the individual, group, and organization level.

CHAPTER 2

Review of Related Literature and Conceptual Framework

2.1 Review of Related Literature

In conducting her literature review, the researcher hoped to provide justifications for conducting research in the chosen topic. The three main rationales behind the research were:

1. Learning is important to an organization's development and it takes place on different levels, namely at the individual level, group level, and organization level.

2. In fostering effective learning, elements that influence an organization's ability to sustain its learning are individual motivation to learn, team dynamics, and organization culture practices.

3. In assessing organization learning sustainability in nonprofit organizations, standard measuring tools need to be adapted to fit the nature of work of nonprofits and understand the learning phenomenon that takes place at a deeper level.

2.1.1 Justification One: Learning is important to an organization's development and it takes place at the individual, group, and organization level.

It has been identified that there are varied levels of learning in an organization and that the learning processes that organizations engage in are interconnected rather than completely segregated. The three common levels of learning in an organization that are commonly agreed upon are individual learning, group learning, and organizational learning.

2.1.1.1 Individual Learning

Learning is a phenomenon that can be dissected and studied at various levels and from different dimensions. However, researchers and academics often begin with trying to understand and define learning at the individual level. In *The Fifth Discipline*, Peter Senge

(1997) explained that learning at the individual level is not something that is taught but rather an innate ability that individuals are born with. He stated that "No one has to teach an infant to learn. In fact, no one has to teach infants anything. They are intrinsically inquisitive, masterful learners who learn to walk, speak, and pretty much run their households all on their own" (p.4). Learning, as elucidated by Senge, involves a 'mind shift' that will lead to individuals recreating themselves, doing things they never thought they could do, perceiving the world under a different light, and extending their capacity to create. He believes that deep down inside each individual there is a hunger to learn in order to be able to achieve all these abilities.

Individual learning, as defined by Sessa and London (2006) is a continuous cycle that involves a change in an individual's behavior that is brought about by the on-going quest for knowledge, skills improvement and advancement, and a shift in worldviews. They illuminated that in doing so, time is vital and often there are roadblocks that can prevent an individual from learning effectively. Sessa and London further pointed out in their analyses of individual learning that at this level, individuals engage in different types of learning as well, namely adaptive, generative, and transformative. Adaptive learning involves an unintentional phenomenon that brings about a relatively definite change in behavior and is powered by an individual's reaction towards different stimuli in our immediate environments. This type of learning according to Sessa and London can be intentional or deliberate if immediate environments are specifically designed or altered to influence the desired learning responses. Generative learning on the other hand, revolves around the concept of individuals adding on new behaviors, knowledge, and skills to their already existing ones and applying these to their various situations. This type of learning is intentional and deliberate and often takes the form of individuals in an organization attending training programs, learning workshops, or pursuing academic degrees. Finally, Transformative learning goes beyond

mere adaptation and additionally to involve a complete 'mind shift' in the way individuals view themselves and the world in which they live. This learning involves an alteration in meanings and realities gained through various experiences, interactions with others, and personal reflections. Individual characteristics also play an important role in learning, as discussed by Sessa and London, and these characteristics take the form of a person's current state in life, environmental demands versus learning capacity, self efficacy and self esteem, self direction and self regulation, conscientiousness, and openness to experience. Individual learning styles also differ, and Sessa and London differentiated between these individual learning styles by clarifying that as individuals we take in the world around us (and the information that comes with it) in different ways. The learning styles are as follows:

- Convergent – individuals who engage in this type of learning prefer to organize information through building case scenarios and dealing with tasks and problems rather than social and interpersonal issues.

- Divergent – individuals who engage in this type of learning prefer to use their imaginations and their awareness of meanings and values. They look at things from different perspectives before organizing information into a whole to generate different solutions. They are interested in people.

- Assimilation – individuals who engage in this type of learning prefer to create theoretical models upon gathering information from their environment. They revolve their learning around ideas and concepts rather than people. Soundness and precision are important to them.

- Accommodation – individuals who engage in this type of learning prefer to do things and learn from their actions and experimentations. They rely on a trial-and-error type of learning that pushes them to work with other people in gathering information. Learners here can seem impatient and pushy.

Similar to Sessa and London, Michael Marquardt (1996) defined individual learning as "the change of skills, insights, knowledge, attitudes, and values acquired by a person through self-study, technology-based instruction, insight, and observation" (p.21). He also emphasized the importance of individual learning to the organization and that commitment is necessary in order to ensure that one is learning effectively. Marquardt also shed light on opportunities where individuals are able to learn, some of which are self-managed learning, learning from coworkers, computer-assisted learning, work experiences, special assignments or projects, and personal insights. Like Sessa and London, Marquardt also differentiated between the different types of learning namely, adaptive, anticipatory, generative, single-loop, double-loop, deutero, action, action/reflection. Anticipatory learning is "the process of acquiring knowledge from expecting the future" (p. 23); while single-loop, double-loop, and deuteron learning are various degrees of reflection placed on actions taken by individuals; and action learning/action reflection learning involves using a formula to help with reflection, the formula being: L(learning) = P(existing or programmed knowledge) + Q(questioning insight).

Hubert K.Rampersad (2004), talked about learning as being continuous and that of a personal transformation. This, he purported will lead to a change in behavior which would improve performance. Similarly, Victor Friedman (2002) in his article "The Individual as Agent of Organizational Learning" analyzed the role of individual learning in an organization by describing individuals as "agents of organizational learning". He also pointed out how despite individuals learning effectively, the benefits the organization receives from this learning can vary depending on how they engage in the learning process and their own personal attributes. Friedman further illustrated the complexity of individuals by concluding that prescribed attributes may be insufficient for characterizing what 'learning agents' are. The contradictory attributes he discovered from his study were (a) individuals being proactive

but reflective; (b) individuals having high aspiration but being realistic about limitations; (c) individuals being critical but committed; and (d) individuals being independent but very cooperative with others. In his article, he also deliberated on problem-centered learning where individual learning was very much likely to be impacted by the technicality of the problem. Individuals here also act according to their own makings of reality which they take as facts as opposed to theories. Friedman also cited individual learning as going beyond mere job requirements as people's jobs more often do not include clearly defined learning roles.

Frydman, Wilson, and Wyer (2000) adapted Kolb's Experiential Learning Cycle as the basis for understanding individual learning which links ideas to experience, and action to reflection. The cycle takes the individual from abstract conceptualization to concrete experience. This cycle can be viewed in Figure 2.1.
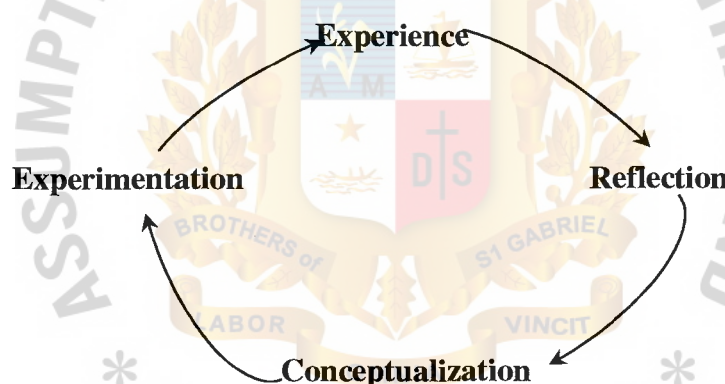
Figure 2.1 The Learning Cycle

From Frydman, B., Wilson, I., Wyer, J., 2000 p. 45

Similarly, Peter Senge et. al (1995) in delving deeper into the realms of the individual learning phenomenon interpreted that people learn in a cyclical fashion, passing between action and reflection, activity and response. What they termed as "the wheel of learning" is illustrated in Figure 2.2.
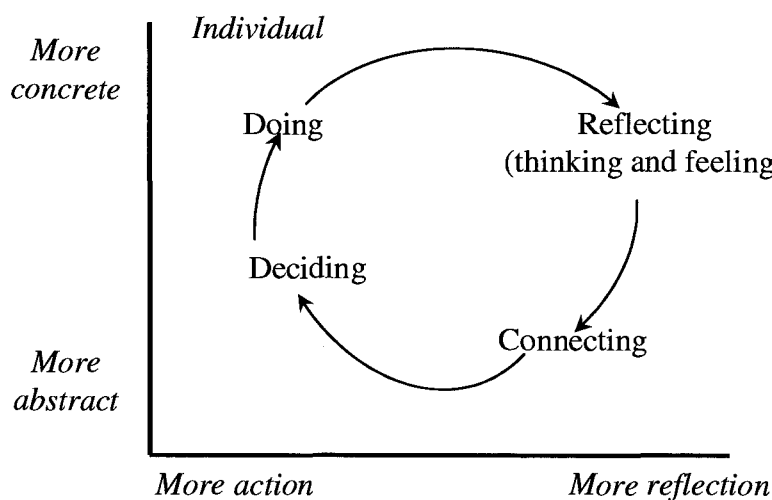
Figure 2.2 Adapted from The Wheel of Learning

From Senge, P.M., Kleiner, A., Roberts, C., Ross, R., & Smith, B., 1995 p. 60

Here, the cycle begins with the reflection phase where individuals observe their own thinking and acting followed by the connecting phase where ideas and possibilities for action are created and rearranged. Then comes the deciding phase where a method for action is settled on, and finally the doing phase where a task is actually performed.

Jones (2006) differentiated between the traditional model of learning and The Jones Model of Learning. The traditional model of learning focuses on the feeding of data and information to the individual who only stores what is received and does not process them into knowledge, therefore resulting in the output of 'learning' being the same as the initial input. The Jones Model of Learning on the other hand describes learning as a process that the individual engages with in order to create knowledge. The process takes the individual through five steps namely: the receiving of information or data, the questioning and analyses of these information and data, the relating of these information and data to what is already known, the synthesizing of knowledge, and finally the internalizing of knowledge. This process is illustrated in Figure 2.3.
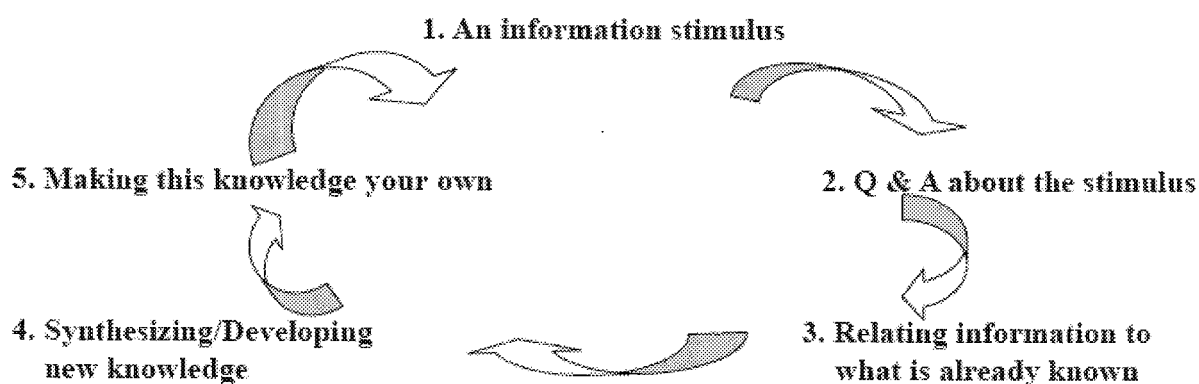
Figure 2.3 The Jones Model of Learning

From Jones, N., 2006 p. 4

In answering her question of "Who learns?" in an organization, Marleen Huysman (1999) pointed out the 'individual action bias' in prevalent organization learning literature. She shed light on the still debated differences between individual learning and organization learning and how these differences often lead to different interpretations of what individual learning is versus what organization learning is. She described this 'individual action bias' as "the tendency to overlook the role played by structural conditions such as institutional forces, organizational histories, cultures, group structures and power structures" (p. 64). Contrary to this point of view, Matthias Finger and Silvia Brand (1999) highlighted the importance of individual capacity to learn as significant to an organization's evolving capacity to learn. This capacity, they defined as corresponding "to an individual's ability and competence to learn. These are, for example, the ability to think systemically, the ability to think critically, the ability to put oneself in the mind of somebody else, the openness of mind, and others" (p. 150).

A few important points are worth noting here. First, that individual learning is an innate ability that we are born with and that is constantly influenced by various factors or elements in our environment. Second, that effective individual learning in an organization

precedes the existence of opportunities for the individual to learn along with the personal

characteristics (whatever they may be) that influences learning. Third, individual learning is

cyclic and involves an ongoing process that an individual engages in. Lastly, that each

individual has a unique style of learning and this influences the process that the individual

engages in when 'learning' in an organization. It is also important to note that though

individual learning is a defining process in an organization, it is not the only learning process

that the organization engages in. Individual learning transpires to a second level that is

characterized by the learning that individuals in an organization engage in when working in

groups. This level of learning is called group learning.

2.1.1.2 Group Learning

Synonymous with team learning, group learning is the next level of learning within an

organization. Peter Senge (1997) pointed out a potent need for mastering team learning in

organizations in his book *The Fifth Discipline*. He defined team learning as "the process of

aligning and developing the capacity of a team to create the results its members truly desire"

(p. 216). He also linked team learning to the other disciplines in a learning organization and

to the fact that individuals working together need one another to act. The three critical

dimensions to team learning portrayed by Senge include the need to think insightfully about

complex issues; the need for innovative, coordinated action; and finally, the role of team

members on other teams. He also stressed the importance of dialogue and discussion in teams

(a means through which members can converse with one another and learn), while stressing

that overcoming obstacles to effective dialogue and discussion was also part of team learning.

Learning here, according to Peter Senge, is considered to be a team skill. He elaborated on

this by saying that "A group of talented individual learners will not necessarily produce a

learning team, any more than a group of talented athletes will produce a great sports team.

Learning teams learn how to learn together" (p. 257). In extending The Wheel of Learning to The Team Learning Wheel, Peter Senge et. al (1995) built on the cycle to include public reflection, shared meaning, joint planning, and coordinated action. This cycle involves team members building common grounds to work on and then planning action steps together followed by members working independently or jointly in carrying out planned actions. The cycle can be viewed in Figure 2.4.
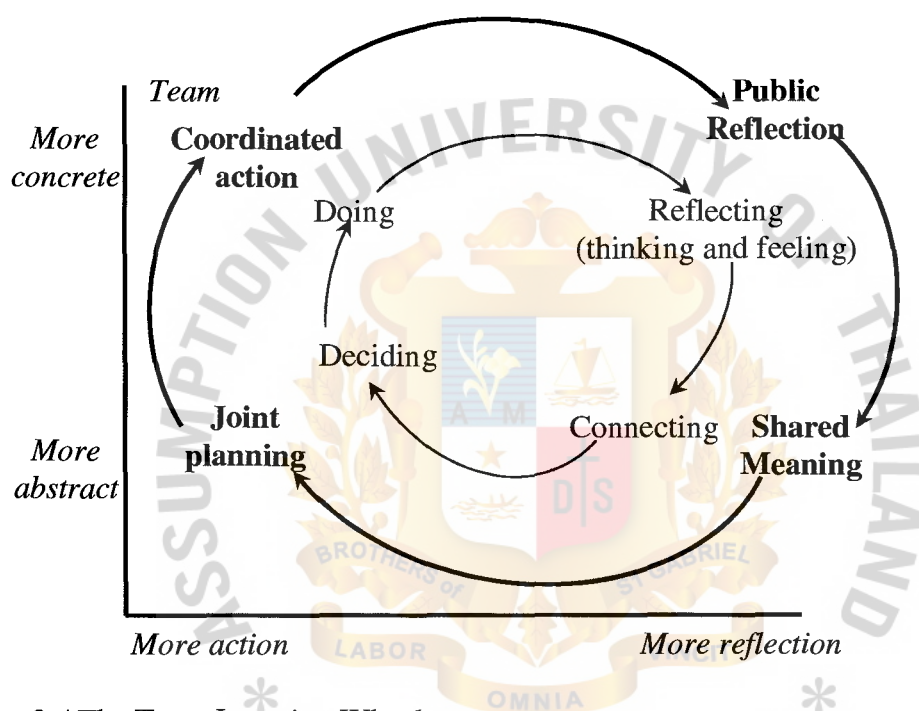
Figure 2.4 The Team Learning Wheel

From Senge, P.M., Kleiner, A., Roberts, C., Ross, R., & Smith, B., 1995 p. 62

Group or team learning is recognized as more vital for organizational purposes than individual learning alone (Dibella & Nevis 1998, Marquardt 1996). Marquardt expressed the need for teams in organizations to be able to think and create as an entity and better create and capture learning. He further addressed that team learning should occur every time a group of individuals come together whether for a meeting, a project, or for long periods of time. Another point Marquardt detailed was the difference between team learning and team

training, whereby learning was more than just acquiring new skills. Ideas need to flow freely and individuals need to think creatively when learning as a group. He pointed out that "A successful team learning system ensures that teams share their experiences, both negative and positive, with other groups in the organization, and thereby promote vigorous intellectual corporate growth. Teams should be able to generate knowledge through analysis of complex issues, innovative action, and collective problem solving" (p. 35). Once team learning takes place, Marquardt explained that teams become a microcosm of learning where the learning that takes place collectively is put into action for the organization.

Sessa and London (2006) see continuous group learning as the linkage between individual and organization learning. They concluded that just as individuals learn, individuals as a group learn adaptively, generatively and transformatively. Individuals as a group also "pull together the behavior of their members and integrate this joint behavior with other groups in the system" (p. 112). Sessa and London argued that groups are formed in organizations because specific things need to get done (e.g. creating a product or service, solving a problem, making a decision) in a timely manner. Learning then arises when groups are faced with obstacles while trying to achieve their goals. They asserted that team learning itself is not a goal to be reached for groups in organizations but rather a path/means to a destination that needs to be reached. With this background, Sessa and London defined team learning as individuals that come together to form a system that engages in a process that enables them to learn collectively. They also described characteristics of a team that influence the learning that takes place. These characteristics take the form of the type of team formed, the structure of the team, diversity in the team, the cross-functionality of the team, social familiarity, conflict and controversy, and team learning orientation. Contributing to this, Mary Zellmer-Bruhn and Cristina Gibson (2006) in their study of the effects of macro and micro environmental contexts and their effects on team learning in multinational

organizations discovered that these two elements did indeed influence how effectively a team learnt. Their micro context comprised of empowerment, encouragement, coaching, managerial support, and feedback availability while their macro context comprised of subsidiary and corporation characteristics that vary little among teams and often are not open to alterations. They also argued that emphasis on global integration decreased team learning while emphasis on local responsiveness increased team learning, and knowledge management norms and procedures increased team learning. In turn, they also defended that team learning increases team task performance and the quality of interpersonal relations. In discussing their findings, they found that their study "supports assertions that team learning depends on organizational context, but pushes the idea of context beyond a team's immediate micro context to demonstrate that macro context matters as well. Specifically, a corporate emphasis on global integration lowers team learning, but an emphasis on responsiveness and knowledge management norms and procedures increases team learning" (p. 513). Their study also revealed that different contextual variables had different effects on team learning and that the learning teams achieved influenced team performance as well. The teams in their study that what were identified as effective learners had both better interpersonal relations and leader-related task performance.

Three important points to note here are that group learning links individual learning with organizational learning; that group learning revolves around a learning process unique to that of the group but is not segregated from individual learning – rather in transpires from it; and that team learning and performance are influenced by not only what goes on in a team but the changes and fluctuations that take place outside the team. Team learning, moreover, transpires to the next level of learning that takes place in an organization, namely organizational learning.

2.1.1.3 Organizational Learning

From individual learning, to group learning, then comes organizational learning. An area that has brought together different points of view regarding organizational learning and its difference to a learning organization. Peter Sun and John Scott (2003) differentiated between the two concepts by defining organization learning as "the learning process used in the organization. It deals with the question of how individuals in the organization learn" (p. 204), and a learning organization as the place "where learning takes place that moves an organization towards a desired state. Learning must transfer from individuals to collectives to organizational to inter-organizational, and vice versa, and 'must' result in changes in behavior. If it does not result in changes in behavior, then genuine transference has not taken place" (p. 204). They also described organization learning as falling under the descriptive strand of research while a learning organization as falling under the prescriptive strand of research. Eric Tsang (1997) further made this distinguishing characteristic by pointing out that a learning organization is any organization that is good at sustaining learning at the individual, group, and organization level. Meanwhile, the learning organization according to Tsang lacks rigorous research and therefore poses a major drawback. He stated that "Like other 'how to' publications, books on the learning organization are often based on the authors' consulting experience rather than systematic and rigorous research" (p. 79). He also noted the deficiencies in descriptive research regarding organization learning by saying that "In terms of coverage, existing descriptive studies are deficient in two aspects. First, although certain areas have received enormous scholarly attention, some important areas are in need of more research" (p. 83). These research-needed areas are the link between individual and organization learning because of its persistence to theories of organizational learning, and memory systems within organizations. He identified the key conditions of organizational learning definitions as the change in cognition, change in potential behavior, and change in

actual behavior. The second deficiency in descriptive research identified by Tsang was that the basis of most studies conducted under this strand revolved around Western organizations and western contexts.

The distinction between organization learning and learning organization is also analyzed in Anders Ortenblad's (2001) article "On differences between organizational learning and learning organization". In scoping the differences, Ortenblad brings in three components namely character of the content, amount of normativity, and group or target. With these three components, he defined organizational learning as existing around processes (character of the content) which are descriptive, i.e. they exist naturally, are neutral, necessary, obtainable, and known (amount of normativity), and whose literature is academically oriented. A Learning organization on the other hand, was defined as existing around the organization's form (character of the content) that is normative, i.e. needs activity, is preferable, is not necessary, is unreachable, and is unknown, and whose literature is practice-oriented. Anders Ortenblad (2004) furthered his analyses on the learning organization by drawing upon four aspects of the learning organization which he believed would lead to an integrated model. These four aspects were drawn upon based on important literature about the learning organization, they were namely: (a) organizational learning, which implies the various levels of learning and the storing of knowledge in the organization; (b) learning at work, which involves employees learning on-the-job and which is context-dependent, (c) learning climate, which involves a positive atmosphere that makes learning easy and natural, and (d) learning structure, which involves a flexible organization to foster continuous learning. Ortenblad stressed on the need for all these four aspects to exist in an organization in order for it to call itself a learning organization. His integrated model of the learning organization can be seen in Figure 2.5.
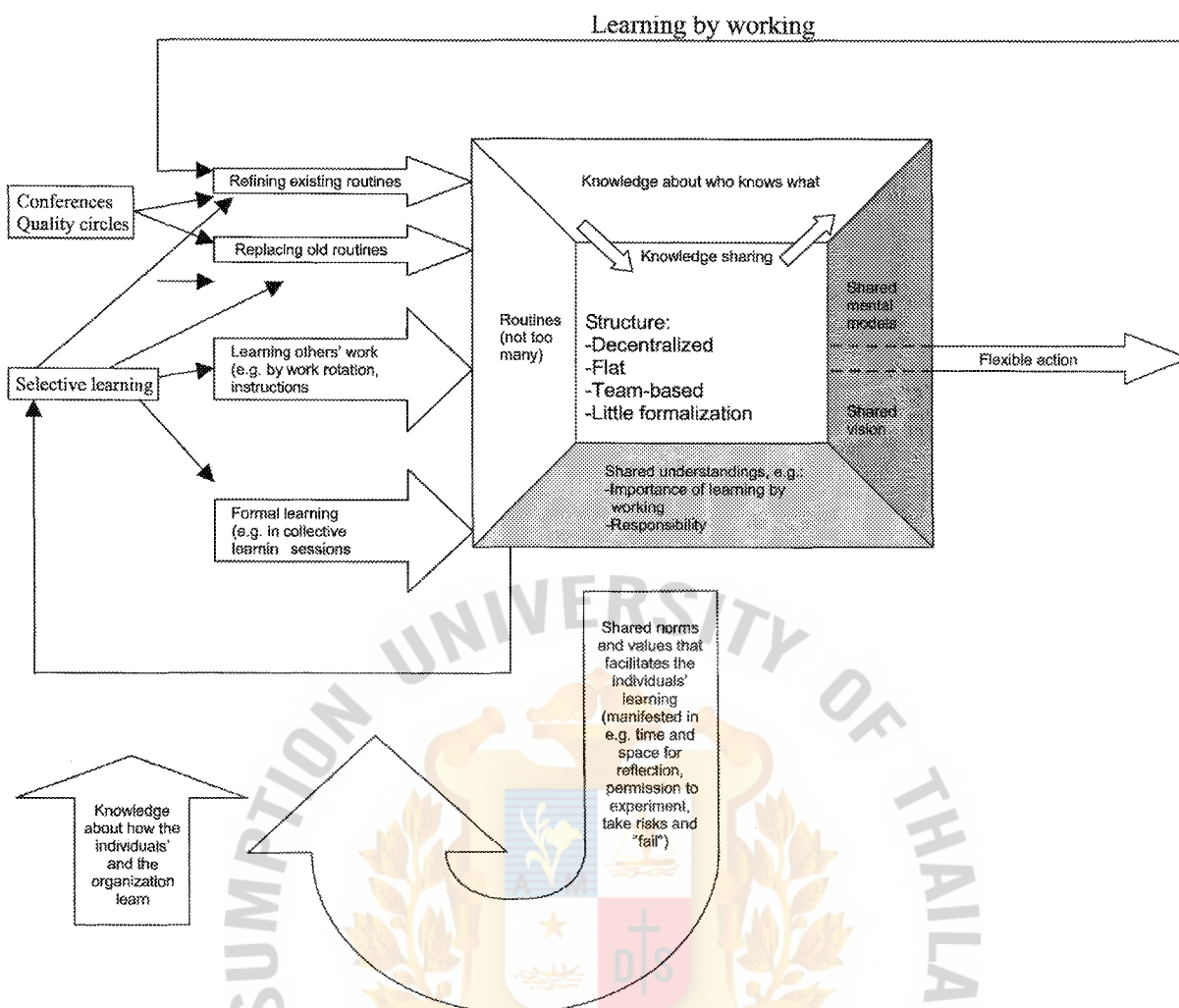
Figure 2.5 The Integrated Model of the Learning Organization, version B

From Ortenblad, A., 2004 p. 139

Keith Thomas and Stephen Allen (2006) in their meta-analysis of the learning organization used an analytical framework to analyze relevant theory in order to establish thematic relationships. They focused on five broad categories, namely learning, structure, shared vision, knowledge management, and strategy, which they used to further develop sub-theme propositions. Twenty key journal articles and books on organizational learning were used for their study. Notable trends identified in their study can be seen in Figure 2.6. In this figure, it can be seen that learning in an organization involves different processes that extend from the individual, to teams in an organization, and to the organization itself. It is also clear

that within each level of learning in an organization, there are varying focal points that need

to be paid attention to in order to foster effective organization learning processes.

Theme	Code	Sub theme proposition
Learning	1.1	Current organisational inability to learn stems from institutional norms of power and control
Learning	1.2	The team is the critical unit for the organisation
Learning	1.3	The understanding of mental models is critical to develop an individuals learning
Learning	1.4	Double loop/generative learning is fundamental to the creation of a LO
Organisational structure	2.1	There is one fundamental structure which needs to be created to support a LO
Organisational structure	2.2	The organisation structure critically needs to promote informal networking and socialisation
Organisational structure	2.3	Structure should focus on core competencies, portfolio of skills not business units
Shared vision	3.1	Shared vision is what provides the underlying motivation and security to the individuals learning
Shared vision	3.2	Without leadership and shared vision individual and team learning will not create a LO
Knowledge management	4.1	A LO captures and synthesises individual and team knowledge for the benefit of the entire organisation
Knowledge management	4.2	Knowledge cannot be created without the individual and group
Knowledge management	4.3	Knowledge is information anchored in the belief and commitment of the holder
Knowledge management	4.4	Mental models reside in the cognitive dimension of tacit / implicit knowledge
Knowledge management	4.5	Technology is critical to the effective capture of organisation knowledge
Strategy	5.1	A LO strategy is emergent
Strategy	5.2	The shifting of individuals mental models is the key to LO competitive advantage and sustainable competence

Figure 2.6 Sub-theme propositions listed under each theme

From Thomas, K., & Allen, S., 2006 p. 131

When looking at organization learning as a process, researchers have used various

viewpoints in their analyses. One notable one is that of Ikujiro Nonaka (1994) where he

described organization learning as a knowledge creation process. In his study, Nonaka

focused on tacit and explicit knowledge and their influence on the knowledge creation

process within organizations. His theoretical framework begins with the individual as the

mover of the process where tacit knowledge is sought. This tacit knowledge enables individuals to build on their own perceptions and then share them with their team members through dialogue. This interactive knowledge creation then is turned into something 'concrete' through internalization. Crystallization here is the process through which the different departments in the organization test the reality and applicability of the concept created by the team – it is understood as a social process. Knowledge then needs to be justified and standards set up to judge the quality of the knowledge at hand. When this is completed, knowledge can then be shared with other organizations – what Nonaka terms as networking knowledge. His framework is illustrated in Figure 2.7.
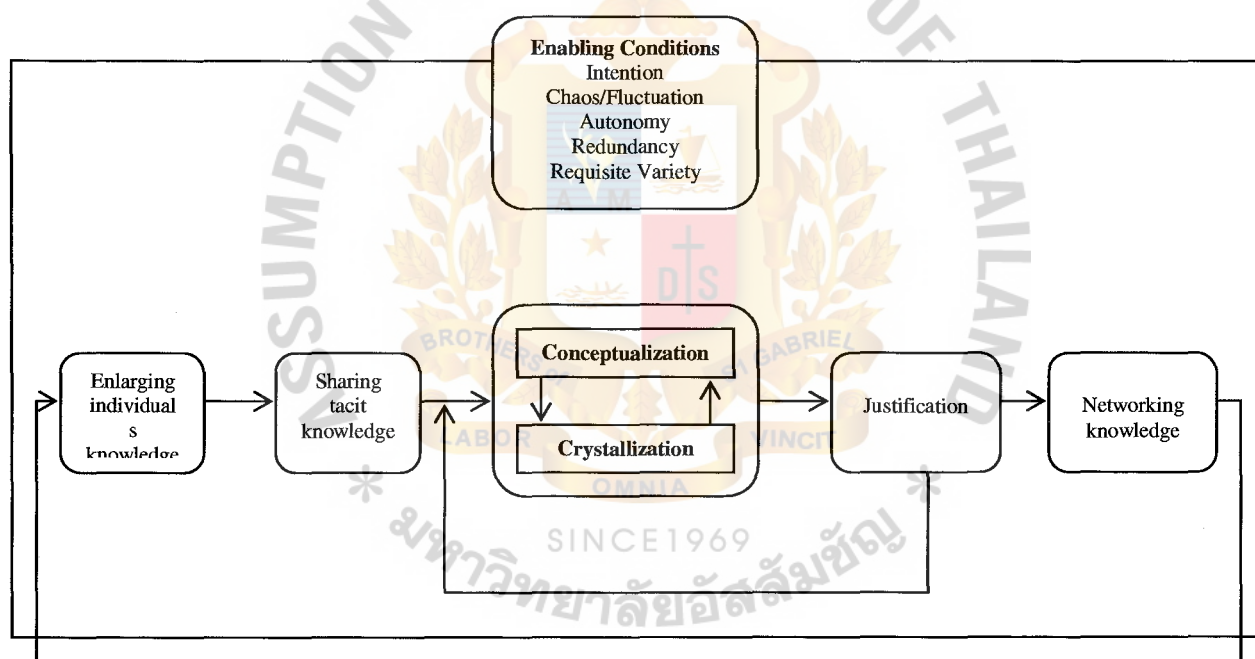
Figure 2.7 Organizational Knowledge Creation Process

From Nonaka, I., 1994 p. 27

Building on Nonaka's knowledge creation process, Lettieri, Borga, and Savoldelli (2004) discussed in their article "Knowledge Management in Non-profit organizations" about the knowledge management involved in nonprofits. The cycle involves a seven step process from acquiring knowledge to codification, to storage, to retrieval, to diffusion and

presentation, to application, to creation, and then the cycle begins again. This process is illustrated in Figure 2.8.
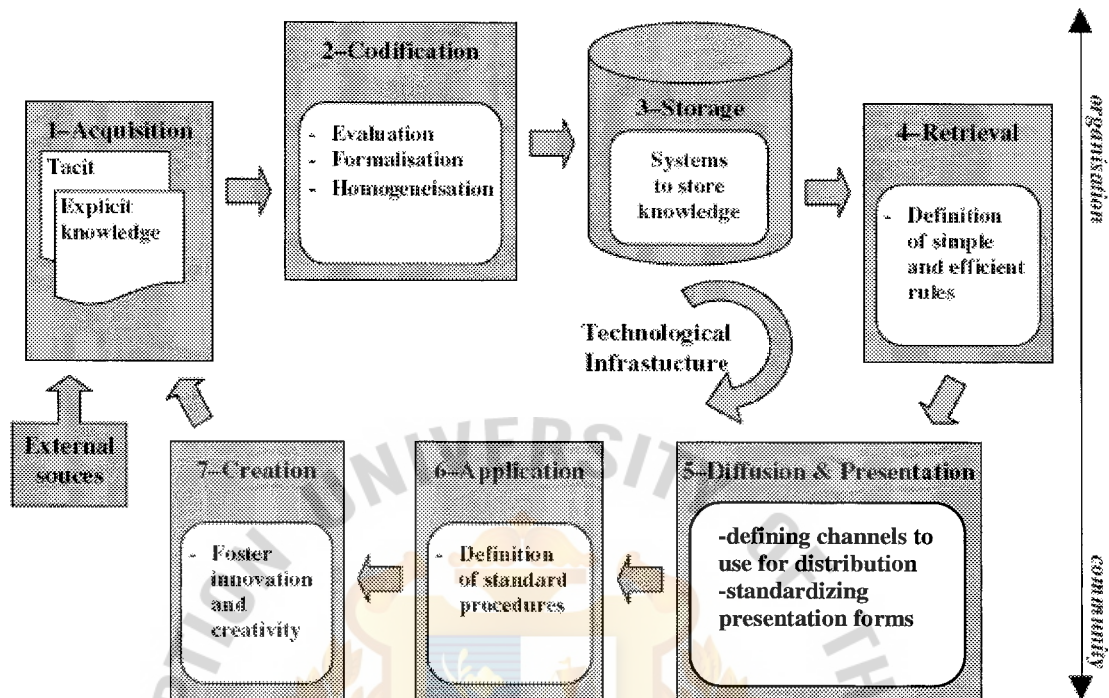
Figure 2.8 The Cycle of Knowledge Management

From Lettieri, E., Borga, F., & Savoldelli, A., 2004 p. 22

Another viewpoint of organization learning as a process is that of a belief-focused process as seen by Allan Williams (2001). In his study, Williams dissected organization learning into two perspectives, namely emergent organizational learning and planned organization learning. According to him, emergent organization learning begins with the culture of the organization which reflects past beliefs of powerful individuals and groups who come up with the organization's strategy, structure, technology and so on. Planned organization learning on the other hand is explicit attempts to enhance or counter aspects of emergent learning. With planned organizational learning, Williams explored four initiatives that can be taken by organizations to enhance organizational learning and these take the form

of organization development type of initiatives, staffing approaches, alliance-type approaches, and mergers and acquisitions.

Organization learning is also treated as 'systems incorporated'. Judith Milton (2003) adopted a formula in her study in order to understand professional associations as learning systems. The formula is as follows: Learning + Strategy + Action = Strategic Learning. She argued that these three components did not necessarily mean that learning was a simple process but that it was a starting point for organizations. The intention of this formula was to integrate learning into the strategic planning process and then implement it. Guoquan Chen (2005) in developing tools for enhancing organizational learning capability adopted an integrated model of an organization learning system and nine organizational learning sub-systems. He saw an organizational learning system as "embedded in an organization's human resources, structure, process, policy, and culture" (p. 5). The nine subsystems described by Chen are the following:

1. Discovering – a subsystem intended to monitor changes in the environment, problems and challenges, and opportunities.

2. Innovating – a subsystem intended for the organization to find new ways to deal with the various changes they encountered.

3. Selecting – a subsystem intended for the organization to develop selection methods and processes so as to make effective decisions.

4. Executing – a subsystem intended for implementing ideas and turning them into practice effectively.

5. Transferring – a subsystem intended for transforming learning at the individual and group level into learning at the organization level.

6. Reflecting – a subsystem intended for an organization to be able to learn from its past experiences.

7. Acquiring knowledge from environment – a subsystem intended for an organization to be able to constantly engage with its environment so as to exchange information and knowledge along with energy.

8. Contributing knowledge to environment – a subsystem intended for an organization to be able to contribute to the outside.

9. Building organizational memory – a subsystem intended for an organization to be able to store its knowledge and experiences through various designed methods including codification and personalization.

The subsystems mentioned above flow according to their numbers and resemble a process that needs to constantly take place in an organization for it to be learning. Another 'learning mechanism' view of organization learning is that of Constance James's (2003) Organization Learning Web. Here, James described organizational learning as being surrounded by a web that included transformational leadership, knowledge workers, horizontal structures, egalitarian culture, integrating mechanism, and dispersed strategies. These, she explained "engages everyone in the exploration, exploitation, and transfer of knowledge, increasing the collective learning throughout the organization and the capacity to create its future" (p. 47). In addition to the organization learning web, James put forth another framework that she explained was the glue that provided connections within the web. Called the 4 Bs Framework, the components were behavior, beliefs, balance, and boundarylessness, and these she stated, influenced the web which in turn has an impact on firm performance.

Peter Senge (1997) in *The Fifth Discipline* talked about the five disciplines that an organization needs to adopt in order to be a learning organization. These disciplines take the shape of systems thinking, personal mastery, mental models, building shared vision, and team learning. Systems thinking, as described by Peter Senge provides a means of understanding systems at a deeper level in order to see the paths available to bring about changes more

effectively. Personal mastery involves expanding our individual capacity to create realities that we desire most and creating organizational environments that encourage members to develop themselves so as to achieve the goals and purposes they choose. Mental models involve continuous reflection, clarification, and improvement of our internal pictures of the world and trying to understand how these internal perceptions influence our actions and decisions. Building a shared vision involves creating a sense of commitment in a group by establishing integrated images of the future that the organization wishes to create as well as guiding principles and practices to use to get to the future. Team learning involves transforming dialogue and intellectual interaction so that the collective output is greater than that of the sum of individual members'. Adding to this, Peter Senge et. al (1995) provided various definitions of a learning organization. These definitions are cited as follows (p. 51):

In a learning organization. . .

a. People feel they're doing something that matters – to them personally and to the larger world.

b. Every individual in the organization is somehow stretching, growing or enhancing his capacity to create.

c. People are more intelligent together than they are apart. If you want something really creative done, you ask a team to do it – instead of sending one person off to do it on his or her own.

d. The organization continually becomes more aware of its underlying knowledge base – particularly the store of tacit, unarticulated knowledge in the hearts and minds of employees.

e. Visions of the direction of the enterprise emerge from all levels. The responsibility of top management is to manage the process whereby new emerging visions become shared visions.

f. Employees are invited to learn what is going on at every level of the organization, so they can understand how their actions influence others.

g. People feel free to inquire about each others' (and their own) assumptions and biases. There are few (if any) sacred cows or undiscussable subjects.

h. People treat each other as colleagues. There's a mutual respect and trust in the way they talk to each other, and work together, no matter what their positions may be.

i. People feel free to try experiments, take risks, and openly assess the results. No one is killed for making a mistake.

Chris Argyris and Donald Schon (1996) introduced the concept of Single-Loop and Double-Loop learning when defining organization learning. They defined single-loop learning as "instrumental learning that changes strategies of action or assumptions underlying strategies in ways that leave the values of a theory of action unchanged" (p. 20). This form of learning they purported brought about little to no changes in the organization. Double-loop learning as they defined it is "learning that results in a change in the values of theory-in-use, as well as in its strategies and assumptions" (p. 21). Two important components of the single and double loop learning concept are inquiry and error detection. In single-loop learning, no questioning takes place because the organization is focused on only detecting errors and correcting them and then going back to doing things as usual. Double-loop learning on the other hand, detects and corrects errors so as to bring about changes in the organization resulting in the organization going back to do things differently. Questioning is a vital component of double-loop learning. Argyris and Schon also shed light on the third loop of learning where the organization learns how to learn. This is contrasted with the fact that in single-loop learning, organizations follow the rules and in double-loop learning organizations change the rules.

Sessa and London (2006) defined organizational learning as a collective form of individual learning, the development of culture, continuous improvement, innovation, and systems that learn. Marquardt (1996) likewise, defined organizational learning as a process that engages the whole organization and its members in the pursuit of visions and goals while adopting systems thinking and creativity in accessing information. Everyone is actively striving to improve the organization and work in an environment that encourages them to keep this drive going so as to enable the organization to continuously adapt to changes that it faces. In building the learning capacity of an organization, Marquardt suggested that three dimensions needed to be considered, namely speed of learning, depth of learning, and breadth of learning.

DiBella and Nevis (1998) adopted an integrated strategy in defining organizational learning. They argued that all organizations are learning systems and that learning conforms to organizational culture. They also explained that organizations adopt different styles in learning and that this learning is facilitated by many generic processes. Organizational learning to them is a cyclic process that involves knowledge acquisition, knowledge dissemination, and knowledge use. Their in-depth analyses of the elements of this cycle are simplified in Figure 2.9.
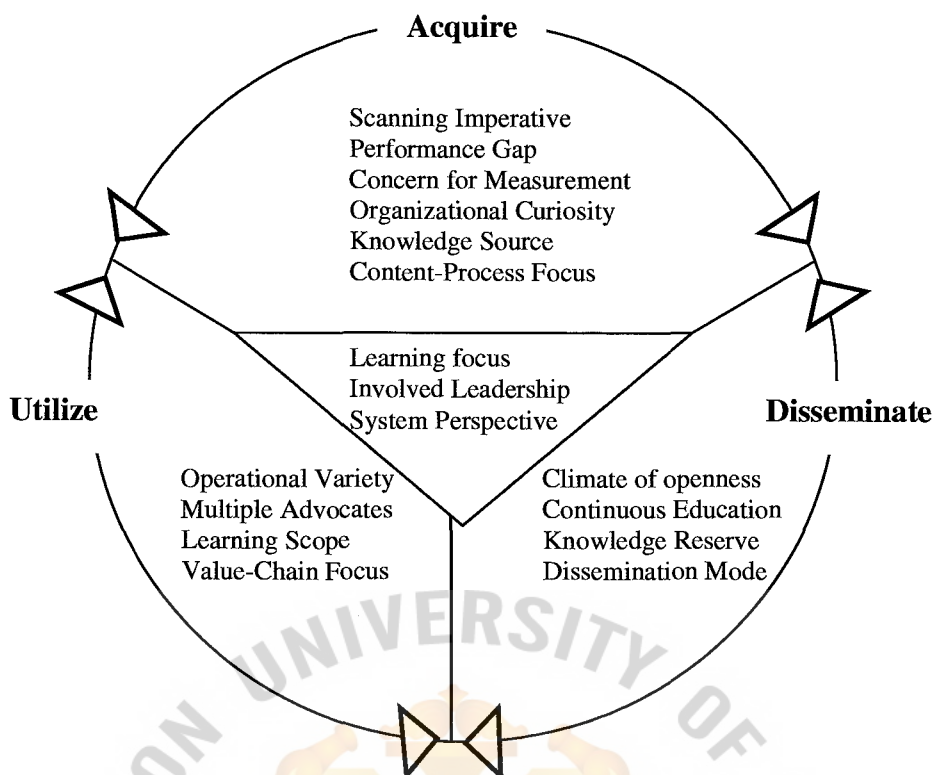
Figure 2.9 Elements in Our Integrated Approach Mapped Onto the Learning Cycle

From DiBella, A., & Nevis, E., 1998 p. 38

Important points to note here are that there are varying concepts as to what organization learning is, and debates and arguments are still carried out to further clarify the distinction between organization learning and learning organization. Whatever the definition maybe, a process seems to be embedded in the definition, making a clear distinction between individual and group learning and organization learning. Furthermore, in facilitating learning at the organization level, it is clear that many aspects of the organization need to be put under a microscope and analyzed before deciding upon best practices and approaches to enable an organization to learn effectively. Finally, it is also clear that organization learning involves the collective learning of groups/teams within an organization but it is not segregated from individual learning, rather it is a transformed type of learning that takes place in an organizational setting.

2.1.2 Justification Two: In fostering effective learning, elements that influence an
organization's ability to sustain its learning are individual motivation to learn, team
dynamics, and organization cultural practices.

Three elements the researcher focused on were individual motivation to learn, team

dynamics, and organization cultural practices. These elements have been found to influence

the learning that takes place within an organization and possess a plethora of dimensions

thereby making only some known while others are left to be discovered through research.

2.1.2.1 Individual Motivation to Learn

Employees are motivated to learn in an organization for various reasons. Richard

Remedios and Nick Boreham (2004) in their study about organization learning and

employees' intrinsic motivation discovered that employees are motivated to engage in

learning-related activities for various motives and argued that "by identifying how much

enjoyment employees report towards the various initiatives, then this also reflects the

likelihood they will engage with or pay attention to those initiatives in the future" (p. 226).

They carried out their study by structuring work in different ways. Doing so, they believed it

would bring about a process of organizational learning. The four ways they structured work

for their study were (a) using the Systematic Approach (SA) where employees were

encouraged to solve problems independently, thus creating a sense of empowerment and a

'master-approach' to problem solving; (b) using the Procedures and Competence

Development Methodology (PCDM) where process operators were brought in to create

specific procedures that needed to be carried out in order to get tasks done and to carry out

the set protocols strictly (forced compliance); (c) the Tasks and Targets (TAT) initiative

where line managers set individual objectives for each employee and linked these objectives

to pay so that the more targets employees reached, the more they would get paid, and (d)

using Benchmarking where employees compared their performance results with set targets to determine how well they were doing and this practice also influenced the type of feedback employees received therefore influencing their motivation. Out of the four, the Systematic Approach (SA) and Procedures and Competence Development Methodology (PCDM), and the Tasks and Targets (TAT) initiative were considered 'knowledge-sharing' activities and activities that encouraged individuals to engage in more tasks so as to improve their knowledge of the business they were in. Respondents in their study ranked the Systematic Approach as providing them with the most motivation to engage in the learning activities involved. The summary of their findings can be seen in Figure 2.10.

Company Initiatives	Comments on personal autonomy	Comments on competence and task orientation	Motivational rank
SA	High autonomy because individuals decide between themselves the best courses of action.	What targets there are will usually be resolved in the group so, in this sense, individuals will probably experience positive feedback. No personal pressure to perform well.	1
PCDM	High autonomy because individuals decide between themselves the best courses of action. However, the system is stringent, which may undermine autonomy.	What targets there are will usually be resolved in the group so, in this sense, individuals will probably experience positive feedback. No personal pressure to perform well. There is pressure to follow procedures once they are adopted.	2
TAT	Autonomy is likely to be undermined by the degree that individuals agree with the tasks and targets set for them. Many of these are imposed and only some are through genuine consultation. Autonomy is moderate.	If tasks are within individual capabilities, likely to experience positive feedback. Pressure to perform is high but if tasks are considered within individual capabilities, orientation is unlikely to be experienced as threatening.	3
Benchmarking	No control	High likelihood of failure. High pressure to perform well.	4

Figure 2.10 Motivational ranking of Company U initiatives based on the intrinsic motivation concepts of autonomy and task orientation.

From Remedios, R., & Boreham, N., 2004 p. 225

In analyzing an individual's intrinsic motivation to learn, Deborah Stipek (1993) explained in her book *Motivation to Learn* that "Human beings are naturally disposed to develop skills and engage in learning-related activities; external reinforcement is not necessary because learning is inherently reinforcing; individuals learn best when they see themselves as engaging in learning behavior for their own intrinsic reasons – because they want to rather than because they have to. Working on tasks for intrinsic reasons is more enjoyable, and results in more learning, than working on tasks for extrinsic reasons, such as pleasing a person in authority, obtaining a reward, or escaping punishment" (p. 60-61). She further elaborated on the various perspectives behind intrinsic motivation to learn by pointing out that individuals seek opportunities to learn because they want to develop competencies, because they are curious, and because they feel the need to be autonomous. She also recognized that extrinsic motivation played a part in an individual's learning in a negative way. She expanded this analysis by pointing to research that concluded that extrinsic rewards in the form of task-contingent rewards (rewards given when an activity is completed) and performance-contingent rewards (rewards given when a target level of performance is reached) used to motivate individuals to learn were ineffective and undermined intrinsic motivation.

Similar to Deborah Steipek's belief that individuals learn because they 'want' to learn Morris Bigge and Maurice Hunt (1980) also identified the importance of individuals wanting to learn. They amplified on the differences between intrinsic, extrinsic, and interactive motivation to learn. While intrinsic motives are largely 'inner', extrinsic motives dwell in the outer environment of individuals, and interactive motives to learn are connected to both the inner want to learn and the outer environment. They argued that motivation to learn is more interactive than purely intrinsic or extrinsic. They also accepted achievement motivation as a concept useful in understanding why human beings learn. Bigge and Hunt defined

achievement motivation as "the expectancy of finding satisfaction in mastering challenging and difficult performances" (p. 96). They characterized the conditions that need to prevail in order for achievement motives to be developed in learners. These conditions are that learners "can give reasons for developing a given motive, understand that the motive is realistic, can link the motive to deeds and daily events in life, commit themselves to concrete goals, keep a record of progress, have honest and warm support, engage in self-study, and feel that they belong go a successful group" (p. 96). Some motives that drive individuals to want to achieve are the need to compete, attain a challenging target or goal, make a unique contribution to the organization, solve a complex problem, carry out a challenging assignment successfully, or simply to develop better ways of doing things (Wexley & Yukl, 1984). According to McClelland's Achievement Motivation Theory, people are motivated to go the distance because of their wanting to solve problems, wanting to attain power or have power, and wanting to build positive intimate relationships with others (Champoux 1996, Nelson & Quick 2003). However, Bigge and Hunt analyzed early and contemporary theories of the motivation achievement theory and identified Edward L. Deci and Bernard Weiner as the two prominent researchers in the contemporary field of achievement motivation. Deci and Weiner contributed to the motivation achievement theory by introducing a more rounded and balanced cognitive theory and analyzing how the causes that people attribute to their wanting to do things and their actually doing them affect motivation and performance. Early prominent theorists of achievement motivation identified by Bigge and Hunt include David McClelland and J.W. Atkinson. Atkinson's model of achievement motivation, to them, is also useful in understanding achievement motivation because "Atkinson asserted that people tend to approach and engage in achievement-related tasks if there is a probability of success and to avoid tasks if there is a probability of failure" (p. 101). Atkinson's model basically divides motivation into extrinsic and intrinsic. Extrinsic motivation comes from our engaging in

activities so as to reach targets or goals set whereas intrinsic motivation comes from our engaging in activities because of the satisfaction we gain from doing them (Porter, Bigley, & Steers 2003). However, they identified one weakness in Atkinson's model being that his model did not properly integrate extrinsic motivation with intrinsic motivation. Enhancing on Atkinson's model, Deci's Self-determination Theory, Cognitive evaluation Theory and Organismic integration Theory integrate intrinsic and extrinsic motivation by linking external events that have an effect on internal motivation to extrinsically motivated actions that can in turn become self-determined and still induce commitment and authenticity (Porter, Biley, & Steers, 2003). Following McClelland and Atkinson's work, they also identified Weiner's cognitive-attribution theory as helpful in understanding achievement motivation. They described Weiner's S-C-R model where C stands for cognitions, S for stimulus and R for response. The S-C relationship in Weiner's model represents information and concepts that allow people to build perceptions about their environment while the C-R relationship represents the link between the output of the S-C relationship and behavioral responses resulting from the C-R relationship. Bigge and Hunt also labeled the causal factors that revolve around Weiner's S-C-R model and they are ability, effort, task difficulty, and luck. These causal factors are also able to be classified on the basis of what an individual sees as the source of control or on the factors' relative stability. The mentioned causal factors' intrinsic and extrinsic qualities are then shifted in an individual's perception accordingly.

In their study on what influenced an individual's learning at work, Jane Bryson et. al (2006) discovered that the organization's provision of capability development opportunities as well as an individual's proactive behavior had an impact on employees' motivation to engage in learning at their workplace. However, they concluded that the nature of the organization will mean that development opportunity needs will be experienced differently. Similarly, A.D. Amar (2004) in creating an integrating motivation dynamics and antecedents

model to understand what motivated knowledge workers to innovate identified three antecedents as being motivators. These were (a) job antecedents, which are brought about by directly engaging in the job; (b) outcome antecedents, which take the form of rewards and extrinsic motivators; and (c) organizational system antecedents, which includes the work environment, policies and practices, management philosophies, organizational culture, image and the position in the markets and industry, financial conditions, economic situation outside that affect the organization directly and indirectly. Another contribution is that of Daniel Levinthal and Claus Rerup (2006) who in their study identified established action repertoires, routines, and established role structures as factors that influenced employees' mindfulness in terms of learning within an organization. Alexander Ardichvili, Vaughn Page, and Tim Wentling (2003) in their research on employees' motivation to share knowledge found that one reason employees engaged in learning with each other was that they viewed knowledge as a public good that belonged to the whole organization. Other motivations classified were the need to establish themselves as experts, and the want to mentor new employees. In clarifying barriers to knowledge sharing, they found that employees did not engage in knowledge sharing when they perceived their contribution as irrelevant and unimportant, when they feared they might lose face and let their colleagues down, or when they thought they might mislead their colleagues, and fear of criticism.

Maria C. Osteraker (1999) in reasoning motivation in a learning organization put forward a dynamic triangle of motivation which brought together three main dimensions, namely social, mental, and physical. She argued that "all individuals have these needs in some proportion, but their importance to the individual differs from person to person according to which dimension is the most dominant for that particular individual at that specific time. This difference can also be seen between organizations, culture and so on and it indicates that a dynamic force must be included to describe accurately the motivational

process in a specific organization" (p. 75). The force that binds these three dimensions, as described by Osteraker is represented by our values and attitudes – which represent the fourth dimension of her triangle. This dimension is located in the middle of the triangle and it is called the identity dimension. The identity dimension, she purported, represents the model's coefficient of change and is influenced by both external and internal factors. She also explained that in a learning organization employees need to be involved in the various processes at work and this would likely improve their motivation.

Lynch and Kordis (1988) in their analysis of the individual's thinking orientations along with their behavior and personality orientations shed light on the four main segments of the human's mind that allow us to interpret our learning. These segments are namely I-Control, I-Explore, I-Preserve, and I-Pursue. From this it can be understood that individuals who engage in learning are motivated to learn for different reasons. For individuals who are dominant in the I-Control segment learn in order to gain information, to solve problems, to understand the world around them. They rely on details, facts, and evidence, and like everything to be laid out in an organized and systematic way. Individuals who are dominant in the I-Explore segment engage in learning in a more creative way, seeking new answers, new solutions, new ideas and concepts, new ways of solving problems. On the other hand, individuals who are dominant in the I-Preserve segment engage in learning in order to preserve relationships, understand the people around them, and relate to the relationships that they've formed. Finally, individuals who are dominant in the I-Pursue segment engage in learning in order to pursue goals and targets that they've set and to get things done in a timely manner while achieving desired results and being ahead of others.

Important points to note here are that 1) an individual's motivation to learn does not solely begin from the inside or brought about by external factors alone, but rather an interaction between the two, and 2) that employees in an organization are motivated to

engage in learning for various and differentiated reasons. Moreover, individual motivation to learn affects how an individual engages in learning when working with others and therefore play a role in the team dynamics of the group.

2.1.2.2 Team Dynamics

Various definitions exist regarding the meaning of team dynamics. According to Zachary and Kuzuhara (2005) team dynamics refers to "the characteristics of the process through which members of a team interact with each other. This includes patterns of communication, conflict resolution, decision-making styles, and the culture of the team" (p. 194). Gay Lumseden and Donald Lumsden (2000) defined teams as revolving around relationships, processes, and purposes. They stated that "A team is a diverse group of people where members share leadership responsibility and a common identity is created. Members work to achieve mutually defined goals and work within the context of other groups and systems" (p. 13). They in turn viewed team dynamics as the attributes that influenced the team's processes, namely competence, trustworthiness, co-orientation, and individual dynamism. Johnson, Heimann, and O'Neill (2000) defined team dynamics using the wolf pack concept and identified attitude, uniqueness, communication, creativity, and play as the dynamics that made up a team. They purported that these were essential dynamics for teams of the 21st century. They also cited some reasons for organizations to adopt teams. These were reduced costs, reduced workforce, increased profits, closeness with customers, fewer bureaucratic layers in management, shorter marketing time, increased employee motivation and commitment, and increased recognition of individual employees' contributions.

In discussing teams and team dynamics, Anne Donnellon (1996) identified some factors that influenced the shaping of dynamics within a team. These are illustrated in Figure 2.11.
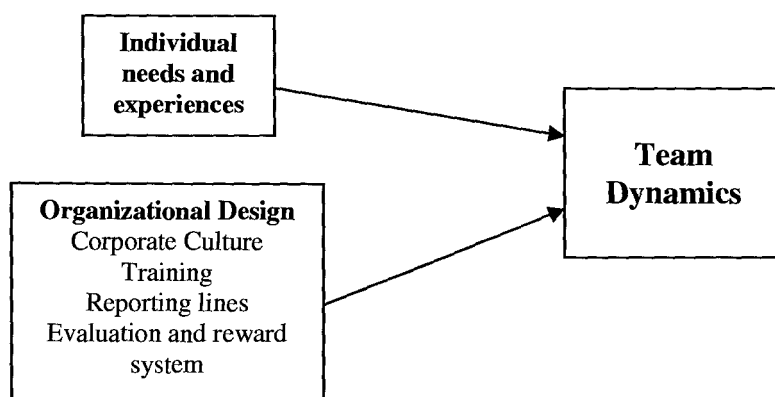
Figure 2.11 Factors shaping Team Dynamics

From Donnellon, A., 1996 p. 27

Likewise, different opinions exist as to the type of teams that are formed in an organization. James Shonk (1997) identified the following as constituting the types of teams that exist based on the level of autonomy provided in an organization:

- Suggestion teams: consisting of advisory committees

- Problem-solving teams: consisting of quality circles, interfunctional teams, and total system task forces

- Semiautonomous teams: consisting of business unit teams, and work unit teams

- Self-managing teams: consisting of business unit teams, and autonomous work teams.

Dennis Kinlaw (1991) defined teamwork as "the functional and qualitative aspects of what work units do when they act like a team. Qualitatively, teamwork describes the functioning of a group of people who are closely knit around a common purpose, who work easily together, and who have positive work relationships. The functional meaning of teamwork is the ways people must work together and cooperate in order to produce some product or service that cannot be produced by a single person" (p. 3). In this line, he grouped teams according to the work they engaged in. The teams he classified were management groups, permanent work groups, temporary or special-purpose groups, interface groups, and

networks. In a broader sense, he also identified the difference between groups, teams, and superior teams as depicted in Figure 2.12.

Characteristics	Work Groups	Work Teams	Superior Work Teams
Functional	Teamwork *exists only* as task performance requires integrative or interactive processes.	Teamwork *exists in most* task performance processes and in most areas of team management.	Teamwork *exists in all* task performance processes and in all areas of team management.
Qualitative	Teamwork is *rarely* characterized by consistency, intensity, and restless dissatisfaction.	Teamwork is *often* characterized by consistency, intensity, and restless dissatisfaction.	Teamwork is *always* characterized by consistency, intensity, and restless dissatisfaction.

Figure 2.12 Relationships of Work Groups, Work Teams, and Superior Work Teams

From Kinlaw, D., 1991 p. 17

Furthermore, Kinlaw also proposed a model for superior team development and performance and identified essential characteristics in the model that need to be present in order for a team to function at its maximum best. His model is illustrated in Figure 2.13.
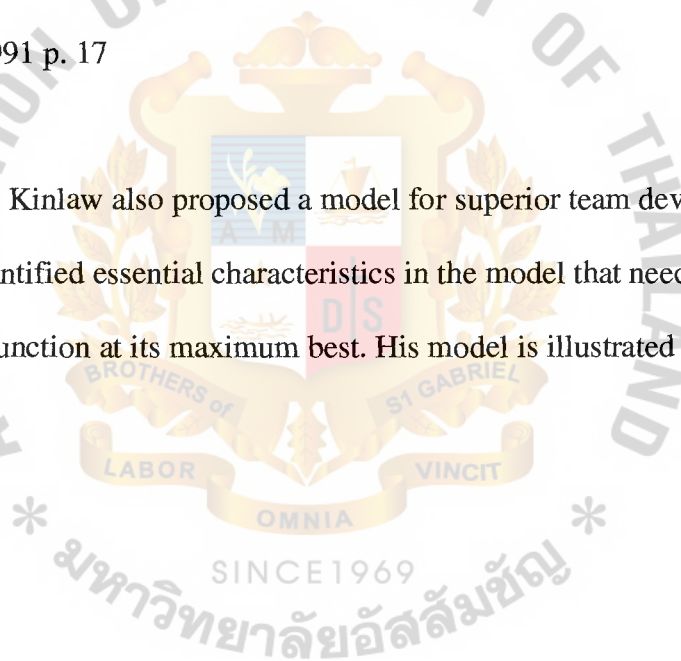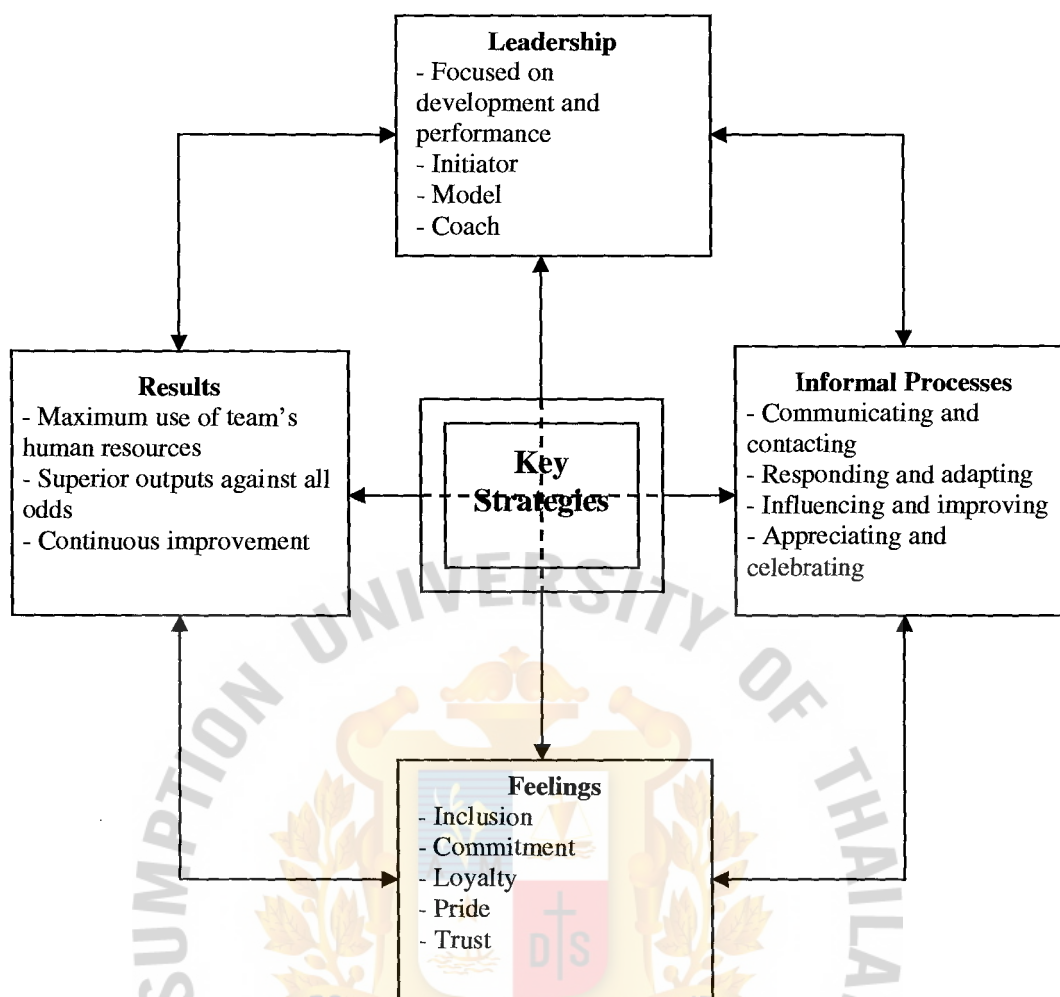
Figure 2.13 The Model of Superior Team Development and Performance

From Kinlaw, D., 1999 p. 42

Similarly, Johnson, Heimann, and O'Neill (2000) identified the essential elements of

a well-structured team. These are positive interdependence of group members, face-to-face

interaction, individual accountability/personal responsibility, teamwork skills (necessary for

decision making, trust-building, communication, and conflict management), and group

processing. They also stated that members in effective teams engaged in experimentation to

figure out new ways of doing things, sought best practices from other teams, were proactive

in problem solving, discussed differences in what members had to contribute, met various

targets, operated with increasing effectiveness overtime, and engaged in and were satisfied with their work.

Michael Colenso (1997) characterized only three types of teams in organizations, namely (a) task forces who come together to solve a problem; (b) quality circles who come together to continuously improve quality of products, services, or company functions and operations; and (c) project teams who come together to research and provide advise on how to develop new products, services, and businesses.

Besides various types of teams existing in an organization, individuals who join teams or are a part of one bring in different qualities to a team. Gay Lumsden and Donald Lumsden (2000) identified these qualities as different perceptions, different abilities, and different backgrounds. Furthermore they defined unique characteristics of the team that individuals create when they work together. These are team culture and character. Under team culture, they explained that individuals eventually become part of the team culture and develop a shared team image that they identify with and they also develop a shared vision of why they work together and where they want to go. When discussing team character, they put forth three characteristics, being syntality, synergy, and cohesiveness. They explained that "Syntality is to a group what personality is to an individual" (p. 97) while synergy is the energy that is created when individuals work together and cohesiveness which is the degree to which team members are attracted to one another and to the group. John Maxwell (2002) in his book The 17 Essential Qualities of a Team Player identified the necessary personal attributes that an individual needs to bring to the team in order for it to function at the maximum. These qualities are: being adaptable, collaborative, committed, communicative, competent, dependable, disciplined, enlarging, enthusiastic, intentional, mission conscious, prepared, relational, self-improving, selfless, solution oriented, and tenacious.

Johnson, Heimann, and O'Neill (2000) explained in their study that teams succeed when there is a sense of empowerment in teams, when individuals in the team do what they feel is right, when teams are not afraid to take risks, when they look for answers from all around them and not just one way, when they are linked to the organization's strategies, when they ask for help when it is needed and are part of the solution, and when they look to themselves for answers rather than complaining. They also noted that while successful teams are not independent of the organization they are self-directed. Janette Bennett (2001) in her study of successful teams identified how learning determined a team's success within an organization. In using a model to guide her in her study, she discovered that "if the team is constructed to ensure it is able to educate those in its sphere of influence, then its empowerment provides the impetus to ensure that it does" (p. 19). The team she studied successfully engaged in a learning model she adopted. This model is illustrated in Figure 2.14.
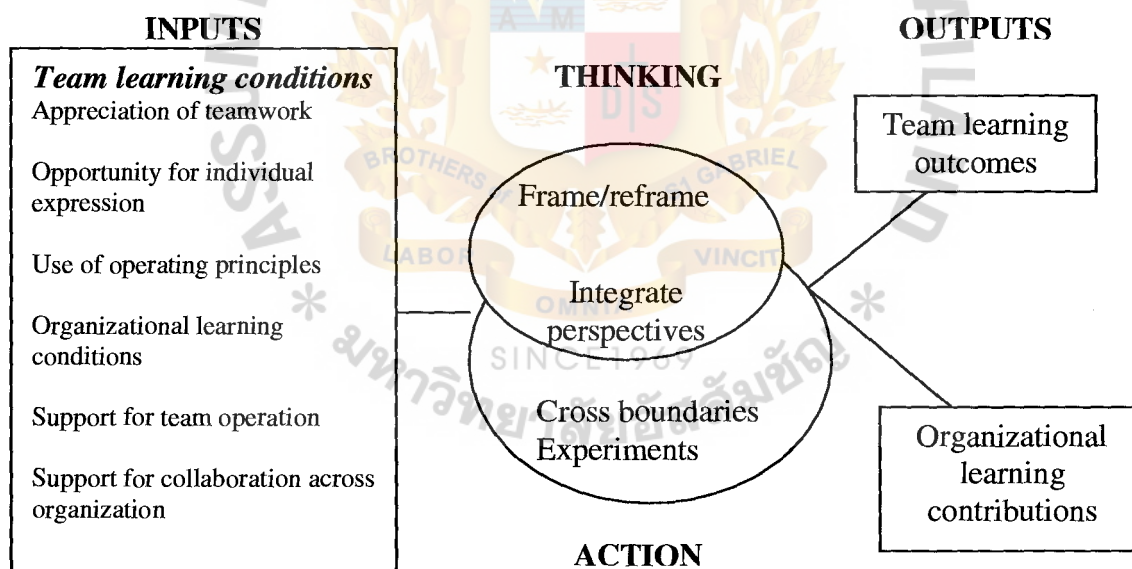
Figure 2.14 A Model of Team Learning

From Bennette, J., 2001 p. 16

One attribution to the success of teams could be the multidimensional nature of a team's climate (Loewen & Loo 2004). In their assessment of the multidimensional nature of team climate, Pamela Loewen and Robert Loo discovered important dimensions that

contributed towards the appreciation of the importance of team climate to a team's functions and processes. In their assessment it was revealed that in terms of the conditions that needed to prevail to develop a positive team climate, time was an important factor that needed to be taken into consideration when developing an effective team. Another important factor was the individuals themselves and this meant that positive individual differences and an understanding of those differences were prominent to the development of the team climate. They also found that balance in relationships and commitments were yet another important factor that contributed to the team's effectiveness and climate. Their assessment also revealed that strategies undertaken by the team influenced the team climate. They found that effective teams developed strategies to guide their various tasks and often used tacit tactics to improve their performance and chances of success while realizing that they were not always effective at developing strategies. Interaction amongst team members also was an influential factor of team climate. It was found that positive interactions improved team climate, while individuals had the potential to let the team down if they did not fulfill their obligations. Finally, consequence of team strategies and interactions also affected team climate. These took the form of goal sharing, effective team learning, and reviewing of expectations versus actual outcomes of the team. Besides these, Samuel Leung, Joseph Chang, and W.B. Lee (2003) in their study of how roles within teams affected team performance concluded that roles played by members in a team did have an impact on how the team performed and determined whether they were collectively effective or not. Castka, Sharp, and Bamber (2003) in their assessment of factors that affected successful implementation of high performing teams noted the following as having an impact on team effectiveness: the organization culture, allocation of time, space, resources, rewards, the teams task focus, alignment and interaction with external entities, measures of performance, knowledge and skills of individual members and the team as a whole, the needs of the individual in teams, and the culture of the group.

Power also influences learning in a team. Thomas Lawrence, Michael Mauws, and Bruno Dyck (2005) in their analyses of the influences of power and politics on organizational learning, argued that these two elements fueled the learning process and need to be cultivated and not 'remedied'. They identified a set of specific connections between political strategies and processes of organizational learning by arguing that "influence is useful to overcome the ambiguity and uncertainty associated with interpretation, force facilitates the accomplishment of collective action in the integration process, domination overcomes potential resistance to change and thus supports institutionalization, and discipline supports the development of the expertise that is necessary to foster intuition" (p. 188-189). Similarly, Blackler and McDonald (2000) also analyzed the influence of power in an organization's learning processes and discovered that while power did play a vital role, a lot is still needed to understand the role of power in organization learning. Power was also an element in a study conducted by Amy Edmondson (2002). Edmondson adopted a group-level perspective in organization learning and discovered that power did influence how groups and teams learned in an organization. Her findings included respondents being sensitive to power and hierarchy within the group and acting on that sensitivity thereby not being able to function as a team effectively. Groups and teams have different sources of power. They can derive power from critical resources, their ability to cope with uncertainty, expertise or specialized functions important to the organization, and their unique work processes (Nelson & Quick, 2003).

Another dynamic that has been studied is team competition. Frank Szarka, Kevin Grant, and William Flannery (2004) studied the effects of competition on organization learning by engaging various teams in a competitive program. They adopted a model that treated learning as a process where knowledge was acquired, transferred, and then applied in the workplace. The results of their study are illustrated in the form of Figure 2.15.

Quality Improvement Competition (QIC)

Organizational Level

Goal is to achieve
and sustain
quality
improvements

Competition
criteria motivate
desired team
behavior

Teams that make
greatest
improvements are
rewarded

Project Level **Organizational learning through team
competition is the engine that powers the QIC**

Knowledge Acquisition	**Knowledge Transfer**	**Knowledge Acquisition**
Knowledge is gained and captured	Knowledge is shared and understood	Knowledge leads to action
- Benchmarking - Electronic info Retrieval - Brainstorming	- Training - Internal Specifications User Groups	- Manufacturing Methods - Project Management - Software Tools

Figure 2.15 Achieving Organizational Learning through Team Competition

From Szarka, F.E., Grant, K.P., & Flannery, W.T., 2004 p. 29

Research on communication and its effect on team learning have identified it as a

prominent dynamic in teams (Jacobs & Coghlan 2005; O'Brien & Buono 1999; Laiken 1997;

Liao 2006; Macneil 2001; Garavan, Carbery, & Murphy 2007; Koster, Stokman, Hodson, &

Sanders 2007). Li-Fen Liao's (2006) study on knowledge-sharing behavior where

communication and trust were found to have an impact on knowledge-sharing behavior shed

light on the fact that trust and communication played an important role in organization

learning. Laiken (1997) in his analyses of the role of dialogue in creating an environment for

organizational learning pointed out the importance of dialogue in fostering effective and

constructive communication. O'Brien and Buono (1999) also studied the importance and significance of interactive dialogue to creating learning in organizations and found that interactive dialogue provided many benefits to the learning processes that individuals engaged in, in their organization. Contrarily but in the same line, Jacobs and Coghlan (2005) analyzed the importance of listening to learning in an organization in the realm of communities of practices. They concluded that "a lack of listening actually impeded opportunities for social learning. Listening is a relational discursive practice that enables community members to constitute mutual relationships and to then engage in a process of intersubjective meaning generation. Listening might allow the tracking of impulses to viewpoints different to one's own. In turn, such a reflexive gesture might enable an acknowledgement of the difference, rather than either a rejection or pretended agreement" (p. 133-134). Anne Donnellon (1996) explained that "team talk, because it is so influential in shaping team dynamics, also influences the organization. As teams deliver their joint products or outcomes, organizations are influenced by them" (p. 29). She described six dimensions of team talk which are identification, interdependence, power differentiation, social distance, conflict management tactics, and negotiation process. Identification according to Donnellon allows team members to share a common identity while interdependence allows members to share responsibility. Power differentiation poses a problem for teams because of the direct display of power by significant members in the group. Social distance on the other hand helps overcome this problem by signaling closeness or inclusion. Conflict management tactics portray a critical part of a team's work together and the presence of conflict is believed to be less problematic than if it's not present. Negotiation processes are used to resolve some of these conflicts.

John Syer and Christopher Connolly (1996) explained that "As contact between members improves, the team reaches new levels of humor, excitement, directness,

brainstorming, and creative conflict. Engagement is total – as on occasion is deliberate withdrawal. The team adopts and refines productive norms of communication allowing the free exchange of information and the discovery of new ideas" (p. 102). In analyzing communication patterns in teams, they described three distinct phases that teams go through. The first phase involves inconsequential chat, the second involves meaningful discussion and the third involves 'shared in' references, jokes and a deeper level of personal disclosure. These stages are believed to be critical to a team's development as if movement through the phases are misjudged, conflicts can occur and communication can break down. They also identified factors that affected communication namely respect, trust, team spirit, and synergy besides which are also listening, speaking, and questioning skills.

In elaborating on the importance of communication to learning in organizations, Peter Senge et. al (1995) pointed out that "dialogue is not merely a set of techniques for improving organizations, enhancing communications, building consensus, or solving problems. It is based on the principle that conception and implementation are intimately linked, with a core of common meaning. During the dialogue process, people learn how to think together – not just in the sense of analyzing a shared problem or creating new pieces of shared knowledge, but in the sense of occupying a collective sensibility, in which the thoughts, emotions, and resulting actions belong not to one individual, but to all of them together" (p. 358).

Important points to note here are that team dynamics brings together many dimensions of how team members work together and that researchers have identified communication and trust as important dynamics of learning in teams. Power also plays an influential role in the dynamics of a team. It is also important to note that team performance is very much affected by many factors surrounding the team both inside the team and outside in the team's environment both immediate and wide. When discussing team dynamics and how they affect the learning that takes place in an organization, it is also worth noting that the

cultural practices of an organization plays a part in how these dynamics are formed and how a team engages in group/team learning.

2.1.2.3 Organization Cultural Practices

Organization culture practices are another factor that plays a role in the learning processes in an organization. Research studies have shown that an organization's culture influences the learning that takes place within the organization (Lipshitz, Popper, & Friedman 2002; Chang & Lee 2007; Balthazard, Cooke, Potter 2006; Lai & Lee 2007; Al-Alawi, Al-Marzooqi & Mohammed 2007; Pillania 2006; Alavi, Kayworth & Leidner 2006; Schein 1996). A culture of an organization exists in the form of artifacts, language, behavior patterns, norms, values, heroes, symbols, beliefs, attitudes, ethical codes, basic assumptions, and its history that all formed or were created from the establishment of the organization and evolved over time. This evolvement or change is brought about by various factors but mainly by the influence of dominant leaders, the organization's history, technology, the industry the organization is in, clients and customers, the organization's expectations, the organization's information and control systems, legislation and the environment of the organization, procedures and policies, reward systems and measurement, the organization's structure and resources, and the organization's goals values and beliefs (Brown 1998).

In their study of organization culture and organization learning, Al-Alawi, Al-Marzooqi, and Mohammed (2007) adopted the framework depicted in Figure 2.16 to conduct their research.
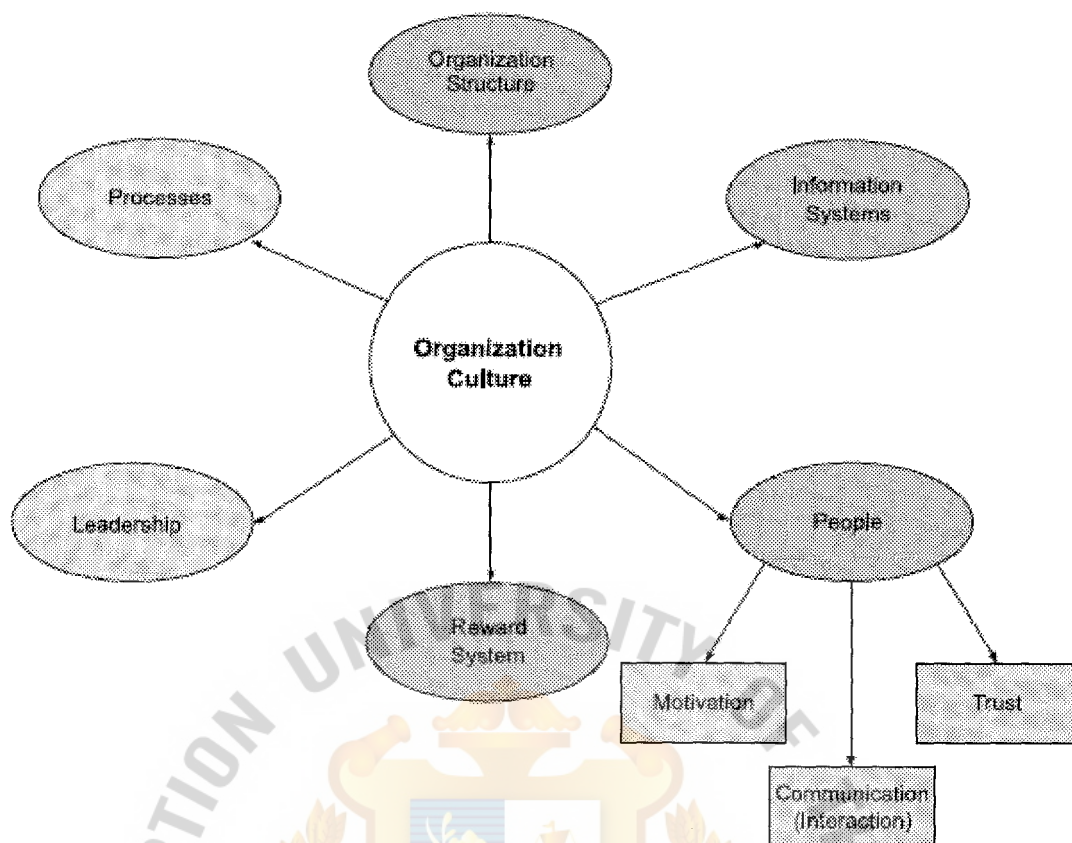
Figure 2.16 Organization Culture Framework based on the work of Gupta and Govindarajan, 2000

From Al-Alawi, A.I., Al-Marzooqi, N.Y., & Mohammed, Y.F., 2007, p. 23

Following this framework, they focused on factors that were identified as influential in the success of knowledge sharing in organizations. One of these factors was organization structure. They hypothesized that certain aspects of organization structure had a positive relationship with knowledge sharing in organizations. Their findings indicated that knowledge sharing was indeed influenced by the structure of the organization.

Edgar Schein (1996) believes that the occupational cultures that exist in an organization can promote and deter organizational learning. The three important cultures of management that influence learning in the organization according to Schein are the culture of engineering, CEOs, and operators. These cultures "are worldwide occupational communities

that have developed a common worldview based on their education, their shared common technology, and their work experience" (p. 17). Schein also argued that "organizations will not learn effectively until they recognize and confront the implications of the three occupational cultures. Until executives, engineers, and operators discover that they use different language and make different assumptions about what is important, and until they learn to treat the other cultures as valid and normal, organizational learning efforts will continue to fail" (p. 18).

The sharing of knowledge in an organization, a vital component of organizational learning, is also influenced by the organization's culture. Pillania (2006) in her study of the impact of organization culture on knowledge management found that cultural mindsets and misconceptions about knowledge sharing in organizations prevented them from adopting learning practices that could help promote an organization's performance. Using Schein's cultural framework, i.e. basic assumptions, values, and artifacts, Alavi, Kayworth, and Leidner (2006) also studied the effects of organization culture on knowledge management practices. Their findings indicated that values at the organization level did influence the ways in which local values (at group levels) were formed and that these values varied from group to group and therefore created different outcomes for the organization. Ming-Fong Lai and Gwo-Guang Lee (2007) in their study of the relationships of organizational culture toward knowledge activities (knowledge sharing) in organizations also unearthed that a culture that values flexibility and has an external focus was more likely to successfully promote and manage knowledge sharing in the organization. Balthazard, Cooke, and Potter (2006), similarly, discovered in their study that constructive cultural norms had a positive impact on performance results and that defensive cultural norms impacted performance negatively both at the individual and organization level. Chang and Lee (2007) in studying the relationship between organization culture and its impact on the operation of learning within the

organization discovered that culture did influence learning behaviors of individuals in the organization. They also found that transformational leadership had a much more positive relationship with organizational learning than transactional leadership.

Leadership is a vital component to facilitating a learning environment in organizations. Jayme Rolls (1995) explained that "the leader of a learning organization has to create the conditions in which employees have the supporting psychodynamics and infrastructure that allows them to move from 'change fragile' to 'change agile'. He/she helps encourage a shift of mind that is the learning organization's constant task, where managers see their primary job as facilitating members' experimentation and learning from experience" (p. 103). This leader is recognized as a transformational leader. Rolls pointed out that transformational leaders, in order to promote learning in organizations, needed to be attuned to the five disciplines of learning organizations as introduced by Peter Senge. She described transformational leadership as occurring when "managers broaden and elevate the interests of their workers, when they generate awareness and acceptance of the purposes and mission of the group, and when they motivate their people to look beyond their own self-interest for the good of the whole group. The new leaders have an extraordinary effect on their subordinates because they create meaning for them" (p. 108). Nelson and Quick (2003) defined transformational leadership as a type of leadership where leaders "inspire and excite followers to high levels of performance" (p. 406). This requires them to rely more on their personal attributes to lead followers rather than on their 'official positions' in the organization. Some of these personal attributes are charisma, inspiration, intellectual stimulation, and individualized consideration (Robbins, 2005). David Van Fleet and Ricky Griffin (2006) in their analysis of the role of a leader in an organization argued that leaders are "perhaps the most powerful determinant of organization culture" (p. 704). They also

pointed out that whatever the leader does in an organization, powerful messages are sent throughout the organization that can influence the culture and behavior of individuals.

Another cultural practice of an organization that can influence its learning is its learning network environment. Peter Senge, Michelle Dow, and Gavin Neath (2006) in their study of the impact of organizational partnerships on organizational learning found that different organizations, i.e. organizations with different goals and purposes that come together and work toward a common/shared purpose can also gain from learning together. Part of the learning they explained is derived from the fact that organizations have to learn to understand each others' differences and this understanding "can lead to more balanced and integrative pictures of complex problems, reveal limitations of what individual organizations can do, and identify areas where partnerships can have the greatest benefits for real and lasting changes" (p. 420).

Louise Knight and Annie Pye (2005) also studied the importance of network learning to an organization. They believed that learning was not associated with an organization's performance alone but also with the organization's partnership with other organizations through their network interpretations, structures, and practices. They argued that "If structures and practices increasingly reflect and are reflected in the values, identity and goals of the service, there will be a shared sense that progress has been made during the course of the episode that the network has moved forward. We see this notion of progress during the course of an episode as more relevant to analyzing network learning than performance" (p. 387). The learning process that takes place in a network, as described by Knight and Pye, revolves around developing meaning, commitment, and method between organizations in a network.

Bernard Simonin (1997) in his analysis of the importance of collaborative know-how to network learning discovered that experience alone was not enough to foster network

learning between organizations but that it must be internalized first so as to contribute to future partnership benefits. His study shed light on the fact that partnerships between organizations can help them develop skills in identifying future partnerships that will be of benefit to them. Organizations also learn how to negotiate partnerships, manage and monitor arrangements, know when to terminate partnerships, and how to transfer knowledge. Their study also shed light on the importance of internalizing negative and positive lessons learned into the organization' know-how so as to create specific guidelines for future actions.

David Lei and John Slocum (1997) studied the relationship between strategic alliance and organizational learning and found that organizations could build cooperative advantage by learning from their partnerships with other organizations. They explained that alliance-based learning was influenced by the contextual factors that surrounded organizations in partnership. These factors take the form of the business activity of the organization, the type of knowledge that is shared between organizations, and the organization's reward systems that are brought into the partnership. They argued that besides these contextual factors, "the firm's ability to capture the full potential for learning, however, will vary as the alliance evolves across distinct stages of alliance relationships" (p. 204). The stages of alliance evolution that they identified are the selection of a partner phase, the planning and negotiating phase, and the implementation and controlling phase. In successfully engaging in these phases and promoting the factors that influence their learning, organizations in partnerships can gain cooperative advantage.

Important points to note here are that 1) an organization's culture is derived from many dimensions of the organization that evolves with time, 2) leadership, and organization's structure, and an organization's partnerships all contribute to an organization's ability to sustain learning, and 3) an organization's culture is a vital component that needs to be understood clearly so as to design effective organizational learning initiatives and practices.

2.1.3 Justification Three: In assessing organization learning sustainability/performance in nonprofit organizations, standard measuring tools need to be adapted to fit the nature of work of nonprofits and understand the learning phenomenon that takes place at a deeper level.

In order to design a worthwhile instrument to measure organization learning performance, it is good to note that there are different approaches to measuring an organization's ability to learn. These approaches are sometimes similar but there are cases where researchers adapt existing instruments for various studies.

2.1.3.1 The Dimensions of the Learning Organization Approach

In assessing organizational learning performance, one prevalent tool that has been used and adapted by researchers and organizations is the Dimensions of the Learning Organization Questionnaire (DLOQ) created by Victoria Marsick and Karen Watkins. The questionnaire grew out of their own research and practice Marisck and Watkins explained that "The DLOQ measures important shifts in an organization's climate, culture, systems, and structures that influence whether individuals learn" (Marsick & Watkins, 2003 p. 133). The DLOQ focuses on seven key dimensions of a learning organization and two constructs that measure organizational learning performance. The definitions of the constructs for the DLOQ can be viewed in Figure 2.17.

Dimension	Definition
Create continuous learning opportunities	Learning is designed into work so that people can learn on the job; opportunities are provided for ongoing education and growth.
Promote inquiry and dialogue	People gain productive reasoning skills to express their views and the capacity to listen and inquire into the views of others; the culture is changed to support questioning, feedback, and experimentation.
Encourage collaboration and team learning	Work is designed to use groups to access different modes of thinking; groups are expected to learn together and work together; collaboration is valued by the culture and rewarded.
Create systems to capture and share learning	Both high- and low-technology systems to share learning are created and integrated with work; access is provided; systems are maintained.
Empower people toward a collective vision	People are involved in setting, owning, and implementing a joint vision; responsibility is distributed close to decision making so that people are motivated to learn toward what they are held accountable to do.
Connect the organization to its environment	People are helped to see the effect of their work on the entire enterprise; people scan the environment and use information to adjust work practices; the organization is linked to its communities.
Provide strategic leadership for learning	Leaders model, champion, and support learning; leadership uses learning strategically for business results.
Key results	
Financial performance	State of financial health and resources available for growth
Knowledge Performance	Enhancement of products and services because of learning and knowledge capacity (lead indicators of intellectual capital)

Figure 2.17 Definitions of Constructs for the Dimensions of the Learning Organization

Questionnaire

From Marsick, V.J., & Watkins, K.E., 2003 p. 139

Miguel Hernandez (2003) adapted the DLOQ for his research on assessing tacit knowledge transfer in Colombian businesses. In his adaptation he included his own unified analytical model that "enabled the researcher to sort out the contradictions that exist when different factors affecting the internal transfer of knowledge are considered collectively. The process of tacit knowledge transfer is influenced by an organizational environment in which continuity of interaction, information redundancy, and trust are fostered. The determinants of this environment are the seven dimensions of the learning organization" (p. 217). Furthermore, the DLOQ was translated and validated into Spanish to suit the context of his research.

Baiyin Yang (2003) in his study on the identification of valid and reliable measures for the learning culture in an organization argued that "although people initiate change on

their own as a result of their learning, organizations must create facilitative structures to support and capture learning in order to move toward their missions. It is hypothesized that three variables, system connections, embedded systems, and provide leadership for learning, are the mediators between individual-level learning activities and organizational outcomes" (p. 155). As a result of his analyses, an abbreviated version of the DLOQ was created following his theoretical framework as depicted in Figure 2.18.
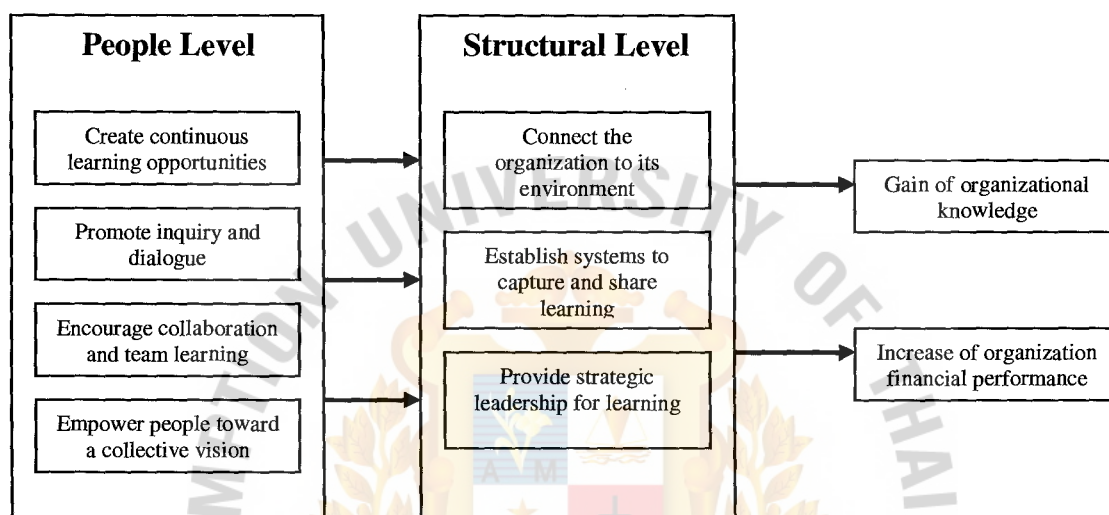
Figure 2.18 Theoretical Framework of Learning Culture and Organizational Performance

From Yang, B., 2003 p. 156

Rebecca Fatima Sta. Maria (2003) in assessing organizational learning performance and innovation in the Malaysian Pubic Sector merged the DLOQ with the Concerns-based Adoption Model (CBAM) developed by Hall and Hord. Maria explained that the CBAM model provided an understanding of the innovation process inside an organization. She made use of two dimensions of the CBAM model namely the stages of concern (SoC) and the level of use (LoU). The final instrument used was also translated into Bahasa Melayu (Malay).

The DLOQ was also adapted to fit the Nonprofit Sector by Susan McHargue (2003). She identified characteristics between nonprofits and for-profit organizations that called for

the adaptation of the DLOQ in order to be successfully used in measuring learning performance in nonprofits. These characteristics are mainly:

1) Nonprofits focus more on time, energy, and resources and not on the organization and its employees which for-profits usually do because of the realization that employees can help improve products and services

2) The salary scale is typically lower in nonprofits compared to that of for-profit organizations

3) Nonprofits are more concerned about funding for the services they provide rather than funding for skill building

4) Nonprofits often compete with each other for funding and fear working as a network because of the danger of losing identity and 'funding' share while for-profits believe in the value of collaboration in gaining business success

5) There is no direct connection between product/service and the resources used in nonprofits

6) Performance measurement in nonprofits is difficult

7) Nonprofits usually work with a volunteer base and have little control over the number of volunteer workers, the quality of their service, the levels of their skill, and the length of stay.

Taking these characteristics into consideration, McHargue came up with a conceptual and performance model that allowed the DLOQ to be adapted and used in nonprofit organizations. This model along with the findings of the study are depicted in Figure 2.19.
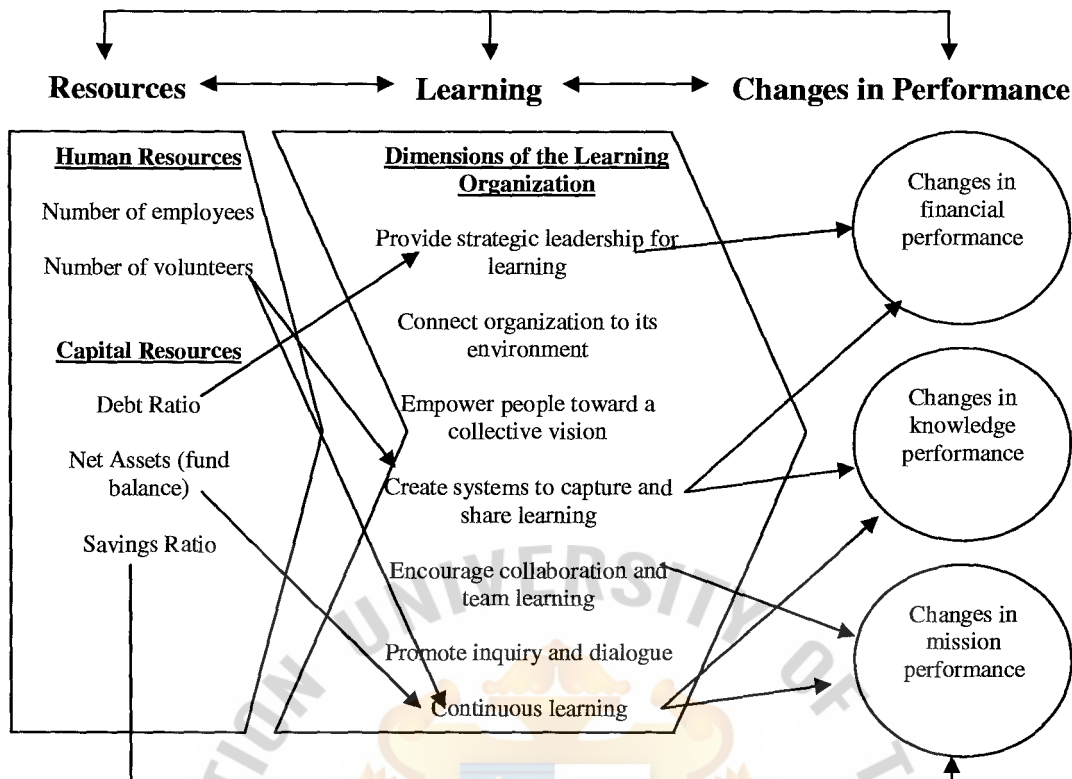
Figure 2.19 Conceptual and Performance Model

From McHargue, S.K., 2003 p. 199

McHargue also pointed out that "performance measures are important to the ongoing credibility of NPOs to demonstrate that they are realizing positive outcomes from their services and programs. The DLOQ is a viable tool for showing the link between that performance, the organization's resources, and the organization's progress toward becoming a learning organization" (p. 199).

2.1.3.2 The Organization Learning Mechanisms (OLMs) Approach

Another method of assessing organization learning performance revolves around focusing on the learning mechanisms within an organization. Anona Armstrong and Patrick Foley (2003) in their research on organizational learning mechanisms that promote and

operate learning in an organization and their construction of an instrument to assess learning

performance focused on four categories of OLMs namely the learning environment,

identifying learning and development needs, meeting learning and development needs, and

applying learning in the workplace. With these, they designed twelve scales to include in

their Learning Environment Questionnaire (LEQ). The correspondence between these twelve

scales and the areas of their questionnaire are illustrated in Figure 2.20.

Issue	Factors	Section
Learning environment	S1 Mission linked learning	1
	S2 Facilitative learning environment	
	S3 Mission support	
Identifying learning and development needs	S4 Learning identification satisfaction – section/work units	2
	S5 Learning identification satisfaction – immediate supervisor	3
Meeting learning and development needs	Learning and development needs: S6 Organization support	4
	S7 Low personal impact	
	S8 Mentoring and coaching	
	S9 Training satisfaction	5
Applying learning in the workplace	S10 Learning application – suitability	6
	S11 Learning application – effectiveness	
	S12 Learning application – immediate supervisor support and feedback	7

Figure 2.20 Scales confirmed by Factor Analysis of the items measuring each of the issues

From Armstrong, A., & Foley, P., 2003 p. 76

Shmuel Ellis and Noga Shpielberg (2003) in their investigation of the relations

between environmental/technological uncertainty and organizational learning mechanisms

constructed a questionnaire that assessed the learning performance by constructs created to

measure perceived uncertainty and measure the intensity of the usage of organizational

learning mechanisms. They "chose to treat the construct of organizational learning

mechanisms by referring to intra-organizational procedures that reflect the five elements of

learning in organizations" (p. 1244). These five elements constitute formal learning processes, information dissemination, training, information gathering, and information storage and retrieval.

2.1.3.3 Other Approaches

Rosemary Hill (1996) suggested a learning culture model and a learning culture survey that can be used in measuring an organization's learning performance. She combined a learning process component with a cultural model of an organization, and these can be seen in Figure 2.21.

Figure 1 The learning process component   **Figure 2** The cultural web of an organization
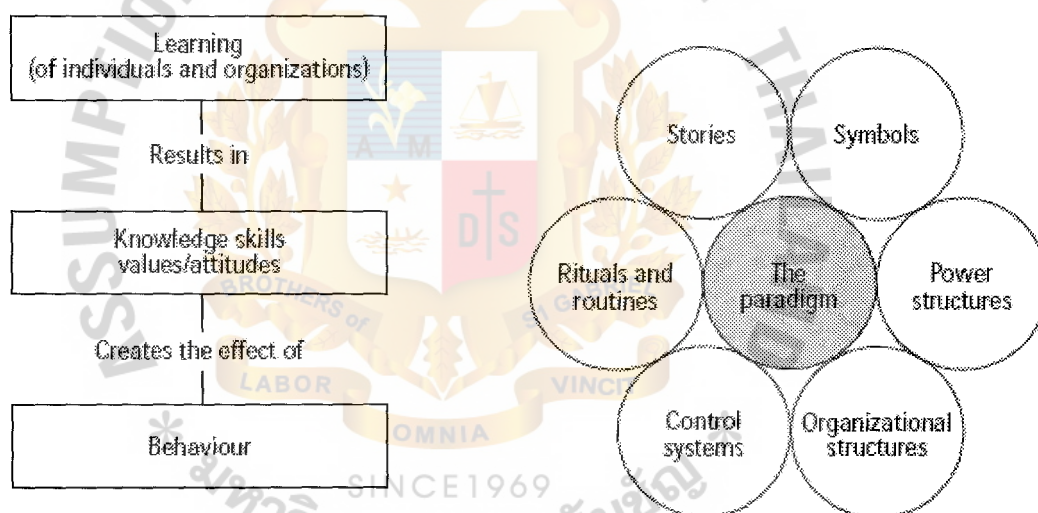
Figure 2.21 The learning process component and cultural web of an organization

From Hill, R., 1996 p. 21

Peter Smith and Paul Tosey (1999) introduced two approaches to the assessment of organization learning. They described these two approaches as "an approach based on a three field system (focus, will, capability) for modeling performance, where performance is driven by the general business outcomes or learning organization ideals desired" and "An approach

based on a model of organizations as energies of consciousness" (p. 107). The first approach is illustrated in Figure 2.22 and Figure 2.23. and the elements of the second approach are described in Figure 2.24.
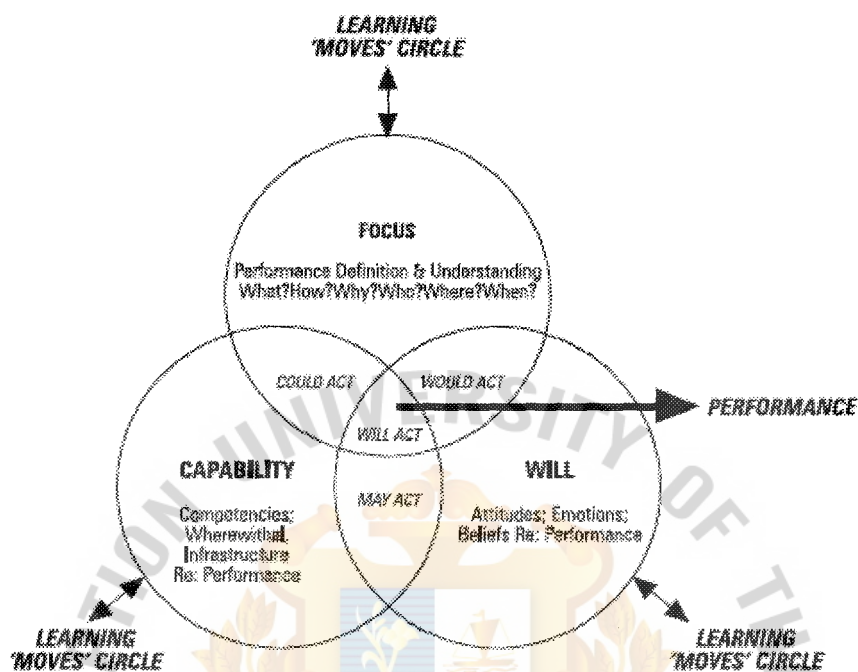
Figure 2.22 The Performance System

From Smith, P.A.C., & Tosey, P., 1999 p. 108
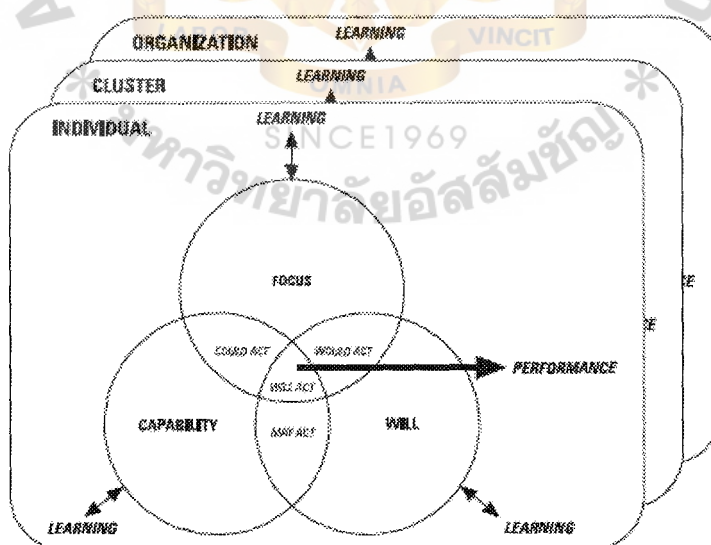
Figure 2.23 All levels based on the same model

From Smith, P.A.C., & Tosey, P., 1999 p. 110

Table II Approach B — energy designations and associated themes	
Existence	Survival, safety, transitions
Action	Activity, competition, "chemistry"
Order	Form, design, structures, plans, goals
Heart	The intrepersonal, social, political
Truth	Meanings, beliefs, communication, expression
Insight	Holism, irony, wisdom, new paradigm thinking
Spirit	The transpersonal, the sacred

Figure 2.24 Energy Designations and Associated Themes

From Smith, P.A.C., & Tosey, P., 1999 p. 111

In their article Benchmarking the Learning Capability of Organizations, Swee Goh and Gregory Richards (1997) defined a learning organization as having the following qualities: clarity of purpose and mission, leadership commitment and empowerment, experimentation and rewards, teamwork and group problem solving. In designing their organizational learning survey they argued "Our rationale is that organizational learning is dependent upon individual and group learning, and that this learning gets transferred into organizational learning when a certain set of organizational characteristics and management practices are present" (p. 579). They therefore measure learning performance by assessing whether the mentioned qualities or conditions existed in organizations.

Natalie Buckmaster (1999) presented a framework to measure outcomes and learning performance in nonprofits. She argued that in measuring learning performance in nonprofits, data need to be collected from both internal and external sources. Furthermore she explained that by measuring outcomes, nonprofits would also understand whether their organizations were learning effectively or not. These outcomes were defined as "benefits or changes for individuals or communities after participating in the programs of nonprofit organizations or an assessment of the results of a program activity compared to its intended purpose" (p. 188).

Furthermore, she described the sources of pertinent data as including "formal program records of the organization, data collected from other organizations, evaluating experiences of consumers during and after program participation, perceptions of the general public, independent observers, peer review, and internal and external benchmarking" (p. 189-190). Her adapted outcome measurement model can be seen in Figure 2.25.
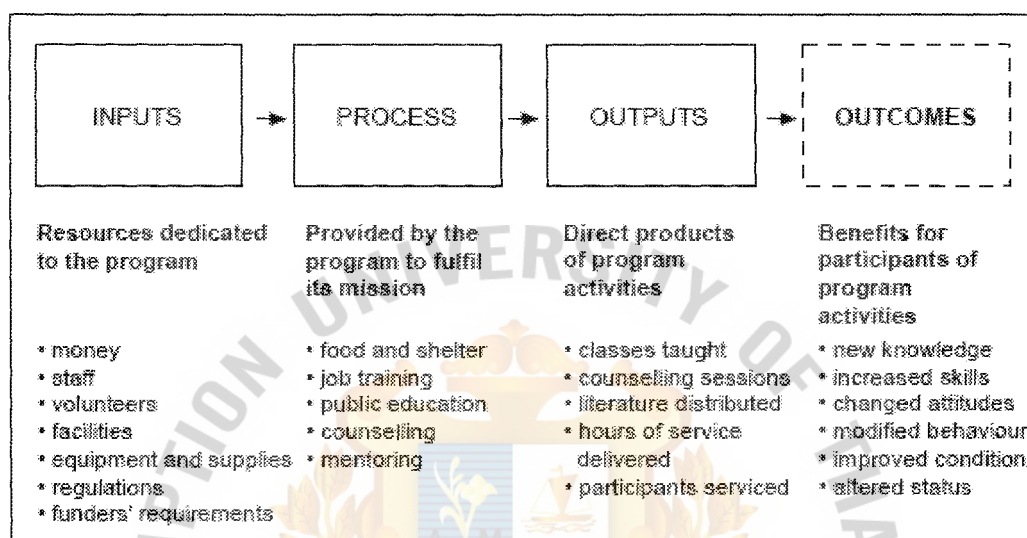
Figure 2.25 Outcome Measurement Model adapted from UWA

From Buckmaster, N., 1999 p. 189

Bontis, Crossan, and Hulland (2002) used the Strategic Learning Assessment Map (SLAM) for their study to identify the relationship between stocks and flows of learning across levels in an organizational learning system. The SLAM "contains five theoretical constructs: three learning stocks – individual, group and organization; and two learning flows – feed-forward and feed-back" (p. 441). Using SLAM, they developed six constructs to assess organizational learning. They defined the constructs as follows:

1. Individual-level learning stocks – individual competence, capability and motivation to undertake the required tasks.

2. Group-level learning stocks – group dynamics and the development of shared understanding.

3. Organizational-level learning stocks – alignment between the non-human storehouses of learning including systems, structure, strategy, procedures and culture; given the competitive environment.

4. Feed-forward learning flows – whether and how individual learning feeds forward into group learning and learning at the organizational level (e.g. changes to structure, systems, products, strategy, procedures, and culture).

5. Feed-back learning flows – whether and how the learning that is embedded in the organization (e.g. systems, structure, and strategy) affects individual and group learning.

6. Business performance – individual, group and organizational business performance outcomes. (p. 462).

Bryan Phillips (2003) identified a four-level learning organization benchmark implemental model to assess learning in all levels of an organization. Integrated with another model called The Ten-pillar Ideal Learning Organizational Model, Phillips explained that "key elements in the process of transformation into a learning organization are honest dialogue and facilitative leadership" (p. 99). The Ten-pillar model was developed from a synthesis of research on learning organizations. His benchmark model is depicted in Figure 2.26.

CEO
41 Attributes

HR/LD MGR
50 Attributes

IDEAL LEARNING ORGANISATION
CHARACTERISTICS

1. Will
2. Leadership
3. Strategic Thinking & Vision
4. Communication
5. Learning & Development
6. Innovation & Decision-Making
7. Change Management
8. Intellectual Capital & Knowledge Management
9. Measurement & Assessment
10. Reward & Recognition

MANAGERS
65 Attributes

EMPLOYEES
37 Attributes

Figure 2.26 The Ideal Learning Organization Model Pictorial

From Phillips, B.T., 2003 p. 101

Important points to note here are that there are many approaches to assessing organizational learning performance and existing tools can be adapted and successfully used to suit the organizational and environmental contexts of the study/research. Assessment tools also need to be adapted to study individual motivation to learn, team dynamics, and organization culture practices and their influence on the learning that takes place in the organization.

2.2 Conceptual Framework

In reviewing various literatures pertaining to organizational learning, it is clear that more aspects need to be studied and investigated in different contexts. Aspects like individual motivation to learn, team dynamics, and organization cultural practices and their influence on organization learning sustainability in organizations are worth exploring further so as to broaden the scope that past prescriptive and descriptive research studies have already laid out. It is also evident that more studies need to be conducted outside the Western context and outside the 'corporate world' context so as to appreciate the progressive nature of organization learning in different industries and in different parts of the world.

Likewise, it is evident that learning in organizations is a phenomenon that involves a plethora of dimensions and aspects including concepts, theories, models, opinions, and many more that are worthwhile exploring and studying further. Reviewing various literatures also revealed that aspects such as individual motivation to learn, team dynamics, and organization cultural practices, all have an effect on an organization's learning performance. Though different perspectives exist regarding how these aspects have an effect on learning, studies have suggested (and concluded) that they are pertinent to organizational learning.

At the individual level, it is understood that individuals are motivated to learn in an organization for various reasons/motives. Motives that have been validated include learning for personal fulfillment, learning in order to be at the top of problems, and learning in order to attain rewards and recognition. These motives influence how an individual engages in learning and learning-related activities in an organization, which in turn influences how they learn at the group level and organization level.

When group learning transpires into organizational learning, it is clear that if learning is not sustained at the group level, collective learning at the organization level will get deterred. When working in a team, various literatures have pointed out various team

dynamics that influence learning at the group level. Dynamics that have been identified as vital to a group's learning include trust, interpersonal communication, a team's expertise in their organization, and a team's sense of empowerment. These dynamics can influence how an organization sustains its learning.

An organization's cultural practices do influence its learning and the individuals inside the organization, as pointed out by researchers and academics in the literature review. These practices are spelled out in the form of what the organization values, how they lead individuals, how they structure their work processes, and how they form alliances with other organizations. While a learning supportive mission puts priority on an individual's learning and encourages it, learning supportive leadership calls for a leader to continuously encourage their followers in various situations to learn and engage in learning-related activities. A learning facilitative structure, on the other hand, brings in tools, processes, and resources to enhance learning in the organization and make it more effective. A learning-facilitative alliance brings in relationships with organizations that induce learning through various means. These factors are therefore worthwhile studying in the context of nonprofit organizations so as to better understand what relationships exist between them and an organization's ability to sustain its own learning.

Finally, in assessing organizational learning sustainability in nonprofit organizations, it has been validated that knowledge performance and mission accomplishment measures need to be used as the basis for assessment. So in summary, an organization's cultural practices, the team dynamics involved at the group learning level along with an individual's motivation to learn all have an impact on how an organization sustains its learning. Moreover, an individual's motivation to learn influences how members in a team learn together while an organization's learning supportive and facilitative cultural practices influence learning at the group and individual level.

The researcher's study focused on individual motivation to learn, team dynamics, and organization culture practices and how they influence organization learning sustainability in international nonprofit organizations operating in Thailand. In understanding individual motivation to learn in nonprofits, the researcher focused on personal fulfillment, problem mastery, and rewards and recognition. For team dynamics, the researcher focused on trust, interpersonal communication, team expertise, and empowerment. For organization cultural practices, the researcher focused on learning-supportive mission and leadership, and learning-facilitative structure and alliance. And finally, for organization learning sustainability the researcher focused on knowledge performance and mission accomplishment. The researcher's study along with the above mentioned variables and sub-variables are illustrated in the form of a conceptual framework in Figure 2.27.
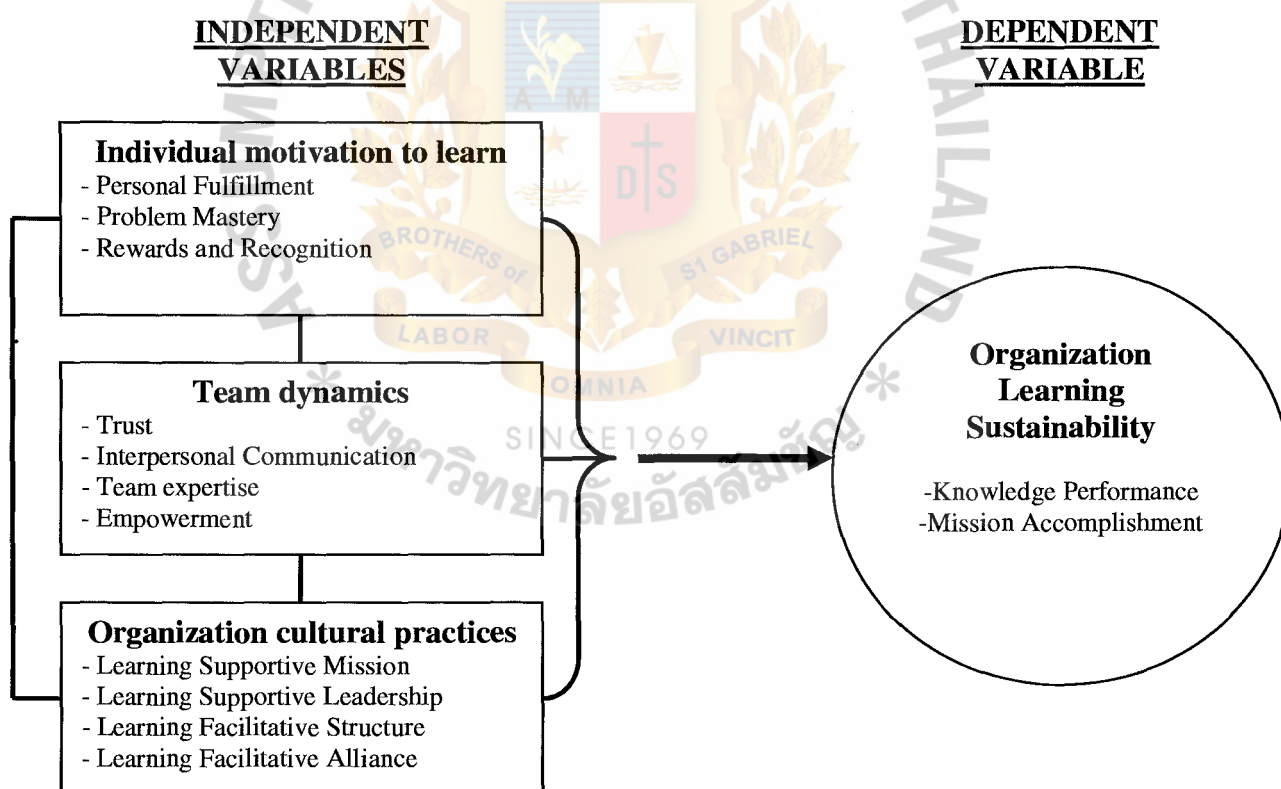
Figure 2.27 Conceptual Framework

CHAPTER 3

Research Methodology

Following the discussion of related literature and the researcher's conceptual framework, this chapter focuses on the research methodology the researcher adopted for her study. Additionally, the research methods used in collecting and analyzing data to fulfill the research objectives are also being examined. The research framework, methodology, sampling design and the operationalization of variables are the main aspects brought into focus in this chapter.

3.1 Research Design and Background of Methods Used

3.1.1 Research Design

As recommended by Uma Sekaran (2004), the researcher adopted the following design for the research project:

1 Observation Broad area of research interest identified	2 Preliminary Data Gathering Interviewing Literature survey	3 Problem Definition Research problem delineated	4 Theoretical Framework Variables clearly identified and labeled	5 Generation of Hypotheses

6 Scientific Research Design

8 Report Writing	7 Data Collection, Analysis, and Interpretatio

Figure 3.1 Adapted from Sekaran's research process for basic and applied research

From Sekaran, U., 2004 p. 56

Following Sekaran's recommended research design the researcher was interested in focusing on organization learning sustainability in international nonprofit organizations in Thailand. Within this area of interest, she focused on individual motivation to learn, team dynamics, and organization cultural practices, and their influence on organization learning sustainability. She gathered preliminary data and conducted a review of related literature to further help her understand and justify this area of focus and looked at past studies that have been conducted in this area. The researcher also defined the problem and identified independent and dependent variables to focus on, independent variables being individual motivation to learn, team dynamics, and organization cultural practices while the dependent variable was organization learning sustainability. In doing this, the researcher also hypothesized the influence that she believed exists between the independent and dependent variables. She also designed her qualitative and quantitative research procedures to be carried out in gathering pertinent data for her analysis. Once collected, the researcher then analyzed the data using appropriate qualitative analysis tools along with *Statistical Package for the Social Sciences* (SPSS) and drew conclusions for her study along with providing recommendations. The researcher then wrote the final report for her research study.

3.1.2 Background of Methods Used

With the aim of identifying and understanding the prevalent individual motivation to learn, team dynamics, and organization cultural practices and their relationships with an organization's ability to sustain learning in international nonprofit organizations operating in Thailand, interviews and questionnaires were deemed appropriate qualitative and quantitative research methods for this study.

Qualitative research in the form of interviews was carried out so as to gain deeper insights into the organization learning phenomenon in the selected organizations and also fill

in the gaps that may exist from the researcher's personal observations. It was noted that "We cannot observe feelings, thoughts, and intentions. We cannot observe behaviors that took place at some previous point in time. We cannot observe situations that preclude the presence of an observer. We cannot observe how people have organized the world and the meanings they attach to what goes on in the world. We have to ask people questions about those things" (Patton 2002, p. 341). Additionally, initial in-depth interviews (using a standard interview guide) were also treated as part of the pilot phase by the researcher in preparation for the questionnaire to be used.

The second method consisted of quantitatively studying the independent and dependent variables of the study. For the purpose of this study, the questionnaire was designed to identify prevalent individual learning motives, team dynamics, and organization cultural practices along with the organization's current learning performance. The researcher also quantitatively examined the influence of each independent variable mentioned on the dependent variable, which is organization learning sustainability. Pre-tests were conducted to purify the instrument before final distribution. Reliability Analysis was also conducted to determine the reliability and validity of the questionnaire. Data collected were coded and analyzed using *Statistical Package for the Social Sciences* (SPSS) software. Basic data analysis tools used included descriptive statistics, reliability tests, Pearson correlation, and Multiple Regression Analysis.

3.2 The Sample

In selecting the various samples for her qualitative and quantitative data gathering, the researcher followed recommended sampling methods to guide her in her sampling procedures.

3.2.1 Sample Selection and Sample Size Determination for Qualitative data gathering

3.2.1.1 Sample Selection

In selecting respondents for the researcher's pilot study phase and in-depth interviews, the researcher took note of Miles and Huberman's (1994) advice that "as much as you might want to, you cannot study everyone everywhere doing everything. Your choices – whom to look at or talk with, where, when, about what, and why – all place limits on the conclusions you can draw, and on how confident you and others feel about them" (p. 27). As advised by Patton (2002), the researcher deemed qualitative purposeful sampling as appropriate for her study under which the researcher used theoretical sampling in selecting respondents for her interviews.

Respondents at management and supervisory levels in two out of the five selected organizations for the study were deemed useful to the study because of their expected knowledge and understanding of the 'organizational learning' phenomenon and their roles in the organizations. Interviewees were also expected to have been a part of their organizations or the nonprofit sector for at least five years. Managers and supervisors seemed like a logical choice because of the level of understanding expected from them regarding organizational learning and their use of various methods and tools to promote learning in their organizations. Interviewees were selected from different organizations so as to have varied insightful information to analyze for her study and to also construct the researcher's questionnaire. In selecting the sample for her qualitative study, the researcher adopted the following criteria to select the organizations and managers:

- The willingness of the organization to participate in the in-depth interviews.

- The availability and willingness of managers and supervisors in the organization to participate in the researcher's in-depth interviews.

- The managers' and supervisors' years of experience in the organization or in the nonprofit sector. The researcher adopted a base of at least five years of work experience in the organization or nonprofit sector to select her interviewees.

- The managers' and supervisors' familiarity with the researcher's topic/area of focus and their understanding of organization learning.

3.2.1.2 Sample Size Determination

Taking into consideration Patton's (2002) advice on determining qualitative sample size that "there are no rules for sample size in qualitative inquiry. Sample size depends on what you want to know, the purpose of the inquiry, what's at stake, what will be useful, what will have credibility, and what can be done with available time and resources" (p. 244), the researcher selected a target number of seven managers for her in-depth interviews. Organizations included in this phase were Greenpeace, Thailand; and IUCN, Thailand.

3.2.2 Sample Selection and Sample Size Determination for Quantitative data gathering

3.2.2.1 Sample Selection

Random samples from selected nonprofit organization were chosen for the study. Respondents were randomly selected from five international nonprofit organizations operating in Thailand in the Bangkok Metropolitan Area. Samples from five different organizations were called for because of the nature of the study and also to fulfill the study's objectives. Considerations also taken into account were the organizations' convenience and accessibility. Questionnaires were randomly distributed to all levels of the selected

organizations. The use of employees working in international nonprofit organizations in Thailand was deemed appropriate because of the scope of the study and the homogeneity needed to obtain accurate and generalizable results. In selecting the sample for her quantitative study, the researcher adopted the following criteria to select the organizations:

- The willingness of the organizations to participate in the researcher's study.

- The organizations' country of establishment and origin and their being recognized as 'non-Thai'.

- The diverse workforce that exists in the organization with a relatively balanced distribution of Thai and international employees.

- The use of the English language as the main language of communication of the organizations.

- The nature of the organizations' work as corresponding to the researcher's focus on nonprofit organization working toward servicing humanity, the environment, and different areas of development.

- The employees' understanding and general perception of their organizations' current organization learning performance in terms of knowledge performance and mission accomplishment. It was expected that employees had exposure to information revolving around these two measures through their work and work-life within their respective organizations and through their interaction with their leaders, managers/supervisors/heads, and their peers in various work-place situations and meetings. The employees' respective roles in their organizations were expected to be reflected in their understanding of the current situation in the organization but not isolate them from understanding their organization's performance holistically when areas beyond their roles were addressed. In this sense, their perceptions and opinions formed through their work with their organizations were deemed pertinent in

understanding their organization's learning performance. This would enable accurate responses to be made when employees filled out the researcher's questionnaire.

3.2.2.2 Sample Size Determination

In order to preserve a 95 percent confidence interval (0.95 probability) of the sample size with a tolerance rate of 5 percent, the researcher took into account precision and confidence of the sample as recommended by Sekaran (2004). Following Sekaran's recommendation for sampling, the researcher selected samples for her study as depicted in Table 3.1.

Table 3.1

Sample Size Determination

Organization	Population	Sample Size
IUCN, Thailand	45	40
WWF, Thailand	50	44
Greenpeace, Thailand	15	14
UNESCO	180	123
WFP	40	36
TOTAL	**330**	**257**

3.3 Research Instruments

3.3.1 Interview Guide

3.3.1.1 Content Design for Interview Guide

A literature review was conducted in order to gain a better perception of organization learning sustainability and the various aspects surrounding the learning phenomenon in organizations. From the literature review, it was concluded that 1) individual motivation to learn did influence learning in an organization, 2) team dynamics did influence how individuals shared knowledge and learned together in a group, 3) an organization's culture

did influence the learning in an organization, and 4) in assessing organization learning sustainability/performance, standard tools needed to be adapted to suit the context of the organization and purpose of the study. Therefore, in order to attain a sound understanding of the foundations of learning in international nonprofits operating in Thailand and in the construction of the questionnaire, it was deemed that in-depth interviews would be helpful and contributive. The standard interview guide used provided a general framework for the interviewee to work with and to explore their own thoughts, feelings, and understanding of each question discussed. Probes were also used by the researcher to delve deeper into the question being discussed. Additional questions were also asked when necessary to clarify, further understand, or bring the interviewee back to the discussion at hand. Questions revolved around the variables and constructs the researcher had chosen to focus on for the study. (Please refer to Appendix A for the researcher's standard interview guide). Results obtained from the researcher's first five interviews were used as a foundation to construct the scales and items for the researcher's questionnaire. Results from the first five interviews in addition to the rest of the researcher's interviews were also analyzed to fulfill the researcher's objectives.

3.3.1.2 Validation of items

Results obtained from the researcher's first five interviews were further analyzed to validate items before being included in the researcher's questionnaire. In validating items, the researcher conducted a collaborative analysis where the participation of three academics from three different universities in Thailand and abroad (Norway and the United States of America) helped determine the validity of each item obtained from the interviews and to disqualify items that did not fit with the researcher's focus of study (Please refer to Appendix B for the

Collaborative Analysis Form). Academics also suggested alterations that needed to be made to specific items to improve their validity.

3.3.2 Questionnaire

3.3.2.1 Standard Tools Adopted

In conducting the literature review, the researcher found that standard instruments to assess organization learning sustainability could not be used for the study because of their difference in purpose and objectives. However, the researcher identified a few constructs from two instruments created to assess learning in an organization that were able to be adapted to suit the context of the study. In assessing a learning organization, Karen Watkins and Victoria Marsick (2003) introduced the Dimensions of the Learning Organization Questionnaire (DLOQ) which is a standard measuring instrument that can be used in normal businesses. However, when taken into the context of the nonprofit sector, it is clear that items need to be adapted. For the research, the researcher adopted and adapted items used to measure knowledge performance in the DLOQ for the assessment of organization learning sustainability. Items suggested in the DLOQ to assess knowledge performance revolve around 1) customer satisfaction, 2) number of suggestions implemented, 3) number of new products and services, 4) skilled workers versus total workforce, 5) expenditure on technology and information processing, and 6) number of individuals learning new skills.

Another set of items the researcher hoped to include in the instrument were that of Anona Armstrong and Patrick Foley's Learning Environment Questionnaire (LEQ) (2003). In assessing mission-linked learning, they constructed ten items for the variables in their LEQ. The items can be viewed in Figure 3.2.

Question no.	S1 – Mission linked learning
6	Learning and development plans are linked to ABC's vision, mission and goals
9	ABC sees developing staff as essential to organizational success
11	ABC is an organization that encourages me to learn and develop to my full potential
7	Business plans within ABC identify the resources that will be used to meet training and development needs
8	ABC's learning and development plans focus on continuous organizational improvement
19	ABC evaluates how the development of its people is contributing to business goals and targets
18	ABC has a learning and development process available which includes looking at future job roles
5	ABC has a comprehensive and structured organizational planning process which regularly sets and reviews short and long term organizational goals
10	ABC has a process for regularly reviewing the training and development needs of all employees
2	ABC's mission statement places high importance on developing its staff

Figure 3.2 Mission-linked learning taken from the LEQ

From Armstrong, A., & Foley, P., 2003 p. 77

In adapting the DLOQ and LEQ items for the questionnaire, the researcher reexamined the suitability of the selected items through the collaborative analysis of the results of the first five interviews. This step helped the researcher modify the items to fit the objectives of the research.

3.3.2.2 Operationalization of the Variables

The dependent variable in this study was organization learning sustainability; this research focused on the influence of individual motivation to learn, team dynamics, and organization cultural practices on organization learning sustainability. Variables though studied in previous studies were adapted by the researcher to suit the nonprofit context.

Moreover, variables were studied under the context of organizational learning, therefore items in the questionnaire were designed accordingly.

3.3.2.3 Content Design of Questionnaire

A six-point agreement rating scale and a six-point accuracy rating scale were used for the constructs of the questionnaire in order to weigh respondents' agreement toward given statements and their perception of the accuracy of certain statements. The questionnaire was divided into five parts. The first three parts addressed the independent variables as designed by the researcher (and depicted in the researcher's conceptual framework). The first part aimed at identifying prevalent motives that motivate individuals to learn in an organization. The second part aimed at weighing prevalent team dynamics respondents feel influence their learning. The third part aimed at weighing prevalent organization cultural practices respondents feel influence their learning. The fourth part of the questionnaire addressed the dependent variable, namely organization learning sustainability and measured the organization's overall learning performance as perceived by the employees. The final part of the questionnaire addressed relevant demographics pertaining to the study and therefore focused on the collection of relevant demographics.

As recommended by Sekaran (2004), a six point Likert scale was used to rate the agreement of each statement proposed in the questionnaire from (1) Strongly disagree to (6) Strongly agree and to rate the employees' perception of the accuracy of certain statements from (1) Least accurate to (6) Most accurate. The variables, sub-variables, and scales along with their placement in the questionnaire are outlined in Table 3.2.

Table 3.2

Variables and Sub-variables included in the study

Variable	Sub-Variable	Scales Used	Section
Individual Motivation to Learn	Personal Fulfillment	S1 Mental perspective S2 Personality and behavioral development S3 Individual's general knowledge S4 Creation of career opportunities outside the organization S5 Creation of positive interpersonal relationships	A
	Problem Mastery	S6 Varied solutions S7 Varied viewpoints S8 Avoidance of repetitive mistakes S9 Helping others using tried-out solutions S10 Solving future problems	
	Rewards and Recognition	S11 Enhancement of personal value S12 Building career paths within the organization S13 Gaining peer respect	
Team Dynamics	Trust	S14 Confiding in team members S15 Working toward common goals S16 Team responsibility	B
	Interpersonal Communication	S17 Effective communication to team S18 Idea influencer S19 Reshaping ideas S20 Effective dialogue S21 Sharing of vital information	
	Team expertise	S22 Recognition for contributing 'best ideas' S23 Team differentiation S24 Helping other teams S25 Integrated effort S26 Addressing outside issues S27 Creation of transferable knowledge	
	Empowerment	S28 Enhancement of creativity S29 Creation of new knowledge S30 Timely decision making S31 Generation of different ideas S32 Contribution toward organization-wide decision making	
Organization Cultural Practices	Learning Supportive Mission	S33 Development of employees' knowledge and skills S34 Collective enhancement of organization performance S35 Awareness of the importance of acquiring new skills and knowledge by employees S36 Employees contribution toward organization goals and targets S37 Assessment of learning needs	C
	Learning Supportive Leadership	S38 Guidance of the leader S39 Identification of resources by the leader S40 Challenging of employees by the leader S41 Encouraging of knowledge sharing by the leader S42 Creation of learning opportunities by the leader	
	Learning Facilitative Structure	S43 Access to resources in the organization S44 Effectiveness of the organization's	

		knowledge-sharing system	
		S45 Flexible integration of work processes	
	Learning Facilitative Alliance	S46 Joint approaches adopted by the organization	
		S47 Creation of knowledge-sharing means by the organization	
		S48 Access to resources outside the organization	
Organization Learning Sustainability	Knowledge Performance	S49 Contribution of ideas by employees	D
		S50 Availability of resources	
		S51 Amount of skilled workers	
		S52 Amount of suggestions implemented	
		S53 Client satisfaction	
		S54 Effective use of technology in the organization	
		S55 Amount of projects the organization works on	
	Mission Accomplishment	S56 Success of projects	
		S57 Outside awareness of the organization	
		S58 Achievement of financial targets	
		S59 Achievement of goals	

Furthermore, in adopting the six point rating scale, the researcher took note of Moser and Kalton's (1997) observation that "if the scale is divided too finely the respondents will be unable to place themselves, and if too coarsely the scale will not differentiate adequately between them. The choice between an odd or even number depends on whether or not respondents are to be forced to decide the direction of their attitude; with an odd number there is a middle category representing a neutral position, but with an even number there is no middle category, so that respondents are forced to decide to which side of neutral they belong" (p. 359). In using a six-point rating scale the researcher hoped to measure the various strengths of agreement and disagreement of the respondents. The researcher also took note of McIver and Carmines' (1993) observation that "the more favorable/unfavorable a respondent's attitude, the higher/lower his or her expected score for the item would be" (p. 155). The researcher therefore assigned both her six-point rating scales as follows: (1) Strongly disagree, (2) Disagree, (3) Slightly disagree, (4) Slightly agree, (5) Agree, and (6) Strongly agree; and (1) Least accurate, (2) Inaccurate, (3) Slightly inaccurate, (4) Slightly accurate, (5) Accurate, and (6) Most accurate. Moreover, the researcher assigned equal

integers for the six-point rating scale to decrease the amount of bias in her final analyses.

Details of the six-point rating scale and the weights assigned to the scale are provided in

Table 3.3. In assigning the weights to her six-point rating scale, the researcher calculated the

difference between the highest and lowest score so as to find the point of difference that was

necessary in generating unbiased results from the analysis that will be performed on the data

gathered. (Please refer to Appendix C for complete questionnaire).

Table 3.3

Weights assigned to the two six-point rating scales adopted for the questionnaire.

Descriptive Ratings	Rating Scale	Arbitrary Level
Strongly Agree/ Most Accurate	6	5.20 – 6.00
Agree/Accurate	5	4.36 – 5.19
Slightly Agree/ Slightly Accurate	4	3.52 – 4.35
Slightly Disagree/ Slightly Inaccurate	3	2.68 – 3.51
Disagree/ Inaccurate	2	1.84 – 2.67
Strongly Disagree/ Least Accurate	1	1.00 – 1.83

3.3.2.4 Pre-tests and Measure purification

The researcher carried out pre-tests following the designing of the questionnaire to be

used. Pre-tests were conducted in cooperation with academics, the general public, and an

international nonprofit organization that is not part of the researcher's selected organizations

in order to assess the validity of the questions and contents of the instrument. Two graduate

school faculty members at Assumption University were asked to assist the researcher in

validating the questionnaire and to examine whether the items of the survey would indeed

elicit accurate responses. With regards to the general public, five individuals were asked to

volunteer to complete the instrument. The purpose of this step was to assess the

administration of the questionnaire. Because the researcher used on-line distribution via e-

mail, testing was necessary to assess effectiveness so as to determine if any doubts arose. A

final step was conducted in a nonprofit organization not part of the five organizations picked

for the study. The purpose of this was to test the questionnaire under the context of the nonprofit sector and to test the reliability of the instrument. The questionnaire was administered to five volunteers. And initial Cronbach's test was also used to test the reliability from the quantitative data collected.

3.3.2.5 Reliability analysis and results

Reliability Analysis was conducted to determine the reliability of the scales used for the researcher's questionnaire. From Table 3.4 it is clear that the 77 items constructed were reliable enough to elicit accurate responses. Moreover, grouped items show an alpha of above 0.60 (Please Refer to Appendix D for detailed coefficient alphas for each item).

Table 3.4

Reliability Statistics for Items included in the Questionnaire

Constructs	Coefficient Alpha
For all 77 items	.974
Individual motivation to learn (14 items)	.908
Team dynamics (21 items)	.921
Organization cultural practices (17 items)	.930
Organization learning sustainability (25 items)	.954

3.4 Research Techniques

3.4.1 In-depth Interviews

The researcher primarily conducted in-depth interviews with two organizations selected from the five nonprofit organizations chosen. A target number of seven interviewees was established. A prepared interview guide was used in conducting all interviews. Preset standard questions guided the researcher through the interview. Data gathered from the first five interviews were coded and analyzed and introduced to a collaborative analysis process to further clarify and validate data gathered. The collaborative analysis was conducted in

cooperation with three selected academics. The questionnaire was then designed and pre-tested with ten individuals from a selected nonprofit organization, the general public, and selected academics/specialists. In gathering these initial data, an initial reliability analysis was performed to further ensure the instrument's reliability. These techniques were essential in ensuring that variables and constructs of the instrument were deemed effective in eliciting the information/data needed to fulfill the research objectives.

3.4.2 On-line distribution of Questionnaire

The questionnaires were then distributed. Here the researcher distributed questionnaires on-line via e-mail. This technique was deemed appropriate because of the nature of work of nonprofit organizations and the selected organizations' suggestions of the appropriate distribution method to be used with them. In distributing questionnaires on-line, the researcher coordinated with one designated partner within the organization who ensured that questionnaires were distributed to individuals within an organization. Respondents returned their completed questionnaires directly to the researcher within an agreed on deadline.

3.5 Research Procedures

3.5.1 In-depth Interviews

Seven in-depth interviews were conducted in three organizations selected from the five organizations the researcher included in her study. Interviewees worked at the management or supervisory level in their respective organizations. The researcher contacted the selected organizations to schedule interviews with managers. Once schedules were fixed, the researcher went to the selected organizations to conduct her face-to-face in-depth interviews. Each interview lasted within a time frame of about one hour to an hour and a half.

The researcher conducted the interviews at the managers' preferred choice of location. The interviews were conducted in three basic parts: 1) a brief introduction by the researcher regarding the purpose of the interview and the background of the study, 2) the interview itself following a standard interview guide, 3) the wrap up where the researcher summarized the interview session and concluded the interview.

3.5.2 On-line Questionnaire Distribution

In distributing questionnaires electronically via e-mail, the researcher coordinated with a designated 'partner' assigned by the five selected organizations. Questionnaires (coded with the organization's name) were sent to her designated partners to randomly distribute to the employees within the organizations. A deadline was also provided by the researcher to her designated partners. Completed questionnaires were returned to the researcher by the respondents. The collection of filled out questionnaires ended when either the target sample number had been reached/exceeded or the researcher's deadline for questionnaire distribution and collection had been reached.

3.6 Data Analysis

The researcher used phenomenological analysis to analyze the data attained from the in-depth interviews (inclusive of the results obtained from the researcher's collaborative analysis) for her qualitative research so as to summarize conclusions drawn and present a holistic view of the information gathered. Using this analytical process, the researcher followed the procedures recommended by Moustakas (1994) and Patton (2002) which included a preliminary grouping/summarizing of the data collected from the interviews,

eliminating irrelevant data, clustering and thematizing data, validating themes, and finally constructing a Textural-Structural description of the data gathered.

Upon the collection of the questionnaires, the researcher began her analysis of the data. In analyzing her quantitative data, SPSS was used and appropriate statistical tools applied. To fulfill the objectives of the researcher's study, the following statistical tools were used accordingly:

For Objective 1, 2 and 3 which called for the identification of prevalent individual learning motives, team dynamics, and organization cultural practices that influence learning in Thai-based international nonprofit organizations, the researcher used descriptive statistics to measure frequency distributions and central tendencies and dispersion.

For Objective 4, which called for the examination of the relationship of individual motivation to learn, team dynamics, and organization cultural practices with organization learning sustainability, inferential statistics' Pearson Correlation was used to identify the relationships that exist between the variables and to test the hypotheses of the study.

For Objective 5, which called for the examination of the influence of individual motivation to learn, team dynamics, and organization cultural practices on organization learning sustainability, inferential statistics' Multiple Regression Analysis was used to determine the influence that exists between the variables and to test the hypotheses of the study.

Chapter Four

Research Findings, Analysis, and Discussion

This chapter presents the findings of the researcher's quantitative and qualitative analyses. The researcher used descriptive statistics to highlight relevant demographic data of the respondents that are pertinent to her study and presents an overall picture of responses obtained from her questionnaire distribution. Reliability Analysis was also conducted to demonstrate the reliability and validity of the researcher's questionnaire. Descriptive statistics was also used to identify prevalent individual motivation to learn reasons, team dynamics, and organization cultural practices so as to fulfill the researcher's first three objectives. Qualitative phenomenological analysis was also conducted to present relevant and pertinent data obtained from the researcher's in-depth interviews to support the quantitative data obtained for her first three objectives. To fulfill the researcher's fourth objective which calls for the examination of the relationship between her variables and the testing of her first three hypotheses, Bivariate Pearson Correlation was conducted and vital statistics obtained. Finally, to fulfill the researcher's fifth objective which calls for the examination of the influence of individual motivation to learn, team dynamics, and organization cultural practices on organization learning sustainability in international nonprofit organizations in Thailand; and also to test her fourth and final hypothesis, Multiple Regression Analysis was conducted and vital statistics obtained. The chapter ends with a discussion of the findings of the research.

4.1 Description of relevant demographics

Relevant demographics of the respondents include their primary responsibility in the organization, their role in the organization, their level of education, the number of hours they

dedicate to work-related learning, their length of service in the nonprofit sector, and their gender. Frequencies were utilized for this part of the researcher's analyses.

Out of the 257 questionnaires that were distributed, 133 were returned to the researcher. Out of the total number of respondents, 55.6% subjects were female while 44.4% were male. Table 4.1 presents a description of the respondents' gender.

Table 4.1

Description of the Respondents' Gender

Respondent Gender

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	male	59	44.4	44.4	44.4
	female	74	55.6	55.6	100.0
	Total	133	100.0	100.0	

Turning to the respondents' primary responsibilities in their respective organizations, it is evident that the largest number of respondents had technical responsibilities, representing a total of 27.1%. Close to this number are those working in Administration, Logistics, or Financial/Accounting, representing a total of 19.5%. As Table 4.2 demonstrates, the rest lie in close proximity with the least amount of respondents having General Management responsibilities.

Table 4.2

Description of the Respondents' Primary Responsibilities

What is your primary responsibility?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	General Management	13	9.8	9.8	9.8
	Operations/Production	24	18.0	18.0	27.8
	Administration, Logistics or Financial/Accounting	26	19.5	19.5	47.4
	Human Resources	21	15.8	15.8	63.2
	Technical/ R&D	36	27.1	27.1	90.2
	Other	13	9.8	9.8	100.0
	Total	133	100.0	100.0	

Besides the respondents' primary responsibilities, it is also evident that the largest portion of them plays non-management professional roles in their respective organizations, representing a total of 65.4%. The second largest group comes from those playing supervisory roles, representing a total of 26%. The least amount of respondents is from senior management, representing only a mere 1.5%. The next level of management are those from middle management who represent 8.3% of the total amount of respondents. Table 4.3 presents this description.

Table 4.3

Description of the Respondent's Roles

What is your role?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	senior management	2	1.5	1.5	1.5
	middle management	11	8.3	8.3	9.8
	supervisory	26	19.5	19.5	29.3
	Non-Management Technical/Professional	87	65.4	65.4	94.7
	Non-Management (Hourly Employee)	7	5.3	5.3	100.0
	Total	133	100.0	100.0	

Moving on from the respondents' roles, it can also be seen that the largest number of respondents spend around 21-35 hours of their own time per month on work-related learning, comprising a total of 42.1%. The smallest group spends only around 1-10 hours of their own time on work-related learning.

Table 4.4

Description of Respondents' time spent on work-related learning

How many hours per month do you spend on your own time on work-related learning?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1-10 hours per month	19	14.3	14.3	14.3
	11-20 hours per month	32	24.1	24.1	38.3
	21-35 hours per month	56	42.1	42.1	80.5
	36+ hours per month	26	19.5	19.5	100.0
	Total	133	100.0	100.0	

Following the amount of work-related learning, it is also clear that the largest number of the respondents have been working in the nonprofit sector for 4-6 years representing a total 47.4%. Following this are those who have been with the nonprofit sector for 1-3 years representing a total 20.3%. The smallest group is represented by respondents who have been with the nonprofit sector for more than 10 years (6.8%). Table 4.4 highlights these details.

Table 4.5

Description of Respondents' Length of Work in the Nonprofit Sector

How long have you been working in the nonprofit sector?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	less than 1 year	10	7.5	7.5	7.5
	1-3 years	27	20.3	20.3	27.8
	4-6 years	63	47.4	47.4	75.2
	7-10 years	24	18.0	18.0	93.2
	more than 10 years	9	6.8	6.8	100.0
	Total	133	100.0	100.0	

In summary, the respondents' demographics show that the largest number of respondents hold professional or technical positions in their organization and have non-management roles. The majority also spend around 21-35 hours of their private time on work related learning and have been working in the nonprofit sector for around 4-6 years.

4.2 Prevalent Individual motivation to learn reasons, Team dynamics, and Organization cultural practices.

In this section, Qualitative Phenomenological Analysis and Quantitative Descriptive Analysis were adopted to analyze the data gathered from both the researcher's qualitative in-depth interviews and her questionnaire. Phenomenological Analysis was conducted to identify main themes and surrounding sub-themes of the three independent variables while portraying the data in a structured and textural description to support the quantitative data gathered. Statistical Descriptive Analyses were obtained to identify the mean scores of the 77 items that were utilized for the 60 scales the researcher used for her quantitative questionnaire. Responses were based on a six-point Agreement scale for the researcher's independent variables and a six-point Accuracy scale for the researcher's dependent variable. The researcher's independent variables are Individual motivation to learn, Team dynamics,

Organization cultural practices. The researcher's first three objectives which call for the identification of prevalent individual motivation to learn reasons, team dynamics, and organization cultural practices in international nonprofit organizations operating in Thailand are fulfilled in this section.

4.2.1 Prevalent individual motivation to learn reasons in international nonprofit organizations operating in Thailand.

From the researcher's review of literature it was clear that individuals are motivated to learn for various reasons. These reasons extend from both intrinsic and extrinsic motives. Moreover, these intrinsic and extrinsic motives are spelled out in the researcher's first independent variable and take the form of personal fulfillment, problem mastery, and rewards and recognition. From the researcher's qualitative in-depth interviews, it was clear that these factors indeed play a role in an individual's motivation to learn.

Firstly, when discussing learning for personal fulfillment, it was clear that there were different reasons why respondents engaged in learning. It also came to light that in terms of personal fulfillment these reasons surrounded the respondents' mental perspectives; personality and behavioral development; their general knowledge; their ability to create career opportunities outside the organization; and their ability to create positive interpersonal relationships. Respondents explained that through learning, they were able to "understand more about life and look at things from different angles". Motivation here seemed to stem from a need to develop their minds and to grow mentally. Respondents also related to the need to continuously expand their mental perspectives so as to continue to survive and grow amongst other people. In turn, they also reflected on how learning allowed them to develop their personalities and behavior. They explained that by knowing more, understanding and relating to the world, and understanding themselves, they would be able to adjust and change

with the world surrounding them. Knowing more here, included their own general knowledge of their world because, as they explained, that by accumulating more general knowledge about the world, they would "understand the environment around us better and what is happening in the world. We can accumulate knowledge that will help us live in this world". To respondents, general knowledge was also a significant factor of their work in the nonprofit sector because their work involved solving worldly issues that are tackled over time. Respondents also pointed out that learning allowed them to create career opportunities outside the organization. They said that "we are better able to understand what we want to do and how to create our own career opportunities". Here learning to them helped secure their future career plans and allowed them to reflect on what they wanted to accomplish professionally. Finally, learning allowed them to build positive interpersonal relationships with other people. Respondents explained that "we are able to relate to people and understand them and are able to build strong relationships". Through learning, they said that they would be able to understand others much better and also understand themselves better through others.

From the descriptive statistics results in Table 4.6 it is clear that respondents generally agree that individuals in their organization learn for personal fulfillment. The highest mean score here (4.9699) represents individuals learning in order to create positive interpersonal relationships. Following this are the mean scores that point out that individuals are motivated to learn to broaden their mental perspectives and to develop their personalities. The lowest mean score (4.3835) is that of learning in order to create career opportunities outside the organization.

Table 4.6

Statistical Description of Learning for Personal Fulfillment

	N	Mean	Std. Deviation
individuals are motivated to learn to broaden their mental perspectives or views on life	133	5.1429	.77011
individuals are motivated to learn to develop their personalities	133	5.0075	.88332
individuals are motivated to learn to develop their behavior	133	4.9624	.77270
individuals are motivated to learn to increase their general knowledge about the world	133	4.9624	.71144
individuals are motivated to learn to create career opportunities outside the organization	133	4.3835	1.01296
individuals are motivated to learn to create positive interpersonal relationships	133	4.9699	.76811
Average Mean	**133**	**4.9048**	**.63838**

Besides learning for personal fulfillment, it was also understood that respondents were motivated to learn in order to solve and master problems that surrounded them. From the researcher's qualitative in-depth interviews, respondents explained that learning allowed them to come up with varied solutions, varied viewpoints, avoid repeating mistakes, help others with similar problems, and solve future problems. They clarified that when they were able to create varied solutions they were able to "have more options as to how to solve a problem". This allowed them to select the most appropriate one. With varied solutions, respondents also emphasized having varied viewpoints as being essential to solving a problem saying that this allowed them to "appreciate the complexity of problems by looking at them in different ways". With varied solutions and varied viewpoints, respondents also felt that learning allowed them to avoid repeating mistakes that already took place in the past. Here, learning allowed them to "foresee the pitfalls we need to avoid". Moreover, besides solving their own problems, respondents also felt that learning also allowed them to help solve other people's problems. Helping others with problems they already faced, respondents detailed that they felt surer and more knowledgeable about the complexity of the problems.

Mastering problems also allowed respondents to prepare for future problems. They explained that in anticipating future problems they were "able to prepare for them and take a shorter time in solving similar problems in the future and solve them more effectively".

From the descriptive statistics presented in Table 4.7 it is evident that respondents generally agreed that individuals were motivated to learn to master problems as well. The highest mean score here depicts individuals being motivated to learn in order to help others. Following this it is seen that individuals are motivated to learn to develop varied viewpoints and varied solutions to a problem. The lowest mean scores are represented by individuals being motivated to learn to avoid repeating mistakes and solve future problems. With the highest mean score at 5.0451 and the lowest mean score at 4.8571, it is clear that respondents generally agreed that they were motivated to learn to master the problems surrounding them.

Table 4.7

Statistical Description of Learning for Problem Mastery

	N	Mean	Std. Deviation
individuals are motivated to learn to develop varied solutions to a problem.	133	4.9248	.84049
individuals are motivated to learn to develop varied viewpoints to a problem	133	4.9323	.71980
individuals are motivated to learn so as to avoid repeating mistakes	133	4.8571	.76021
individuals are motivated to learn so as to help others with similar problems	133	5.0451	.77718
individuals are motivated to learn so as to solve future problems	133	4.8571	.69786
Average Mean	**133**	**4.9233**	**.59274**

Finally, when learning, it was also observed that respondents considered rewards and recognition as viable reasons. They explained that learning allowed them to enhance their personal value, build career paths within the organization, and gain peer respect. In enhancing

their personal value, respondents felt that learning allowed them to "feel valued by the organization when we are given formal recognition. We feel happy to know that we are valued for our work". Learning also allowed respondents to build career paths within the organization in the long run. By engaging in learning-related activities and initiatives, respondents acknowledged that "we are able to move up in the organization". Another motivation to learn for respondents was to gain peer respect. Respondents explained that when they knew more and understood more, they were able to gain respect for not only themselves but also for the work they did. They elucidated on their need to be recognized for the concepts and ideas they contributed by their peers and also by their organizations. Being acknowledged and respected for their professional contribution seemed important to respondents.

From the descriptive statistics presented in Table 4.8 it is clear that respondents value respect from their peers most (4.7444) when learning, while valuing least (4.6090) building career paths within the organization. But it can be seen that respondents generally agreed that individuals are motivated to learn in order to attain some form of reward or recognition.

Table 4.8

Statistical Description of Learning for Rewards and Recognition

	N	Mean	Std. Deviation
individuals are motivated to learn to enhance their personal value	133	4.6316	.71216
individuals are motivated to learn to build career paths within the organization	133	4.6090	.70533
individuals are motivated to learn to gain respect from their peers	133	4.7444	.72461
Average Mean	**133**	**4.6617**	**.54585**

In summary, as can be seen in Table 4.9, individuals are motivated to learn more often to solve and master the problems they face and less often to gain rewards and recognition. From both the researcher's qualitative and quantitative analysis it is also evident that individuals are motivated to learn for various reasons, often reasons that are not solely intrinsic or extrinsic but rather a combination of both.

Table 4.9

Summary Table of Individual Motivation to Learn Reasons

	N	Mean	Std. Deviation
Personal Fulfillment	133	4.9048	.63838
Problem Mastery	133	4.9233	.59274
Rewards and Recognition	133	4.6617	.54585

4.2.2 Prevalent team dynamics in international nonprofit organizations operating in Thailand.

Besides an individual's motivation to engage in learning, another significant dimension of learning in an organization that the researcher's review of literature shed light on revolved around the team dynamics of teams in an organization. These dynamics are trust, interpersonal communication, team expertise and empowerment. From the researcher's in-depth interviews, it was clear that these factors could be dissected further in order to gain a better understanding of how they affected learning.

When trying to understand the role of trust in a team, the researcher's qualitative in-depth interviews made it clear that trust mainly revolved around the respondents' ability to confide in team members, team members working toward common goals, and team responsibility. Confiding in team members seemed like an important element for respondents as they felt that in order to be able to work with their team members, they needed to be able to "share doubts and troubles with team members and share confidential information". They

described that the nature of their work made it necessary for them to be able to do so. Another dimension of trust that respondents shed light on was their ability to work toward common goals with their team members. Here, respondents explained the importance of being able to synchronize their efforts and understand that if any team member was being left out or lagging behind, other team members would ensure that he/she be pulled up to speed with the rest. They explained the importance of being able to "accomplish team goals and get things done together", making it clear that trust was important in order to be able to do this. Yet another important element the respondents focused on was the responsibility of the team, how team members needed to be responsible and accountable for each other when working together so that both benefits and consequences are shared. Creating this team responsibility seemed like an important focus for them saying that in doing so they would "create a sense of team responsibility and become responsible for one another".

From the statistical description presented in Table 4.10 it is evident that respondents felt that they could trust their team members. The highest mean score represented here shows that they are able to work toward accomplishing team goals while the lowest mean score represented that of team members sharing a sense of accountability for one another. However, it can be seen that respondents generally agreed that they were able to trust their team members in their organizations.

Table 4.10

Statistical Description of Trust for Team Dynamics

	N	Mean	Std. Deviation
team members are able to confide in each other	133	4.7218	.76231
team members are able to work toward accomplishing team goals	133	4.9398	.71520
team members share a sense of responsibility for one another	133	4.7143	.69163
team members share a sense of accountability for one another	133	4.6842	.77233
Average Mean	**133**	**4.7650**	**.59810**

Following trust, interpersonal communication also seemed to play an important role in the respondents' teams. The researcher's qualitative in-depth interviews made clear the factors that respondents felt influenced their interpersonal communication. These factors revolved around effective communication between team members, their ability to influence each other's ideas, their ability to reshape each other's ideas, the effectiveness of their dialogue, and their sharing of vital information with one another. When discussing effective communication, respondents understood that this meant sending the right messages and information to team members. This was also reflected in how the respondents reflected on their ability to influence each other's ideas explaining that would mean they were able to "persuade our team members to adopt our ideas. We are able to accept other member's ideas after listening to them". The respondents' interpersonal communication was also spelled out in their ability to reshape ideas generated together. They explained that "team members are able to discuss and alter ideas to make them better. We are able to adapt our own ideas to fit with that of the team". Respondents also linked effective dialogue to their ability to engage in these processes saying that with the presence of effective dialogue they felt "encouraged to share ideas when team members approached us and initiated discussions. We felt an openness

to talk". Finally, the ability to share vital information also influenced the respondents' interpersonal communication. They explained that they needed to be able to "share important information with each other. Every team member knows what has been laid out on the table".

From the statistics presented in Table 4.11, we can see that the highest mean scores explain the respondents' feeling of encouragement to share their ideas with each other and their ability to openly initiate discussions with each other. The lowest mean score represents the respondents' ability to influence each other's ideas when working in a team. However, with the highest mean score being 4.8947 and the lowest mean score being 4.5789, it is clear that respondents generally agreed that their interpersonal communication with their team members in their organizations was effective.

Table 4.11

Statistical Description of Interpersonal Communication for Team Dynamics

	N	Mean	Std. Deviation
team members are able to send the right messages to each other	133	4.7519	.68982
team members are able to influence each other's ideas	133	4.5789	.61804
team members are able to reshape ideas together	133	4.7068	.67175
team members feel encouraged to share their ideas with each other	133	4.8947	.74124
team members feel open to initiate discussions with each other	133	4.8947	.77130
team members are able to openly share important information with each other	133	4.8120	.82710
Average Mean	**133**	**4.7732**	**.54716**

Besides Trust and Interpersonal Communication, respondents also identified team expertise as being a significant dynamic. From the researcher's interviews, respondents explained that team expertise meant that teams were recognized for contributing 'best ideas' in the organization, were able to be differentiated from other teams, were able to help other

teams, were able to integrate their efforts, were able to address issues that lay outside the organization, and were able to create transferable knowledge. When discussing their ability to contribute the best ideas, respondents clarified that "the team is able to create the best ideas when working together". Here working together versus individually is seen as more productive and contributive to their work. This seemed to contribute to their ability to differentiate themselves from other teams. They explained that "the expertise of the team allows people to differentiate the quality of the various teams in the organization and identify teams according to their expertise". Being able to integrate their efforts meant that each of the team member's individual expertise was given equal importance. Team expertise also revolved around the team's ability to address issues that lay beyond the scope of their own work and organization. These issues revolved around shaping societal and environmental rules and regulations. They explained that "our expertise enables us to address issues that lay outside the organization. We are able to contribute our ideas and concepts". Finally, team expertise also meant that the respondents' teams were able to create transferable knowledge for the team and the organization as well as for the world at large. Respondents explained that when they were able to create transferable knowledge "policies can also be shaped" through their expertise.

From the descriptive data presented in Table 4.12, it can be seen that the highest mean scores represent the respondents' ability to use their expertise to help other teams in the organization and address issues that lay beyond their own work and organization scope. The lowest mean score represents that of the respondents' teams being recognized for the best ideas they contribute. With the highest mean score being 5.0451 and the lowest mean score being 4.6466 it is understood that respondents generally agree that their expertise as a team was significant to their work and their organization.

Table 4.12

Statistical Description of Team Expertise for Team Dynamics

	N	Mean	Std. Deviation
teams are recognized for the best ideas they contribute	133	4.6466	.67639
teams are recognized for their differentiated expertise	133	4.9850	.63942
teams are able to use their expertise to help other teams in the organization	133	5.0451	.69484
teams are able to integrate individual expertise when working together	133	4.8797	.69672
teams are able to address issues that are outside the organization	133	5.0301	.71711
teams are able to create transferable knowledge for the organization	133	4.7970	.58723
Average Mean	**133**	**4.8972**	**.44083**

Finally, when discussing Empowerment with respondents, it was also evident that

empowerment was spelled out in the respondents' ability to engage in different team

processes which included their ability to enhance their own creativity, their ability to create

new knowledge, their ability to make timely decisions, their ability to generate different ideas,

and their ability to contribute toward organization-wide decision making. In enhancing their

creativity, respondents elucidated that this meant that they were able to "think outside the

box". When creating new knowledge, respondents felt that working in a team "helps us create

new knowledge that can be used. Team members are able to generate new ideas and

concepts". Empowerment also meant that timely decisions were able to be made and

respondents explained that this meant "important decisions can be made quickly and

effectively. Our team will be able to execute decisions that are crucial to work processes".

This seemed to play a crucial role in the kind of work the respondents were engaged in.

Besides this, respondents also believed that with empowerment they were able to generate

different ideas and that "every individual in a team will have a different idea or viewpoint.

The team can pool in many ideas before discussing and deciding on the best one". Finally,

empowerment also meant that the team was able to contribute toward organization-wide

decision making and this, respondents explained, meant that "teams are listened to before important decisions are made. Consultation from the top management ensures that teams have an input in the final decision".

From the descriptive data provided in Table 4.13 it is clear that respondents feel that they are constantly encouraged to create new knowledge for their organization. The lowest mean score in the table is represented by the respondents' ability to contribute toward organization-wide decision making. Respondents also felt that they were encouraged to enhance their creativity, and that they were able to make timely decisions together as a team while generating different ideas before deciding on the best one. With the highest mean score being 4.7895 and the lowest mean score being 4.5865, it can be seen that respondents generally feel that they are empowered as a team in their respective organizations.

Table 4.13

Statistical Description of Empowerment for Team Dynamics

	N	Mean	Std. Deviation
team members are constantly encouraged to enhance their creativity	133	4.7218	.65544
team members are constantly encouraged to create new knowledge for the organization	133	4.7895	.62828
team members are able to make timely decisions together for the team	133	4.7293	.65282
team members are able to generate different ideas before deciding on the best one	133	4.7218	.71088
teams are able to contribute toward organization-wide decision making	133	4.5865	.60463
Average Mean	**133**	**4.7098**	**.47320**

In summary, it is understood that respondents are able to trust one another when working together as a team, are able to communicate effectively with each other, are able to use their expertise for their work and to help other teams, and are empowered to make timely

decisions and contribute to organization-wide decision making. From Table 4.14 it is clear that Team Expertise has the highest mean score while Empowerment scored the lowest. But it is also understood that respondents see the teams in their organizations as functioning well and the dynamics they engage in as contributing to their work.

Table 4.14

Summary Table of Team Dynamics

	N	Mean	Std. Deviation
Trust	133	4.7650	.59810
Interpersonal Communication	133	4.7732	.54716
Team Expertise	133	4.8972	.44083
Empowerment	133	4.7098	.47320

4.2.3 Prevalent organization cultural practices in international nonprofit organizations operating in Thailand.

Besides individual motivation to learn and team dynamics, the researcher's review of literature also revealed that organization cultural practices also played a role in the learning that takes place in an organization. These practices include having a learning supportive mission, learning supportive leadership, a learning facilitative structure, and a learning facilitative alliance. The researcher's qualitative in-depth interviews revealed more about these practices in the respondents' organizations.

From the researcher's in-depth interviews it can be understood that respondents agreed that having a learning supportive mission was important to the collective learning that took place in their organizations. They saw this as an essential part to their own learning. With a learning supportive mission, respondents felt that employees could develop their knowledge and skills, they could collectively enhance the organization's performance, employees would be aware of the importance of acquiring new skills and knowledge by

employees, employees could contribute toward organization goals and targets, and their learning needs could be assessed effectively. In developing the employees knowledge and skills they explained that the "employees' development will be given priority. We are able to grow as employees". They saw this as important to their organizations because their work made it necessary for them to expand their knowledge in the subject matter and update their professional/technical skills. Respondents also explained that having a learning supportive mission would enable the organization to "progress in terms of performance". Besides these, awareness on the respondents' part was also important in that they believed that "the mission will allow employees to understand the importance of acquiring new skills and knowledge. We will be able to know that it is something necessary for our work and career growth". Making contributions toward the forming of the organization's strategic goals and meeting targets was also another reason respondents believed having a learning supportive mission was important. Finally, with a learning supportive mission, "the learning needs of employees can be regularly assessed. Obstacles to effective learning can be identified and something can be done. We will be able to understand why employees don't learn". Respondents saw the regular assessment of their learning needs as important because they believed that these needs were always changing.

From Table 4.15's statistical descriptive data, it can be seen that the highest mean score is represented by the respondents' agreement that their organizations make sure that employees are aware of the importance of acquiring new skills and knowledge while the lowest mean score represents respondents' agreement that their organizations give priority to the development of the employees' knowledge and skills. With the highest mean score being 5.0677 and the lowest mean score being 4.6767, it can be seen that respondents generally agreed that their organizations have a learning supportive mission.

Table 4.15

Statistical Description of Learning Supportive Mission for Organization Cultural Practices

	N	Mean	Std. Deviation
Development of employees' knowledge and skills	133	4.8045	.80207
gives priority to the development of its employees' knowledge and skills	133	4.6767	.69138
gives priority to the collective enhancement of organizational performance	133	4.7519	.85640
makes sure that employees are aware of the importance of acquiring new skills and knowledge	133	5.0677	.75071
constantly seeks involvement from employees for forming organization goals	133	4.7143	.71320
has a process for regularly reviewing the training and development needs of all employees	133	4.8045	.75336
Average Mean	**133**	**4.8033**	**.56810**

Besides having a learning supportive mission, respondents also identified with having learning supportive leadership as contributing to the learning that took place in their organizations. This type of leadership allowed proper guidance to be given, necessary resources to be identified, employees to feel challenged about their work, knowledge to be shared, and learning opportunities to be created. When learning, respondents felt that guidance by the leader was important and explained that with the right guidance "employees will know how to learn effectively, what paths and steps they need to take". Learning supportive leaders would also let employees know "what resources are available for us to make use of in order to learn. We know what we need if we want to improve our knowledge and skills". Respondents also clarified their need to challenge themselves to achieve higher results and how leaders could help them do this by challenging them as well. They explained that "the leader will motivate us to achieve better results and perform to our maximum". Learning supportive leaders also encourage knowledge sharing among employees and respondents affirmed that when this encouragement was constantly reinforced "people know the importance of sharing knowledge because it is something that we are constantly reminded

about". Learning opportunities could also be created by the leader for employees.

Respondents said that "Opportunities are created and introduced to us so that we can learn.

When a new program arises, we are informed about it. If we need training, we are introduced

to the different kinds of training available for us. We are given options". These opportunities

also move beyond training and learning-related activities to include learning opportunities

when respondents were performing their roles and duties, in other words, their own work.

From Table 4.16 it can be seen that the highest mean score is represented by the

respondents' agreement that leaders constantly encourage the sharing of knowledge among

employees while the lowest mean score is represented by the agreement that leaders identify

learning resources available for employees to improve their skills and knowledge. With the

highest mean score being 5.0451 and the lowest mean score being 4.5113, it is evident that

respondents generally agree that their organizations have a learning-supportive leadership.

Table 4.16

Statistical Description of Learning Supportive Leadership for Organization Cultural

Practices

	N	Mean	Std. Deviation
leaders guide employees in the right direction so that they may learn effectively	133	4.5489	.73305
leaders identify learning resources available for employees to improve their skills and knowledge	133	4.5113	.82220
leaders constantly challenge employees to perform to their maximum capabilities	133	4.7068	.68293
leaders constantly encourage the sharing of knowledge among employees	133	5.0451	.76737
leaders constantly strive to create learning opportunities for employees	133	4.5789	.78054
Average Mean	**133**	**4.6782**	**.56827**

Besides having a learning supportive mission and learning supportive leadership, the next factor important to learning in an organization is a learning facilitative structure. From the researcher's in-depth interviews it came to light that the organization's structure needed to provide easy access to resources, have an effective knowledge sharing system, and be flexible enough to integrate work processes. Access to resources was important to respondents because that provided them with the tools they needed to engage in learning effectively within the organization. They explained that with such access "the organization allows easy access to learning resources for its employees. If we want to develop our knowledge and skills we are able to get the things that are necessary to help us with that". Respondents also explained that "the structure allows knowledge to be captured and disseminated effectively. It is important to share knowledge in our organization. If there are too many things to learn at once or too many things to deal with at one time, learning breaks down. For this having an effective knowledge sharing system is important". Respondents further illuminated that having a learning facilitative structure also allowed "work processes to be joined in a flexible manner. We can work effectively through a joint effort. Little to no disruption will occur if the structure is flexible".

From Table 4.17 it is clear that respondents generally agree that their organizations are flexible enough to integrate work processes with little or no disruption. The lowest mean score represented here reflects respondents' agreement that their organizations provide easy access to learning resources for employees. However, with the highest mean score being 4.8496 and the lowest mean score being 4.4586, it can be viewed that respondents generally agree that their organizations have a learning facilitative structure.

Table 4.17

Statistical Description of Learning Facilitative Structure for Organization Cultural Practices

	N	Mean	Std. Deviation
provides easy access to learning resources for its employees	133	4.4586	.78346
has an effective knowledge sharing system to enhance employees' learning	133	4.6767	.80292
is able to flexibly integrate work processes in the organization with little disruption	133	4.8496	.70169
Average Mean	**133**	**4.6617**	**.64873**

Finally, having a learning facilitative alliance was also identified as being important by respondents in their organizations. This took the form of joint approaches adopted by the respondents' organizations, the creation of knowledge-sharing means with alliances, and accessibility to resources outside the organization. The researcher's qualitative interviews shed more light on the significance of these aspects. Respondents pointed out the importance of creating partnerships with other organizations. They said that "by partnering with other organizations, we are able to create joint efforts and pave future learning paths together. We are able to work together to solve problems and adapt to the changes in our environment". By partnering with other organizations, respondents also felt that their organizations had the opportunity to create knowledge-sharing means. They explained that "when we work with others, we are able to create the means to share knowledge from our organization while at the same time take in knowledge from the other organizations. We are able to create the appropriate channels for that". Respondents also said that "when working with other organizations our organization can have access to resources that are not readily available in our organization. This can help us create learning opportunities for our employees".

From Table 4.18 it is clear that respondents generally agree that their organizations constantly look to create partnerships with other organizations. The lowest mean score is

represented by the respondents' agreement that their organizations are able to access

resources made available through their partnerships with other organizations. With the

highest mean score being 5.0150 and the lowest mean score being 4.5940, it is clear that

respondents generally agree that their organizations have a learning facilitative alliance with

other organizations.

Table 4.18

Statistical Description of Learning Facilitative Alliance for Organization Cultural Practices

	N	Mean	Std. Deviation
constantly looks for opportunities to partner with other organizations	133	5.0150	.74858
is able to create knowledge sharing means when working with other organizations	133	4.8797	.71814
is able to access learning resources made available through its partnership with other organizations	133	4.5940	.71814
Average Mean	**133**	**4.8296**	**.58260**

In conclusion, as depicted in Table 4.19, it is clear that respondents generally agree

that their organizations are progressing well in terms of having a learning supportive mission,

learning supportive leadership, a learning facilitative structure, and a learning facilitative

alliance. The highest mean score is represented by the organizations' cultural practice of

having a learning facilitative alliance, while the lowest score is represented by the

organizations' having a learning facilitative structure. It can also be viewed that the

respondents' organizations have effective organization cultural practices that contribute to the

learning that takes place within the organizations themselves. The Summary of the

researcher's findings for her in-depth qualitative interviews can be viewed in Figure 4.1. (For

detailed Descriptive Data please refer to Appendix E).

Table 4.19

Summary Table of Organization Cultural Practices

	N	Mean	Std. Deviation
Learning Supportive Mission	133	4.8033	.56810
Learning Supportive Leadership	133	4.6782	.56827
Learning Facilitative Structure	133	4.6617	.64873
Learning Facilitative Alliance	133	4.8296	.58260

THEMES		Cluster 1	Cluster 2	Cluster 3	Cluster 4
	Individual Motivation to Learn	**Personal Fulfillment:** ✓ Learning to develop mental perspectives ✓ Learning to develop behavior and personality ✓ Learning to increase general knowledge ✓ Learning to create career opportunities outside organization ✓ Learning to create positive relationships	**Problem Mastery:** ✓ Learning to create varied solutions ✓ Learning to create varied viewpoints ✓ Learning to avoid repeating mistakes ✓ Learning to help others ✓ Learning to solve future problems	**Rewards and Recognition:** ✓ Learning to enhance personal value ✓ Learning to build career within the organization ✓ Learning to gain peer respect	
	Team Dynamics	**Trust:** ✓ Being able to confide in team members ✓ Being able to work toward common goals ✓ Having team responsibility	**Interpersonal Communication:** ✓ Having effective communication ✓ Influencing others' ideas ✓ Reshaping team ideas ✓ Having effective dialogue ✓ Sharing vital information	**Team Expertise:** ✓ Gaining recognition for contributing 'best ideas' ✓ Differentiation from other teams ✓ Ability to help other teams ✓ Ability to integrate efforts ✓ Addressing issues that exist outside the organization ✓ Ability to create transferable knowledge	**Empowerment:** ✓ Ability to enhance creativity ✓ The creation of new knowledge ✓ Ability to generate different ideas ✓ Contribution toward organization-wide decision making
	Organization Cultural Practices	**Learning Supportive Mission:** ✓ Developing employees' knowledge and skills ✓ Collectively enhancing organizational performance ✓ Making employees aware of the importance of acquiring new skills and knowledge ✓ Getting employees to contribute toward organization goals and targets ✓ Assessing employees' learning needs	**Learning Supportive Leadership:** ✓ Providing necessary guidance ✓ Identifying learning resources ✓ Challenging employees to do better ✓ Encouraging knowledge-sharing ✓ Creating learning opportunities	**Learning Facilitative Structure:** ✓ Providing easy access to learning resources ✓ Having an effective knowledge-sharing system ✓ Having flexibility when integrating work processes	**Learning Facilitative Alliance:** ✓ Creating joint approaches with other organizations ✓ Creating knowledge-sharing means with other organizations ✓ Ability to access learning resources outside the organization

Figure 4.1 Phenomenological Analysis Summary of Themes and Constituents derived from In-depth Qualitative Interviews

4.3 Relationship of Individual Motivation to Learn, Team Dynamics, and Organization Cultural Practices with Organization Learning Sustainability in Thai-based International Nonprofit Organizations.

In this section, Pearson Correlation Bivariate Analysis was adopted to determine the relationships between the three independent variables and the dependent variable. Composite scores for all variables were attained by using the Transform function of SPSS. These composite scores were for individual motivation to learn, team dynamics, organization cultural practices, and organization learning sustainability. Moreover, composite scores were also derived for the sub-variables of each of the independent variables so as to better understand the relationships that existed between the researcher's independent variables and dependent variable. In this section, the researcher's fourth objective which calls for the examination of the relationships between the three independent variables and the dependent variable is fulfilled and her first three hypotheses tested. The null hypotheses that were formed for this section are represented as follows:

H_{o1}: There is no significant relationship between individual motivation to learn and organization learning sustainability.

H_{o2}: There is no significant relationship between team dynamics and organization learning sustainability.

H_{o3}: There is no significant relationship between organization cultural practices and organization learning sustainability.

4.3.1 Relationship between Individual Motivation to Learn and Organization Learning Sustainability.

In understanding the relationship between Individual Motivation to Learn and Organization Learning Sustainability Pearson Correlation statistical analysis revealed that the two are positively correlated at 0.693 and at a significant level of 0.01 as presented in Table 4.20. This indicated that the higher the scores respondents assigned for Individual Motivation to Learn, the higher the scores they assigned for Organization Learning Sustainability as well. In other words, it can be seen that the reasons behind an individual's motivation to learn has an impact on an organization's ability to sustain its learning.

Table 4.20

Relationship between Individual Motivation to Learn and Organization Learning Sustainability

		Organization Learning Sustainabiilty	Individual Motivation to Learn
Organization Learning Sustainability	Pearson Correlation	1	.693(**)
	Sig. (2-tailed)		.000
	N	133	133
Individual Motivation to Learn	Pearson Correlation	.693(**)	1
	Sig. (2-tailed)	.000	
	N	133	133

** Correlation is significant at the 0.01 level (2-tailed).

In looking further at the relationships between Personal Fulfillment, Problem Mastery, Rewards and Recognition, and Organization Learning Sustainability we can see in Table 4.21 that the strongest correlation exists between Personal Fulfillment and Organization Learning Sustainability (0.675), followed by a correlation of 0.669 between Problem Mastery and Organization Learning Sustainability, and finally a correlation of 0.333 between Rewards and Recognition and Organization Learning Sustainability. It can also be seen that Personal

Fulfillment and Problem Mastery are positively correlated at 0.758, the highest correlation

between the three sub-variables of Individual Motivation to Learn. Personal Fulfillment is

also positively correlated with Rewards and Recognition at 0.488. Finally, Problem Mastery

and Rewards and Recognition are positively correlated at 0.508. It is evident that the

relationships between all the sub-variables of Individual Motivation to Learn and their

relationships between Organization Learning Sustainability are all significant at a level of

0.01.

Table 4.21

Relationships between Personal Fulfillment, Problem Mastery, Rewards and Recognition,

and Organization Learning Sustainability

		Organization learning sustainability	Personal Fulfillment	Problem Mastery	Rewards and Recognition
Organization learning sustainability	Pearson Correlation	1	.675(**)	.669(**)	.333(**)
	Sig. (2-tailed)		.000	.000	.000
	N	133	133	133	133
Personal Fulfillment	Pearson Correlation	.675(**)	1	.758(**)	.488(**)
	Sig. (2-tailed)	.000		.000	.000
	N	133	133	133	133
Problem Mastery	Pearson Correlation	.669(**)	.758(**)	1	.508(**)
	Sig. (2-tailed)	.000	.000		.000
	N	133	133	133	133
Rewards and Recognition	Pearson Correlation	.333(**)	.488(**)	.508(**)	1
	Sig. (2-tailed)	.000	.000	.000	
	N	133	133	133	133

** Correlation is significant at the 0.01 level (2-tailed).

The first null hypothesis that there is no relationship between Individual Motivation to

Learn and Organization Learning Sustainability is therefore rejected at a level of 0.693 and a

significant level of 0.01. This correlation can also be explained by the positive correlations

that exist amongst the sub-variables of Individual Motivation to Learn and their correlations

with Organization Learning Sustainability as well. It seems that the reasons behind an individual's motivation to learn have an impact on Organization Learning Sustainability in Thai-based international nonprofit organizations.

4.3.2 Relationship between Team Dynamics and Organization Learning Sustainability.

Besides the positive correlation that exists between Individual Motivation to Learn and Organization Learning Sustainability, we can also see that a positive correlation exists between Team Dynamics and Organization Learning Sustainability as well. From Table 4.22 this relationship is depicted at a correlation of 0.597, a significant level of 0.01. It is understood that the dynamics of a team plays a role in an organization's ability to sustain its learning.

Table 4.22

Relationship between Team Dynamics and Organization Learning Sustainability

		Organization learning sustainability	Team Dynamics
Organization learning sustainability	Pearson Correlation	1	.597(**)
	Sig. (2-tailed)		.000
	N	133	133
Team Dynamics	Pearson Correlation	.597(**)	1
	Sig. (2-tailed)	.000	
	N	133	133

** Correlation is significant at the 0.01 level (2-tailed).

This positive correlation can also be seen between the sub-variables of Team Dynamics namely Trust, Interpersonal Communication, Team Expertise, and Empowerment. We can see from Table 4.23 that the highest correlation between the sub-variables exists between Trust and Interpersonal Communication at 0.684 at a significant level of 0.01. However, when looking at the correlations between the sub-variables and Organization

Learning Sustainability, it is clear that the highest correlation exists between Empowerment and Organization Learning Sustainability at a level of 0.679 and a significant level of 0.01. The lowest correlation between the sub-variables and Organization Learning Sustainability is at 0.389 and exists between Interpersonal Communication and Organization Learning Sustainability. Trust and Empowerment were also positively correlated at 0.624 while Trust and Team Expertise were positively correlated at 0.565. Interpersonal Communication and Team Expertise were positively correlated at 0.670 while Empowerment and Team Expertise were positively correlated at 0.656. Therefore, it is understood that there is a positive relationship between Team Dynamic's sub-variables and Organization Learning Sustainability and also there are positive relationships between the sub-variables themselves. All the relationships are seen as significant at the level of 0.01.
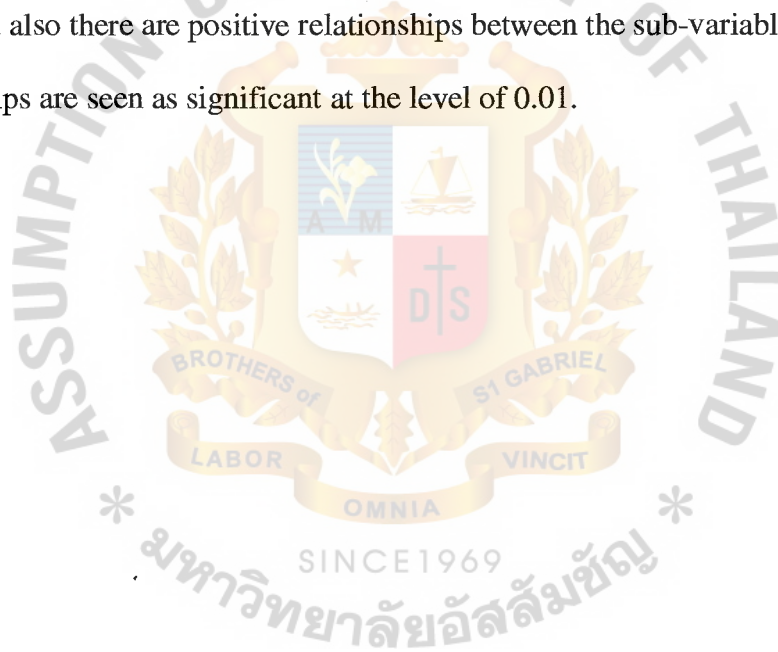
Table 4.23

Relationships between Trust, Interpersonal Communication, Team Expertise, Empowerment

and Organization Learning Sustainability

		Organization learning sustainability	Trust	Interpersonal communication	Team Expertise	Empowerment
Organization learning sustainability	Pearson Correlation	1	.460(**)	.389(**)	.544(**)	.679(**)
	Sig. (2-tailed)		.000	.000	.000	.000
	N	133	133	133	133	133
Trust	Pearson Correlation	.460(**)	1	.684(**)	.565(**)	.624(**)
	Sig. (2-tailed)	.000		.000	.000	.000
	N	133	133	133	133	133
Interpersonal Communicate	Pearson Correlation	.389(**)	.684(**)	1	.670(**)	.547(**)
	Sig. (2-tailed)	.000	.000		.000	.000
	N	133	133	133	133	133
Team Expertise	Pearson Correlation	.544(**)	.565(**)	.670(**)	1	.656(**)
	Sig. (2-tailed)	.000	.000	.000		.000
	N	133	133	133	133	133
Empowerment	Pearson Correlation	.679(**)	.624(**)	.547(**)	.656(**)	1
	Sig. (2-tailed)	.000	.000	.000	.000	
	N	133	133	133	133	133

** Correlation is significant at the 0.01 level (2-tailed).

The second null hypothesis that there is no relationship between Team Dynamics and

Organization Learning Sustainability is therefore rejected at a level of 0.597 and a significant

level of 0.01. This positive correlation is also evident between Trust, Interpersonal

Communication, Team Expertise, Empowerment, and Organization Learning Sustainability.

It can be understood that Team Dynamics has an impact on Organization Learning

Sustainability in Thai-based international nonprofit organizations.

4.3.3 Relationship between Organization Cultural Practices and Organization Learning Sustainability.

Moving from Individual Motivation to Learn and Team Dynamics, it is also clear that

a positive correlation exists between Organization Cultural Practices and Organization

Learning Sustainability. From Table 4.24 we can see that this correlation exists at a level of 0.812 and at a significant level of 0.01. It can be understood that Organization Cultural Practices is highly correlated with Organization Learning Sustainability.

Table 4.24

Relationship between Organization Cultural Practices and Organization Learning Sustainability

		Organization learning sustainability	Organization cultural practices
Organization learning sustainability	Pearson Correlation	1	.812(**)
	Sig. (2-tailed)		.000
	N	133	133
Organization cultural practices	Pearson Correlation	.812(**)	1
	Sig. (2-tailed)	.000	
	N	133	133

** Correlation is significant at the 0.01 level (2-tailed).

This positive correlation can also be explained by looking at the correlations that exist between Learning Supportive Mission, Learning Supportive Leadership, Learning Facilitative Structure, Learning Facilitative Alliance, and Organization Learning Sustainability. We can see from Table 4.25 that Learning Supportive Mission and Learning Facilitative Structure have the highest correlation with Organization Learning Sustainability at a correlation of 0.759 and a significant level of 0.01. It can also be seen that the highest correlation between the sub-variables exists between Learning Supportive Mission and Learning Supportive Leadership at a correlation of 0.815 and a significant level of 0.01. Correlating Learning Facilitative Structure with Learning Supportive Mission indicates a correlation of 0.708 while the correlation between Learning Supportive Mission and Learning Facilitative Alliance is at 0.647. Learning Supportive Leadership is positively correlated with Learning Facilitative Structure at 0.735 while at 0.584 with Learning Facilitative Alliance. Learning Facilitative

Structure and Learning Supportive Mission are positively correlated at 0.708 while with

Learning Facilitative Alliance it is correlated at 0.655. All the relationships are seen as

significant at the level of 0.01.

Table 4.25

Relationships between Learning Supportive Mission, Learning Supportive Leadership,

Learning Facilitative Structure, Learning Facilitative Alliance, and Organization Learning

Sustainability

		Organization learning sustainability	Learning Supportive Mission	Learning Supportive Leadership	Learning Facilitative Structure	Learning Facilitative Alliance
Organization learning sustainability	Pearson Correlation	1	.759(**)	.695(**)	.759(**)	.645(**)
	Sig. (2-tailed)		.000	.000	.000	.000
	N	133	133	133	133	133
Learning Supportive Mission	Pearson Correlation	.759(**)	1	.815(**)	.708(**)	.647(**)
	Sig. (2-tailed)	.000		.000	.000	.000
	N	133	133	133	133	133
Learning Supportive Leadership	Pearson Correlation	.695(**)	.815(**)	1	.735(**)	.584(**)
	Sig. (2-tailed)	.000	.000		.000	.000
	N	133	133	133	133	133
Learning Facilitative Structure	Pearson Correlation	.759(**)	.708(**)	.735(**)	1	.655(**)
	Sig. (2-tailed)	.000	.000	.000		.000
	N	133	133	133	133	133
Learning Facilitative Alliance	Pearson Correlation	.645(**)	.647(**)	.584(**)	.655(**)	1
	Sig. (2-tailed)	.000	.000	.000	.000	
	N	133	133	133	133	133

** Correlation is significant at the 0.01 level (2-tailed).

The third null hypothesis that there is no relationship between Organization Cultural

Practices and Organization Learning Sustainability is therefore rejected with the evident

positive correlation of 0.812 and a significant level of 0.01. This positive correlation is also

highlighted between the sub-variables of Organization Cultural Practices and Organization

Learning Sustainability. It is seen that organization cultural practices do indeed have an

impact on organization learning sustainability in Thai-based international nonprofit organizations.

4.3.4 Summary of relationships between Individual Motivation to Learn, Team Dynamics, Organization Cultural Practices, and Organization Learning Sustainability.

Having rejected the researcher's first three null hypotheses, it is therefore clear that Individual Motivation to Learn, Team Dynamics, and Organization Cultural Practices are all positively correlated with Organization Learning Sustainability. From Table 4.26 it is clear that Organization Cultural Practices has the highest correlation with Organization Learning Sustainability compared to the other two independent variables. This correlation exists at 0.812 followed by the correlation between Individual Motivation to Learn and Organization Learning Sustainability at 0.693, and finally the correlation between Team Dynamics and Organization Learning Sustainability at 0.597. This indicates that organization cultural practices have more impact on organization learning sustainability in Thai-based international nonprofit organizations while the other two have impacts of a lesser degree. All the correlations between the independent variables and the dependent variable are significant at a level of 0.01. (For details of all Pearson Correlations Analysis results please refer to Appendix F).

Table 4.26

Summary of Correlations between Individual Motivation to Learn, Team Dynamics,

Organization Cultural Practices, and Organization Learning Sustainability

		Organization learning sustainability	Organization Cultural Practices	Team Dynamics	Individual Motivation to Learn
Organization learning sustainability	Pearson Correlation	1	.812(**)	.597(**)	.693(**)
	Sig. (2-tailed)		.000	.000	.000
	N	133	133	133	133
Organization Cultural Practices	Pearson Correlation	.812(**)	1	.647(**)	.648(**)
	Sig. (2-tailed)	.000		.000	.000
	N	133	133	133	133
Team Dynamics	Pearson Correlation	.597(**)	.647(**)	1	.584(**)
	Sig. (2-tailed)	.000	.000		.000
	N	133	133	133	133
Individual Motivation to Learn	Pearson Correlation	.693(**)	.648(**)	.584(**)	1
	Sig. (2-tailed)	.000	.000	.000	
	N	133	133	133	133

** Correlation is significant at the 0.01 level (2-tailed).

4.4 Influence of Individual Motivation to Learn, Team Dynamics, and Organization

Cultural Practices on Organization Learning Sustainability in Thai-based International

Nonprofit Organizations.

In this section, Multiple Regression Analysis was used to examine the influence of

Individual Motivation to Learn, Team Dynamics, Organization Cultural Practices, and

Organization Learning Sustainability. SPSS's Stepwise Linear Regression function was used

along with composite scores for variables and sub-variables. Composite scores for sub-

variables were used to better understand the influence of each independent variable with the

dependent variable. In this section, the researcher's fifth objective which calls for the

examination of the influence of individual motivation to learn, team dynamics, and

organization cultural practices on organization learning sustainability in Thai-based

international non-profit organizations is fulfilled and her fourth corresponding hypothesis is

tested. The null hypothesis formed to test the influence of the independent variables on the

dependent variable is represented as follows:

H_{o4}: There is no significant influence of individual motivation to learn, team

dynamics, and organization cultural practices on organization learning sustainability

in Thai-based international non-profit organizations.

4.4.1 Influence of Individual Motivation to Learn on Organization Learning Sustainability in Thai-based International Nonprofit Organizations.
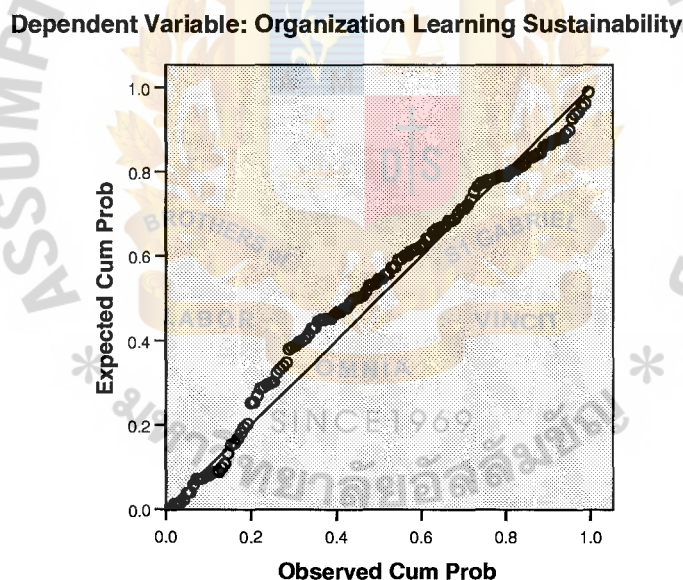
Figure 4.2 Influence of Individual Motivation to Learn on Organization Learning
Sustainability.

Before looking at which independent variable has the most influence on the dependent

variable, it is useful to look at each of their influences on Organization Learning

Sustainability. In understanding the influence of Individual Motivation to Learn on

Organization Learning Sustainability, Personal Fulfillment, Problem Mastery, and Rewards and Recognition were entered into the Linear Regression equation. From Figure 4.2 it can be seen that Individual Motivation to Learn does in fact have a linear relationship with Organization Learning Sustainability. And from Table 4.27 it can be seen that Rewards and Recognition did not qualify as a 'predictor' and therefore was excluded from the regression. Model 1 depicts the predictive nature of Personal Fulfillment on Organization Learning Sustainability at 0.455 while Model 2 depicts the predictive nature of Personal Fulfillment and Problem Mastery on Organization Learning Sustainability at 0.514. It is therefore evident that Personal Fulfillment and Problem Mastery together have a higher prediction on Organization Learning Sustainability than Personal Fulfillment alone.

It is therefore seen that there is a linear relationship between Personal Fulfillment, Problem Mastery and Organization Learning Sustainability. From the R Square value for Model 2 we can see that on average 51.4% of the variance in Organization Learning Sustainability can be explained by Personal Fulfillment and Problem Mastery. Moreover, in looking at the F value of Model 2 we can see that it is much higher than the Mean Square and significant at a level below 0.05.

Table 4.27

Influence of Individual Motivation to Learn on Organization Learning Sustainability

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Mean Square	F	Sig.
1	.675(a)	.455	.451	.37969	15.786	109.500	.000(a)
2	.717(b)	.514	.506	.36020	8.902	68.614	.000(b)

a Predictors: (Constant), Personal Fulfillment
b Predictors: (Constant), Personal Fulfillment, Problem Mastery

4.4.2 Influence of Team Dynamics on Organization Learning Sustainability in Thai-based International Nonprofit Organizations.

Dependent Variable: Organization Learning Sustainability
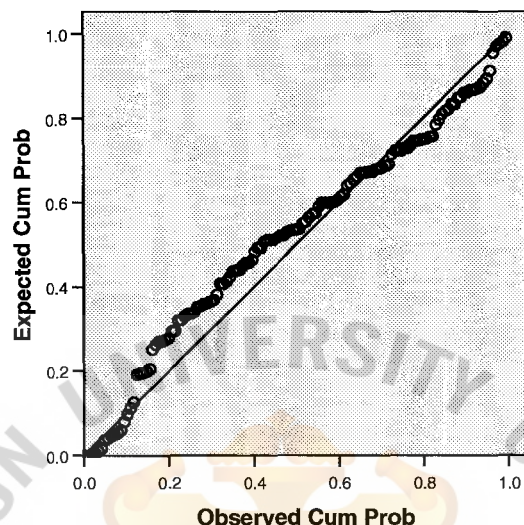
Figure 4.3 Influence of Team Dynamics on Organization Learning Sustainability

Moving on to the influence of Team Dynamics on Organization Learning Sustainability, it can be viewed in Figure 4.3 that Team Dynamics does have a linear relationship with Organization Learning Sustainability despite its being not as linear as Individual Motivation to Learn. It can also be seen in Table 4.28 that Empowerment on its own has a predictive nature of 0.462. However, with Empowerment and Team Expertise put together, the combined prediction is greater at a level of 0.479. Sub-variables that did not make the cut here include Trust and Interpersonal Communication. Model 2 therefore seems to have more influence on Organization Learning Sustainability.

It is seen that there is a linear relationship between Team Dynamics and Organization Learning Sustainability. This can be explained by the F values in both the Models presented in Table 4.28 which are significantly higher than the Mean Squares and significant at a level below 0.05. From the R Square of Model 2 we can see that on average 47.9% of the variance

in Organization Learning Sustainability can be explained by Empowerment and Team

Expertise.

Table 4.28

Influence of Team Dynamics on Organization Learning Sustainability

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Mean Square	F	Sig.
1	.679(a)	.462	.458	.37746	16.007	112.350	.000(a)
2	.692(b)	.479	.470	.37294	8.295	59.644	.000(b)

a Predictors: (Constant), Empowerment
b Predictors: (Constant), Empowerment, Team Expertise

4.4.3 Influence of Organization Cultural Practices on Organization Learning Sustainability in Thai-based International Nonprofit Organizations.
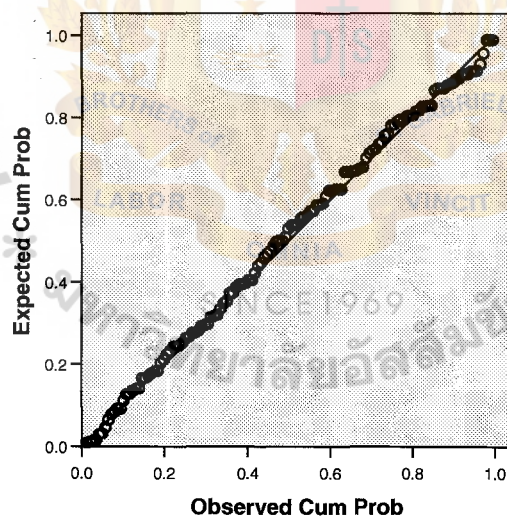
Figure 4.4 Influence of Organization Cultural Practices on Organization Learning Sustainability.

Besides Individual Motivation to Learn and Team Dynamics, Organization Cultural

Practices also seem to have an influence on Organization Learning Sustainability as depicted

in Figure 4.4 and Table 4.29. From Figure 4.4 it can be seen that there is a strong linear

relationship between Organization Cultural Practices and Organization Learning

Sustainability, the strongest amongst the three independent variables included in this study.

Predictors identified in Table 4.29 are a Learning Facilitative Structure and a Learning

Supportive Mission. On its own, Learning Facilitative Structure has a predictive nature on

Organization Learning Sustainability at a level of 0.576 as seen in Model 1. However, in

Model 2, it can be seen that Learning Facilitative Structure and Learning Supportive Mission

together have a predictive nature at a level of 0.675. Sub-variables that were excluded from

the equation here include Learning Supportive Leadership and Learning Facilitative Alliance.

It is therefore seen that there is a linear relationship between Organization Cultural

Practices and Organization Learning Sustainability. This can be explained by the F values

presented in both Model 1 and 2 which are higher than the Mean Squares and are significant

at a level below 0.05. Moreover, it is evident that from the R Square in Model 2 67.5% of the

variance in Organization Learning Sustainability can be explained by Learning Facilitative

Structure and Learning Supportive Mission.

Table 4.29

Influence of Organization Cultural Practices on Organization Learning Sustainability

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Mean Square	F	Sig.
1	.759(a)	.576	.573	.33494	19.976	178.058	.000(a)
2	.821(b)	.675	.670	.29459	11.695	134.768	.000(b)

a Predictors: (Constant), Learning Facilitative Structure
b Predictors: (Constant), Learning Facilitative Structure, Learning Supportive Mission

4.4.4 Influence of Individual Motivation to Learn, Team Dynamics, and Organization Cultural Practices on Organization Learning Sustainability in Thai-based International Nonprofit Organizations.

Having looked at each of the independent variable's predictive nature on the dependent variable, it is also useful to take a look at the independent variables collective influence on the dependent variable to determine which has the most predictive nature on Organization Learning Sustainability. From Table 4.30 it is clear that Individual Motivation to Learn and Organization Cultural Practices both have an influence on Organization Learning Sustainability. On its own, Organization Cultural Practices has a predictive nature on Organization Learning Sustainability at a level of 0.66 but when combined with Individual Motivation to Learn the level is increased to 0.708. Team Dynamics in this stage did not seem to make the cut despite the evident predictive nature of some of its sub-variables on Organization Learning sustainability.

From the F value presented in Model 2 we can see that it is significantly higher than the Mean Square, significant at a level below 0.05. Moreover, from the R Square for Model 2 it can be understood that 70.8% of the variance in Organization Learning Sustainability can be explained by Organization Cultural Practices and Individual Motivation to Learn. It is therefore clear that a linear relationship exists between the variables.

Table 4.30

Influence of Individual Motivation to Learn, Team Dynamics, and Organization Cultural Practices on Organization Learning Sustainability

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Mean Square	F	Sig.
1	.812(a)	.660	.657	.29996	22.885	254.342	.000(a)
2	.841(b)	.708	.703	.27910	12.273	157.546	.000(b)

a Predictors: (Constant), Organization Cultural Practices
b Predictors: (Constant), Organization Cultural Practices, Individual Motivation to Learn

However, when all the sub-variables of Individual Motivation to Learn, Team Dynamics, and Organization Cultural Practices were regressed together it was evident that all three independent variables had some influence on Organization Learning Sustainability. This can be seen in Table 4.31. Out of the five models presented we can see that in Model 1, Learning Facilitative Structure has a predictive nature at 0.576. Model 2 which combines Learning Facilitative Structure with Learning Supportive Mission has a predictive nature at 0.675. Model 3 which adds on Problem Mastery from Individual Motivation to Learn has a predictive nature at 0.715. In Model 4, it can be seen that Empowerment from Team Dynamics when added on to the predictors from the previous model has a predictive nature at 0.726. Finally, Model 5 which seems to have the highest predictive nature on Organization Learning Sustainability combines one more sub-variable from Team Dynamics which is trust. The collective predictive nature for Model 5 is at 0.737. These collective linear relationships can also be viewed in Figure 4.5.
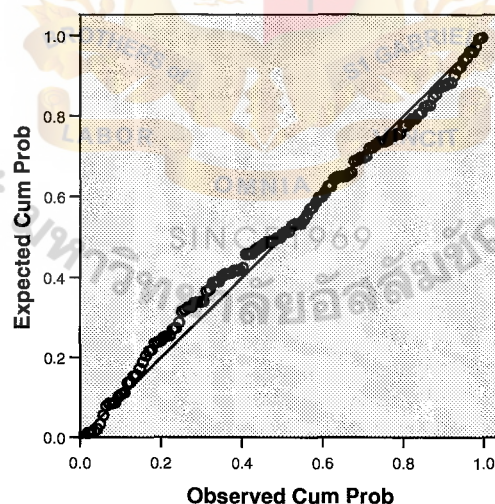
Figure 4.5 Influence of Learning Facilitative Structure, Learning Supportive Mission, Problem Mastery, Empowerment, and Trust on Organization Learning Sustainability.

4.5 Discussion of Research Findings

Following the previous sections' presentation of the research findings and a brief analysis, this section aims to provide further analysis based on the qualitative and quantitative results obtained to answer the research objectives set forth by the researcher for the purpose of this study.

4.5.1 Prevalent individual motivation to learn reasons that influence learning in Thai-based international nonprofit organizations.

Using descriptive analysis it was confirmed that Personal Fulfillment, Problem Mastery, and Rewards and Recognition were also viable reasons that motivated individuals in Thai-based international nonprofit organizations to learn. These confirm the understanding that people are motivated to learn for both intrinsic and extrinsic motives, and more often it is a combination of both motives rather than purely one-sided. Theories and past studies that purport that an individual learns for different reasons (Bigge & Hunt 1980; Wexley & Yukl 1984; Lynch and Kordis 1988; Stipek 1993; Osteraker 1999; Ardichvili, Page, & Wentling 2003; Porter, Biley, & Steers, 2003; Amar 2004; and Remedios & Boreham 2004) included to accomplish their personal goals in life, to solve problems and understand them better, and to gain rewards and recognition are confirmed here. However, it was also revealed that learning for Rewards and Recognition scored the lowest amongst the three sub-variables indicating that individuals in Thai-based international nonprofit organizations are not as interested in seeking tangible and intangible forms of compensation for their learning as seeking to fulfill their personal goals like expanding their mental perspectives, improving their behavior, or mastering problems so that they understand them well enough. Results also confirmed that Problem Mastery scored the highest amongst the other three sub-variables indicating that individuals in Thai-based international nonprofit organizations were motivated

to learn most so that they could solve their own problems as well as other people's problems. This seems to be reflected in the work of nonprofit organizations and therefore can explain why people in the nonprofit sector are motivated to learn so as to master the problems that they face. Going back to the 'business' of nonprofits it also becomes clear that the problems individuals in Thai-based international nonprofit organizations face lie beyond their own organizational boundaries and make up their 'work' therefore pushing them toward understanding the problems, solving them, and preparing for them in the future along with helping others. This in itself seems to be the motivational factor behind their wanting to learn more and attain more knowledge and skills.

In looking at Problem Mastery it is also evident that individuals in Thai-based international nonprofit organizations are motivated to 'master' their problems so as to help others first before anything else. This again is reflected in the nature of their work, what nonprofit organizations stand for, and why they chose to be a part of the sector. Along with helping others, in mastering their problems they also seek varied viewpoints and solutions so as to be able to make the most appropriate decisions and understand their options. In solving problems it is also clear that they seek to avoid repeating mistakes and anticipating future problems. In avoiding repeating mistakes, the context of the nonprofit sector also plays a role as it is understood that mistakes can cost both time and money, resources which are more often limited in nonprofit organizations compared to that of the corporate sector. It also becomes necessary to look into the future and anticipate both minor and major obstacles that need to be tackled so as to be able to perform effectively.

In understanding an individual's motivation to learn in Thai-based international nonprofit organizations it is also worth noting the number of hours individuals spend from their own time in engaging in learning and learning-related activities. From the results obtained it is understood that the largest number spent around 21-35 hours per month of their

own time engaging in learning and learning-related activities. This can perhaps account for the high mean scores of Personal Fulfillment.

It can therefore be interpreted that individuals in Thai-based international nonprofit organizations are motivated to learn for various reason but mainly in order to master the problems that they face, fulfill their personal goals and desires, and lastly to gain some form of reward or recognition for their learning.

4.5.2 Prevalent team dynamics that influence learning in Thai-based international nonprofit organizations.

Using Descriptive Analysis it was also confirmed that Trust, Interpersonal Communication, Team Expertise, and Empowerment were all valid team dynamics that play a role in the learning that takes place in Thai-based international nonprofit organizations. This confirmed the notion that team dynamics do indeed have an influence on organization learning in general. Past studies that revealed the roles of team dynamics and their impact on the learning that takes place in an organization (Laiken 1997; O'Brien & Buono 1999, Johnson, Heimann, & O'Neill 2000; Bennett 2001; Castka, Sharp, & Bamber 2003; Szarka, Grant, & Flannery 2004; and Liao 2006) and how trust, interpersonal communication, team expertise, and empowerment affect the learning that takes place within the team and the learning that transpires to the organization level are confirmed here in this study as well. It was also revealed in the research findings that out of the four, Team Expertise was rated the highest, indicating that respondents were confident about the work they did together as a team and the implications of their work results on the organization's own performance. Scoring the lowest was Empowerment, indicating that respondents had a few reservations about whether their teams and they as individuals were truly empowered. Both these again

reflect the nature of the work of nonprofit organizations where team expertise and empowerment seem pertinent to the results of the work undertaken.

In looking at Team Expertise it is understood that respondents felt that their organizations were doing well in terms of team function. It was revealed that teams were able to be differentiated by looking at their expertise, teams were able to use their expertise to help others, teams were able to integrate their own individual expertise, teams were able to address issues outside the organization, and they were able to create transferable knowledge. From the two highest mean scores it can be understood that helping other teams and addressing issues outside the organization are two important elements of the team's expertise in Thai-based international nonprofit organizations. This again is reflected directly in the nature of the work they do and the main functions of nonprofit organizations.

It is also evident that Empowerment did not rate as high as the other sub-variables. But this can be explained by the organization's decision making process in large nonprofit organizations which tend to be more hierarchical than smaller nonprofit organizations. Processes, structures, and levels are more numerous and policies are more pertinent. This can bring on the feeling that the organization does not support empowerment of teams but only encourages it. However, with the relatively positive composite mean score it is clear that empowerment is something that is prevalent in Thai-based international nonprofit organizations as well.

It can therefore be interpreted that Trust, Interpersonal Communication, Team Expertise, and Empowerment are all prevalent team dynamics in Thai-based international nonprofit organizations with Team Expertise seeming to stand out from the rest.

4.5.3 Prevalent organization cultural practices that influence learning in Thai-based international nonprofit organizations.

Again using Descriptive Analysis it was also confirmed that Learning Supportive Mission, Learning Supportive Leadership, Learning Facilitative Structure, and Learning Facilitative Alliance all play a role in the learning that takes place in Thai-based international nonprofit organizations. This confirms the notion that the cultural practices adopted by an organization are important to its learning. Past studies that focused on how the cultural practices of an organization affected its learning (Rolls 1995; Schein 1996; Lei & Slocum 1997; Knight & Pye 2005; Pillania 2006; Al-Alawi, Al-Marzooqi, & Mohammed 2007; Chang & Lee 2007; and Lai & Lee 2007) and how an organization's mission, leadership, structure, and alliances had an impact on the learning that takes place in an organization are also confirmed through the findings of this research study. It was revealed that out of the four, Learning Facilitative Alliance scored the highest while Learning Facilitative Structure scored the lowest. This indicated that while the organizations could very well rely on their partnerships to support their own learning, their own structures were not as facilitative. This again, can be explained by taking a look at the nature of the work of nonprofit organizations. It is understood that nonprofit organizations often partner with other nonprofit organizations or even organizations from the corporate world to carry out their work and achieve their goals and set targets. Most of the time, with partnerships come the supportive structures of the other organizations as well thereby enabling learning to be facilitated effectively and making resources available. This especially holds true for nonprofit organizations that operate on a smaller scale are dependent on funding from 'donors' who sometimes represent the corporate world, the government, or the population at large. This also indicates that on their own small scale nonprofit organizations cannot solely depend on their own structures to provide them

with the resources they need to facilitate their learning. This is however the opposite for large scale nonprofits that have the support of their headquarters and sister organizations.

In looking at Learning Facilitative Alliance, it was revealed that Thai-based international nonprofit organizations are continuously seeking opportunities to partner with other organizations and once they do so are able to create knowledge-sharing means and gain access to resources to facilitate their learning. It can also be interpreted that it is through their partnerships with other organizations that Thai-based international nonprofit organizations are able to make their structures more learning-facilitative. Results also indicated that learning supportive missions and leaders played important roles in encouraging and developing effective learning processes in Thai-based international nonprofit organizations.

It can therefore be interpreted that having a learning supportive mission and leader, and having a facilitative structure and alliance are all conducive to the learning that takes place in Thai-based international nonprofit organizations. Out of the four, having a learning supportive mission and a learning facilitative alliance seem to stand out though all four have been shown to be important.

4.5.4 The relationship of individual motivation to learn, team dynamics, and organization culture practices with organization learning sustainability in Thai-based international nonprofit organizations.

Besides identifying prevalent individual motivation to learn reasons, team dynamics, and organization cultural practices, this study also aimed to examine the relationships between the three independent variables and the dependent variable which is Organization Learning Sustainability. Bivariate Pearson Correlation was conducted to identify the relationships and it was confirmed that all variables were positively correlated. The highest correlation found was between Organization Cultural Practices and Organization Learning

Sustainability, followed by a positive correlation between Individual Motivation to Learn and Organization Learning Sustainability and finally a positive correlation between Team Dynamics and Organization Learning Sustainability. As a result the researcher's first three null hypotheses were rejected.

It can be interpreted that an organization's cultural practices are in fact conducive to an organization's ability to sustain its learning and this is spelled out in its mission, leadership, structure, and alliances. Its high correlation can be attributed to the fact that these need to be present in order for Thai-based international organizations to perform well learning wise and sustain its learning overtime. The fact that Team Dynamics scored the lowest in terms of its correlation with Organization Learning Sustainability does not necessarily imply that it is least important but rather it involves a different function compared to that of the individual's motivation to learn and the organization's cultural practices. One way to look at this is by understanding that individual motivation to learn along with an organization's cultural practices both act as the layering 'foundations' of the learning that takes place in the organization while the dynamics of teams are more processes that link these two together. Therefore if it is understood that when an individual is indeed motivated to learn and the organization has effective cultural practices, the dynamics of teams will be shaped thereafter and in essence will grow out of the two. In other words, Team dynamics is seen like binding glue that holds both together. Moreover, it was also seen that Organization Cultural Practices and Individual Motivation to Learn had the highest correlation amongst the independent variables.

It can therefore be interpreted that there is a positive correlation between Individual Motivation to Learn, Team Dynamics, and Organization Cultural Practices with Organization Learning Sustainability. In other words, all independent variables seem to have an impact on

the dependent variable. Positive correlations were also found between the three independent variables.

4.5.5 The influence of individual motivation to learn, team dynamics, and organization cultural practices on organization learning sustainability in Thai-based international nonprofit organizations.

The study also looked at the influence of Individual Motivation to Learn, Team Dynamics, and Organization Cultural Practices on Organization Learning Sustainability. For this, Linear Regression was used adopting the Stepwise method to determine which variables had the most impact on Organization Learning Sustainability in Thai-based international nonprofit organizations. Composite scores of sub-variables that were regressed collectively revealed that all three independent variables had an influence on Organization Learning Sustainability. The highest predictive model revealed a 73.7% prediction level involving Learning Facilitative Structure, Learning Supportive Mission, Problem Mastery, Empowerment, and Trust. As a result, the researcher's fourth null hypothesis was rejected and the alternative accepted.

It can be interpreted that learning in order to master and solve problems, while fostering empowerment and trust in teams and at the same time having an effective learning facilitative structure and a learning supportive mission are all important to an organization's ability to sustain its own learning. When looking at each independent variable's influence on the dependent variable it was revealed that individually there were various predictive models that all contribute to the final regression analysis conducted with the composite scores of all the sub-variables. It can also be interpreted that when considering the organization's learning performance and its ability to sustain its learning each level of learning namely Individual learning, Team learning, and Organization learning all need to be given equal importance and

each needs to be looked at individually and as a whole to understand the processes and

dimensions that bind the collective learning that takes place in the organization and also what

new processes need to be introduced or what old processes need to be changed. It is also

important to understand what motivates an individual to learn in the nonprofit sector, what

team dynamics are conducive to effective team learning, and what organization cultural

practices need to be adopted in order for effective learning to take place. Each has its own

influence on Organization Learning Sustainability.

It can therefore be seen that Individual Motivation to Learn, Team Dynamics, and

Organization Cultural Practices all have an influence on Organization Learning Sustainability,

and as was discovered in the findings, all the independent variables had positive relationships

between each other and between the dependent variable. It can be seen in Figure 4.6, that the

highest relationship exists between Organization Cultural Practices and Organization

Learning Sustainability. Organization Cultural Practices also scored the highest with

Individual Motivation to Learn. These significant relationships also reflect the level of

influence each of the independent variables has on Organization Learning Sustainability,

which as the findings suggest Organization Cultural Practices has the highest predictive

nature followed by Individual Motivation to Learn, and lastly Team Dynamics.
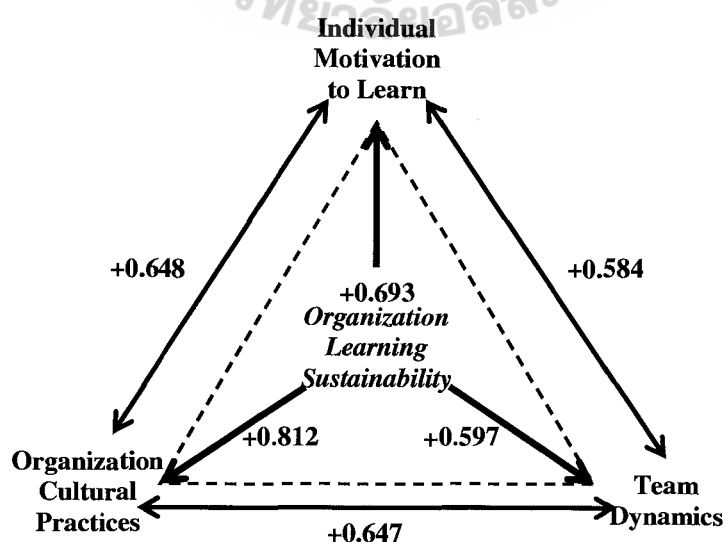
Figure 4.6 Relationships Between All Main Variables

However it is also important to note that although these influences vary from variable to variable, they need to be given attention to when trying to understand what promotes or hinders the learning that takes place in an organization. To understand and appreciate these influences, a systemic framework is important to reflect on the need for whole brain thinking in organizations if one were to foster effective learning, growth, and development. *A Systemic Process towards Organization Learning Sustainability*, as can be viewed in Figure 4.7 illustrates this point. In this model developed and proposed by the researcher to help explain her findings it can be understood that an individual's motivation to learn, the dynamics of teams, and the cultural practices of an organization stem from different thinking frames in the organization's mind which is revealed in the quantitative findings of the study. Individuals in international nonprofit organizations operating in Thailand are motivated to learn so as to solve and master problems and in looking further at this it can be understood that in solving and mastering problems, information and analytical thinking processes play a vital role in their ability to comprehend the complexity of the problems they face. These logical bases can enable individuals to create varied viewpoints and solutions while allowing them to avoid repeating mistakes, anticipate future problems, and enable them to help others with tried-out solutions. Here, understanding problems by examining their nature of existence, their dynamics, their complexity, and other pertinent aspects will in effect make individuals more confident about solving the problems that they encounter in their organizations. This learning process also exists at the individual learning level within the organization and eventually transpires to the team learning level and organization learning level in the organization.

As depicted in the model, it can also be interpreted that having a learning supportive mission involves an organization's ability to continuously discover new ways of supporting and developing its employees' learning needs while exploring ways in making them aware of the importance of acquiring new skills and knowledge, finding ways to enable them to

contribute toward the organization, and discovering new ways of collectively enhancing the organization's performance. Being able to continuously explore in this aspect is vital to dealing with the constant change surrounding the organization and also the learning curves of the individuals within the organization. This can ultimately determine if an organization is able to sustain its collective learning, because learning begins not at the top but at the bottom where each individual is unique and so are their learning processes.

Discovery alone is not enough in terms of cultural practices, taking action/doing also influences an organization's ability to sustain its learning. As can be seen in the model, this takes the form of having a learning facilitative structure. This primarily means providing access to learning resources, creating an effective knowledge sharing system, and flexibly integrating work processes. These are action-based initiatives that enable an organization to 'facilitate' its own learning and that of its employees. Taking steps to ensure that the structure of an organization is learning facilitative will then enable employees to take steps in facilitating their own learning effectively. So in this sense, the organization needs to take the initiative of acting first and lead by example. It is also important to note that having both a learning-supportive mission and a learning-supportive structure is conducive to learning that takes place at the organization learning level in the organization. The two processes have the most influence on the organization's ability to sustain its collective learning (as revealed in the research findings).

Finally, besides understanding, discovering, and doing, building trust and empowerment also contribute to an organization's ability to sustain its own learning. This reflects the interaction that takes place between team members in an organization and between teams in an organization. In building trust, employees will be able to confide in each other and share a sense of accountability and responsibility while working towards common goals. Trust enables them to learn together and depend on each other for their growth and

development within the organization. When employees are able to trust each other and the organization they work for, they will in turn feel more inclined to 'engage' in the organization in various ways that integrate creativity, create new knowledge, decision making, and generation of new and different ideas. These reflect their sense of empowerment and therefore reflect the bond that exists between the organization and its employees. Trust and Empowerment are also conducive to learning at the team level and transpires to that of the organization level. To enable trust and empowerment to be built, individuals inside the organization need to be effectively engaged in learning at the individual level. All these influences (Understanding, Discovering, Doing, and Building) are also reflected in Peter Senge's The Wheel of Learning and The Team Learning Wheel (1995) where the impact of individual and team learning processes on an organization's collective learning are seen as leading to more concrete learning versus more abstract learning, and more action versus more reflection. The findings of this research therefore confirm the notion that systemic learning processes in an organization at the different levels are all interrelated while unique in their own nature, and they all ultimately affect the organization's ability to sustain its learning.

It is important to note here that while these individual processes (problem mastery, trust, empowerment, learning supportive mission, and learning facilitative structure) are unique in their influences on an organization's ability to sustain its learning, they need to be treated with equal importance and focus. A holistic approach is essential to understanding the multi-level learning processes that take place in an organization, namely at the individual, team, and organization level (and to an extent at the network level). It is understood that while organization learning can be understood by looking at the different aspects involved, it can only be truly appreciated for its seminal influence on an organization's growth and development when these aspects are viewed holistically and not segregated piece by segregated piece. And while the research findings have revealed that some processes have

more influence on organization learning sustainability than others, the processes themselves take place simultaneously and side-by-side and therefore the question of which process needs to take place first and which second is not as crucial as the question of whether these processes are synchronized effectively so as to bring about learning sustainability in an organization. Therefore, understanding alone is not enough, discovering alone is not enough, building alone is not enough, and doing alone is not enough. To think whole brain an organization needs to understand, discover, build, and do 'wholly' so that their thoughts originate from a superior source of inspiration and these thoughts can be turned into actions and interventions that will ultimately impact their growth and development and ability to deal with major transformations in the long run. They can then grow as a learning organization.
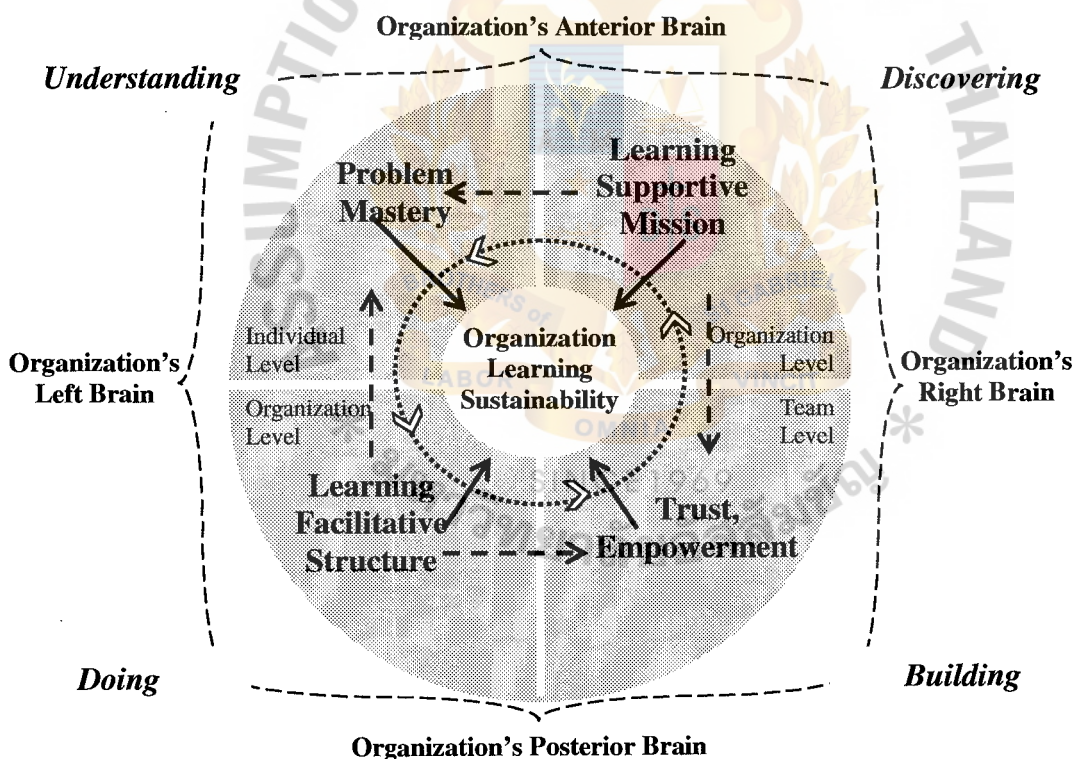
Figure 4.7 A Systemic Process Towards Organization Learning Sustainability.

To summarize this chapter, it can be seen that the findings of the research reveal pertinent qualitative and quantitative data that help explain the organization learning phenomenon in the context of the nonprofit sector. First, it is understood that there are

various prevalent factors that are conducive to learning in an organization and these can be grouped under an individual's motivation to learn, the dynamics of a team, and finally the cultural practices of an organization. Second, it is also understood that these factors all play a role in an organization's ability to sustain its learning and also affects each other in that their processes are intertwined. Finally, it is also understood that all these factors influence an organization's ability to learn and sustain its learning and therefore need to be given equal attention and importance when assessing an organization's learning performance and its ability to sustain its learning in the long run. It is indicative that within these factors are processes that are connected in some way and that transpire collectively to create a type of learning that can be sustained in an organization.

Chapter Five

Summary, Conclusions, and Recommendations

This chapter provides the summary and conclusions obtained from the research study along with recommendations for managerial practice and organization development. Recommendations for future study are also provided in this chapter.

5.1 Summary

5.1.1 Summary of the Background of the Study

Organization learning is a phenomenon that has yet to be further supported by both descriptive and prescriptive research in the field of Organization Development. Numerous theories have expounded on the importance of learning to organizations today and even more so theorists and researchers have been able to identify levels, processes, and dimensions of learning in an organization that all come together to determine if an organization is able to continue to exist and grow and develop. Put in the context of nonprofit organizations, organization learning seems to be an area that is worth delving deeper so as to further determine the implications that arise in a predefined setting and environment. The concern of this study was to gain a better understanding of Individual Motivation to learn, Team Dynamics, and Organization Cultural Practices and how they influenced Organization Learning Sustainability in Thai-based international nonprofit organizations. It aimed to identify the relationships and influence that existed between the variables. It was expected that both nonprofit organizations and researchers would benefit from this study through its findings. The questions answered in this research study were the following:

1. What reasons behind individual motivation to learn are prevalent to organization learning sustainability in Thai-based international nonprofit organizations?

2. What team dynamics are prevalent to organization learning sustainability in Thai-based international nonprofit organizations?

3. What organization cultural practices are prevalent to organization learning sustainability in Thai-based international nonprofit organizations?

4. What is the relationship of employees' motivation to learn, team dynamics, and organization cultural practices with organization learning sustainability in Thai-based international nonprofit organizations?

5. What is the influence of employees' motivation to learn, team dynamics, and organization cultural practices on organization learning sustainability in Thai-based international nonprofit organizations?

6. What are the recommended organization development interventions to help motivate employees to learn, foster effective team dynamics, and build a learning-oriented culture to enable Thai-based international nonprofit organizations to learn more effectively/efficiently and sustain organization learning?

Theories and concepts pertaining to Individual Motivation to Learn, Team Dynamics, Organization Cultural Practices and Organization Learning Performance were reviewed and synthesized to provide the justifications and conceptual framework for this study. From the review, it was found that each variable though unique to the learning in an organization was very much intertwined with each other and proved more useful when looked at collectively instead of segregating them and looking at them singularly. For Individual Motivation to Learn, pertinent factors included Personal Fulfillment, Problem Mastery, and Rewards and Recognition. For Team Dynamics, pertinent factors revealed from the review included Trust, Interpersonal Communication, Team Expertise and Empowerment. For Organization Cultural

Practices it was understood that pertinent factors included Learning Supportive Mission, Learning Supportive Leadership, Learning Facilitative Structure, and Learning Facilitative Alliance. Moreover, in looking at the tools used to assess an organization's learning performance it was understood that they needed to be adapted in order to prove useful for the study. The independent variables designed for the study were Individual Motivation to learn, Team Dynamics, and Organization Cultural Practices while the dependent variable was Organization Learning Sustainability.

The use of in-depth interviews and questionnaire distribution were deemed appropriate and were carried out with the participation of five Thai-based international nonprofit organizations. In-depth interviews were conducted with two out of the five selected organizations in order to gain a deeper insight into the subject-matter and also to construct the researcher's questionnaire. The questionnaires were then distributed electronically via e-mail to the organizations and returned by the respondents directly to the researcher. Qualitative Phenomenological Analysis was used to analyze the qualitative data gained from the in-depth interviews. Statistical tools which included Reliability Analysis, Descriptive Analysis, Pearson Correlation, and Multiple Regression Analysis were adopted to analyze the quantitative data gathered.

5.1.2 Summary of Research Findings

5.1.2.1 Summary of Respondent's Demographics

Out of the total 133 returned questionnaires, it was found that 55.6% of the respondents were female while 44.4% were male. Respondents also had different backgrounds including general management, operations/production, administration/logistics/financial/accounting, human resources, and research and

development with the majority (27.1%) having responsibilities in research and development. Sixty-five point four percent (65.4%) held non-management technical/professional roles while others held supervisory, middle management, and senior management roles. The majority 42.1% spent 21-35 hours per month of their own time on work-related learning while the majority 47.4% has been working in the nonprofit sector for 4-6 years.

5.1.2.2 Summary of Prevalent Individual Motivation to Learn in Thai-based international nonprofit organizations.

Qualitative Phenomenological Analysis and Quantitative Descriptive Analysis revealed that Personal Fulfillment, Problem Mastery, and Rewards and Recognition were reasons that motivated an individual to learn in Thai-based international nonprofit organizations. It was found that for personal fulfillment, individuals engaged in learning because they believed it would broaden their mental perspective, develop their personalities and behavior, create career opportunities outside their organizations, and create positive interpersonal relationships for them. For Problem Mastery, it was found that individuals were motivated to learn in order to come up with varied solutions, varied viewpoints, avoid repeating mistakes, help others, and solve future problems. And finally, for Rewards and Recognition it was found that individuals were motivated to learn in order to enhance their personal value, build career paths within the organization, and gain peer respect. Descriptive Analysis revealed that individuals were motivated to learn most in order to master and solve problems, and least for rewards and recognition.

5.1.2.3 Summary of Prevalent Team Dynamics in Thai-based international nonprofit organizations.

Qualitative Phenomenological Analysis and Quantitative Descriptive Analysis revealed that Trust, Interpersonal Communication, Team Expertise, and Empowerment were prevalent dynamics in Thai-based international nonprofit organizations. For respondents, trust allowed them to confide in team members, work toward common goals, and share a sense of team responsibility. For interpersonal communication, respondents felt that this brought on effective communication, the ability to influence team members' ideas, the ability to reshape ideas, effective dialogue, and the sharing of vital information as being important to the team. When it came to the team's expertise, recognition for contributing 'best ideas', team differentiation, helping other teams, integrated effort, addressing outside issues, and the creation of transferable knowledge were all contributive to their dynamics. For Empowerment respondents felt that the making of timely decisions, the generation of different ideas, and the contribution toward organization-wide decision making contributed to their dynamics. Descriptive Analysis revealed that Team Expertise had the highest mean score while Empowerment had the lowest mean score.

5.1.2.4 Summary of Prevalent Organization Cultural Practices in Thai-based international nonprofit organizations.

Qualitative Phenomenological Analysis and Quantitative Descriptive Analysis revealed that Learning Supportive Mission, Learning Supportive Leadership, Learning Facilitative Structure, and Learning Facilitative Alliance were prevalent organization cultural practices in Thai-based international nonprofit organizations. To respondents, a learning supportive mission meant giving priority to the development of employees' knowledge and skills, the collective enhancement of organizational performance, awareness of the

importance of acquiring new skills and knowledge by employees, employee contribution toward organization goals and targets, and the assessment of learning needs. Learning supportive leadership meant the guidance of the leader, identification of learning resources by the leader, the challenging of employees by the leader, the encouragement of knowledge sharing by the leader, and the creation of learning opportunities by the leader. Learning facilitative structure meant the access to learning resources, the effectiveness of the organization's knowledge sharing system, and the flexible integration of work processes. Finally, Learning facilitative alliance meant the joint approaches adopted by the organization, the creation of knowledge-sharing means by the organization, and accessibility to resources outside the organization. Descriptive Analysis revealed that Learning Facilitative Alliance had the highest mean while Learning Facilitative Structure had the lowest mean.

5.1.2.5 Summary of relationship of Individual Motivation to Learn, Team Dynamics, and Organization Cultural Practices with Organization Learning Sustainability in Thai-based international nonprofit organizations.

Bivariate Pearson Correlation Analysis was performed and it was found that individual motivation to learn was positively correlated with organization learning sustainability at 0.693 and significant at a level of 0.01. For team dynamics it was found that it was positively correlated with organization learning sustainability at 0.597 and significant at a level of 0.01. Finally, for organization cultural practices it was found that it was positively correlated with organization learning sustainability at 0.812 and significant at a level of 0.01. These findings therefore confirmed the alternative hypotheses that there were relationships between the three independent variables and the dependent variable. The first three null hypotheses were therefore rejected.

5.1.2.6 Summary of Influence of Individual Motivation to Learn, Team Dynamics, and Organization Cultural Practices on Organization Learning Sustainability in Thai-based International Nonprofit Organizations.

Linear Regression using the Stepwise method was conducted in order to determine the predictive nature of the independent variables on the dependent variable. Composite scores for sub-variables were used to test the hypotheses. For individual motivation to learn it was found that 51.4% of the variance in organization learning sustainability could be explained by Personal Fulfillment and Problem Mastery. Rewards and Recognition were excluded from the equation. For team dynamics it was found that 47.9% of the variance in organization learning sustainability could be explained by Empowerment and Team Expertise. Finally, for organization cultural practices it was found that 67.5% of the variance in organization learning sustainability could be explained by Learning Facilitative Structure and Learning Supportive Mission. Composite scores for all sub-variables when regressed collectively with organization learning sustainability revealed that 73.7% of the variance in organization learning sustainability could be explained by Learning Facilitative Structure, Learning Supportive Mission, Problem Mastery, Empowerment, and Trust with a significant level below 0.05. At this stage the fourth null hypothesis was reject and the alternative hypothesis that there is a significant influence of individual motivation to learn, team dynamics, and organization cultural practices on organization learning sustainability was accepted.

5.2 Conclusions

Having summarized the background of the study and the research findings, the following conclusions can be drawn from the study:

1. Thai-based international nonprofit organizations are learning organizations and have embedded learning processes and systems that exist at the individual, team, and organization level. Individual motivation to learn, team dynamics, and organization cultural practices are part of these processes and systems.

2. The relationships between the independent variables and the dependent variable as laid out in the conceptual framework are all positive and significant at a level of 0.01. Positive relationships were also discovered between the independent and sub-independent variables.

3. Among the relationships between the independent variables and the dependent variable, Organization Cultural Practices had the highest correlation with Organization Learning Sustainability.

4. The influence of the independent variables and the dependent variable are predictive in nature and all three independent variables seem to have an influence on Organization Learning Sustainability. All were significant at a level below 0.05.

5. Among the independent predictors of Organization Learning Sustainability, Organization Cultural Practices had the highest prediction level followed by Individual Motivation to Learn and finally Team Dynamics.

6. The positive relationships and influence of Individual Motivation to Learn, Team Dynamics, and Organization Cultural Practices on Organization Learning Sustainability indicate that learning at each level is not segregated from the other but rather is contributive to each other. In order to be able to sustain learning, the organization needs to take into account all aspects and not just one.

7. This study also illustrated the importance of whole brain thinking with regards to learning in an organization. This reaffirms the notion that effective learning involves not only certain portions of the organization's mind but rather the interaction of those different portions and this is reflected in the processes that take place within. Therefore when organizations learn they need to understand the problems they encounter or are surrounded by so as to solve them effectively and master them. They also need to be able to continuously discover ways and means to support the learning that takes place inside their organizations for their employees and ultimately for the organizations themselves. Facilitating the learning in their organizations also means taking actions and initiatives that will in turn enable employees in the organizations to act on their learning needs. Finally, building trust and empowerment are also important in sustaining an organization's ability to learn in the long run. An organization's ability to sustain its learning can therefore be viewed as a result of an organization's whole brain thinking and its active engagement with synchronized composite processes that enable it to think holistically or 'wholly'.

5.3 Recommendations

5.3.1 Recommendations for Organization Development

From the findings of this study, it can be interpreted that an organization's ability to sustain its own learning brings together a plethora of processes that exist at the individual, group, and organization level that determine the organization's learning performance. Having understood that individuals are motivated to learn for different reasons including to fulfill their personal goals in life, to solve and master the problems that they encounter, and to attain certain rewards and recognition for their efforts, managers in Thai-based international

nonprofit organizations or other organizations need to be able to identify what motivates their employees the most. It is understood from the findings of this study that in the nonprofit sector individuals are motivated to learn most in order to solve and master problems and this is often reflected in the work the organizations are involved in. So it is suggested that when designing interventions or learning-related activities or programs, focus should be kept on this while integrating other factors that motivate them as well. In this way, employees would be immersed in the learning processes introduced to them. Interventions, learning-related activities, and programs should equip employees with the necessary knowledge and skills that will enable them to develop their critical thinking, problem analysis skills, problem solving skills, self-profiling skills, and work process integration skills. Moreover, managers in Thai-based international nonprofit organizations should also be able to pinpoint the obstacles that prevent their employees from learning effectively. This is crucial because once obstacles are identified, managers will understand the paths that need to be taken in order to help their employees overcome those obstacles.

Turning to the dynamics of teams, the research findings of this study also made clear that dynamics like trust, interpersonal communication, team expertise, and empowerment all play a role in group learning. In other words, they affect how individuals learn together as a group. Managers should therefore pay attention to these dynamics and other dynamics when engaging their teams in various learning processes. Trust should be fostered among team members so as to create a sense of responsibility and accountability in the team and ensure that team members feel they can rely on each other to help them learn effectively. Interpersonal communication should also be enhanced by engaging team members in constructive dialogue, team discussions, and idea and information sharing. These will be crucial to how team members work together and accomplish their projects' goals while giving back to the organization. Team expertise which allows the differentiation of teams and

the contribution toward the overall enhancement of the organization's performance should allow the expertise of each individual member within the team to be integrated successfully so as to have a positive impact on the team's work and output. Team members who come from different backgrounds and experience need to be able to relate to one another and understand the importance of expertise-integration so that they can identify with the dynamic nature of their team and appreciate their differences. Moreover, managers also need to empower their teams so that they can make timely decisions and contribute to the development of the organizations. Empowerment also ensures that teams develop a sense of responsibility toward their organizations and take an initiative in creating the 'learning environment' that they need in order to be able to grow and develop themselves, while collectively helping the organization to grow.

Managers also need to focus on the cultural practices of the organization because as the research findings of this study indicate they do have an impact on an organization's ability to sustain its learning. Albeit it is understood that these practices take time in forming within the organization but it is the managers' responsibility to initiate these practices so as so build a learning organization. This includes ensuring that the organization's mission is learning supportive and gives priority to the development of its employees and their growth within the organization. Managers also need to ensure that their leadership practices encourage learning among their subordinates and foster a knowledge-sharing environment where leaders and followers learn from each other. Managers and leaders also need to be able to assist their subordinates in their learning goals and paths and this can be done through identifying learning resources they need and that are available along with giving pertinent guidance that will enable them to follow through their learning processes. The structure of the organization also needs to be facilitative in the sense that learning resources are easily accessible and is flexible enough to integrate work processes in the organization. A learning

facilitative structure will ensure that employees feel confident in engaging in learning-related activities or programs and are able to do so timely and effectively. Technology here also serves as an effective tool in creating a learning facilitative structure and therefore needs to be established to create an effective knowledge-sharing system in the organization without creating an overload of information or knowledge, without creating too little of it, and without being inaccessible to employees for whatever reason. In developing learning practices, managers also need to ensure that they are able to effectively learn from their partnerships with other organizations. When negotiating partnerships, managers need to be able to identify their own learning resources as well as that of their partners that need to be brought together and integrated in order to share their learning processes. They also need to be able to create knowledge-sharing means that will allow pertinent information and knowledge to travel back and forth between organizations without disrupting each of their work processes and creating an overload of knowledge and information. Effective use of technology can help in this area.

Finally, this research study also identified the necessity of creating effective organization learning performance measurements in order to accurately assess the organization's ability to sustain its own learning. In creating measurement tools, managers need to question the context of their organization, the work environment, their objectives, goals, dealing with clients, use of technology, and many more. When the right measurement tools are created, accurate measures will be identified and therefore enable the accurate assessment of learning at the individual, group, and organization level. Managers should be able to clearly understand the aspects of the organization that truly are the 'receivers' of the learning that takes place in the organization. With the identification of these aspects, measurement tools can be designed with the focus and precision necessary to generate results

that can be used to create effective organization development interventions, learning-related activities, and programs for the organization.

Therefore, managers and organizations have a lot of ways and options that can be adopted to ensure that their organizations' learn effectively and their overall performance is enhanced. These need to be selected carefully keeping in mind that learning in an organization exists and three levels namely the individual, group, and organization level. Current and present learning processes first need to be identified and understood with clarity so that managers will know what they have to work with and what changes need to be brought about in order to move their organization forward. Learning is indeed a complex and phenomenological concept even in the context of an organization. However, with this complexity come pertinent aspects that managers in the organization can 'manage' effectively so as to enhance their own learning and that of their organizations. The summary of the findings, recommended action steps, and expected results are presented in Figure 5.1.

What was found to have the most influence on organization learning sustainability.	**What can be done to enhance these influences on organization learning sustainability**	**Results that can be expected**
Individuals are motivated to learn most to solve and master problems and this has an impact on an organization's ability to sustain its learning	- When designing training workshops emphasize on problem solving skills, methods, and techniques that can be used at the individual, team, and organization level. - Disseminate learning resources via internal on-line networks that allow self-study on problem solving at work. - Provide problem solving self-assessments to pinpoint areas that individuals can improve and how they can do so.	✓ Effective problem solving skills. ✓ Creativity in problem solving. ✓ Knowledge that can be transferred to the individual's work and personal life.

Individual Level

Transpiration of learning

| Trust and Empowerment in Teams are important in sustaining an organization's ability to learn | - Introduce norms for team members to share and adopt in working as a team.
- Introduce team building exercises teams can implement themselves to develop their own teams and create a sense of trust.
-Build strong internal networks that allow team members to interact and share knowledge.
-Provide channels that enable teams to contribute to the organization's decision making and policy forming. | ✓ Ability to trust and depend on team members when working together.
✓ Teams that are able to act on their knowledge and expertise.
✓ Commitment to team development. |

Team Level

Transpiration of learning

| Having a learning-supportive mission and a learning-supportive structure are important in sustaining an organization's ability to learn. | -Reinforce the importance of attending training and learning-related activities to employees by using various methods including meetings, on-line networks, board-postings, etc.
-Create specific channels for employees that want to engage in learning-related activities or training that will provide them with necessary guidelines, information, and procedures for them.
-Integrate on-line knowledge-sharing networks that enable the whole organization to access and share knowledge. | ✓ More hands-on engagement in learning in the organization.
✓ Effective knowledge-sharing means and channels in the organization.
✓ Easy access to learning resources. |

Organization Level

Figure 5.1 Summary of Findings, Action Steps, and Expected Results for Organization

Development.

5.3.2 Recommendations for Future Research

This study focused on prevalent individual motivation to learn, team dynamics, and organization cultural practices that influence organization learning sustainability in Thai-based international nonprofit organizations. It is suggested that this study be carried out in a different sector/industry so as to understand the level of difference or even the similarities that exist. For this, researchers can adopt a comparative study. A comparative study can also be carried out within the same sector but focusing on two different geographical locations. With the difference in locations aspects like culture, learning orientations, and organization practices to name a few can be highlighted in the research findings. All these efforts can help to better understand to learning phenomenon in organizations that has yet to be clearly understood and defined.

Future research can also attempt to identify other aspects in a learning organization that have a direct impact on the organization's ability to sustain its learning. It is understood that aspects other than individual motivation to learn, team dynamics, and organization cultural practices affect an organization's collective learning. So in delving deeper into these aspects along with other aspects that exist, learning in an organization can be understood and managed. Attempting to identify aspects that exist differently in different contexts (for example, a different industry) researchers will also be able to understand the variability in the aspects that influence an organization's learning.

Besides organization learning sustainability, different 'receivers' of impact can also be studied so as to understand the relationship between the learning processes themselves. For this, researchers may try to identify how individual motivation to learn may impact the dynamics of a team, or how the dynamics of a team may impact the cultural practices of an organization. Even more so, researchers can also study how an organization's ability to sustain its learning has an impact on its immediate environment or other elements that are

connected to that of the organization. This will allow researchers to define more clearly the processes that contribute towards learning in an organization.

Hence, there is still so much more that future research studies can take into consideration when trying to understand learning in an organization and its ability to sustain learning over time. More can be studied about an individual's motivation to learn, the dynamics of a team, and the cultural practices of an organization while identifying more aspects within each of these and how they all influence an organization's learning performance. More can also be studied about the processes themselves and their relationships with other processes that influence learning. Future research can certainly create a clearer path for both researchers and organizations that seek to grow and develop through learning and can help create effective organization development interventions, learning-related activities, and programs that are vital in building a learning organization.

Epilogue

It has been a short yet meaningful journey for me studying in this program at Assumption University. Organization Development is definitely an area I wish to continue to pursue and gain more from as I build my career and experiences in my own life. I have come to witness its essential nature to sustained growth and development in organizations, to the people inside organizations, and moreover to myself as an individual. I have also come to witness its essential nature in bringing about both small and big changes that can help transform organizations into integrated structures that allow the synchronization of human intelligence, professional expertise, and creativity. These aspects seem to be prominent in not just creating organizations but 'raising' them in the long run. At the end of this program I have also come to realize the necessity of putting the human factor into focus and understanding how organizations can be built around individuals and not individuals around organizations. Understanding the behavioral and mental aspects of individuals in the organization also seem crucial to helping them grow and develop with the organization. Moreover, understanding my own mental and behavioral patterns can allow me to release myself from my own mind-traps, think holistic, adapt my behavior, and work effectively.

In understanding myself as an individual, I realize that I still have a lot of 'work' to do in becoming the human being that I want to be. With the use of The Brain Technologies and Emergenetics, I am able to get a snapshot view of who I am at present and reflect on who I want to be in the future. With these self-profiling tools I have also been able to assess my strengths and challenges as an individual. Working with fellow students and lecturers has also made me understand these strengths and challenges better and has allowed me to reflect on the changes that I need to adopt in order for me breakthrough in the various situations that I

face. Engaging in various processes with the various individuals in this program has also allowed me to keep my priorities in life in check and focus on moving toward achieving the goals that I have set out to accomplish in my life. I feel more prepared and confident in looking into the future and I am able to look at it positively and enthusiastically. At this point, I also realize that fear is not something that I should suppress but rather something that I can use to understand myself better and grow from.

With this program, I have also come to understand people in a different light. I have come to realize the importance of working together as a team in order to achieve results that are more fruitful and rewarding to organizations and to me as an individual. I realize that while I very much have the capability of working on my own, the learning processes and experiences that I gain from working with others are far richer and contributive to me as an individual who wants to grow and develop herself. Working with fellow students has also made me see the value and significance of behavioral, personality, and mental differences which when integrated allow me to shift my various mental mindsets and move to a more holistic thinking approach. I have come to appreciate the importance of communication, reflection, and empathy when working in a team and also the contributive nature of positive thinking. More importantly, I have been able to understand how I can relate to people when working with them and how I can mirror myself through their own unique characteristics. This I believe has allowed me to appreciate myself better as an individual while acknowledging the challenges that I need to conquer and overcome.

This program has also made me appreciate Organization Development as an essential ingredient to the growth and development of any organization. I have been able to gain a better understanding of the characteristics of organization development, the processes

involved in organization development, the challenges and barriers that organizations face when growing and developing, and also the paths that are available in helping an organization embrace change and transformation. I now see Organization Development as a tool that can help organizations assess their own learning by questioning how they learn, how they need to learn, and how they need to apply their learning. I see organization learning as the foundation of the development of an organization. Essentially, it seems to me that organizations are like people and have their own learning mechanisms and processes that are transpired from the individuals that make up the organizations. Organization Development can help organizations with this in that it enables them to understand the unique learning processes that they constantly engage in and how to enhance these processes in the long run so that their collective performance as an organization is heightened and sustained and they are able to continue to not only exist but exist with a purpose, that purpose being to continuously grow and develop in whichever productive and ethical way they can.

Finally, the program also offered me the opportunity to familiarize myself with the Action Research process that is vital in diagnosing an organization, designing appropriate action plans, implementing those plans, and evaluating the effectiveness of the organization development interventions implemented. The various courses and projects in this program enabled me to engage in this essential process while providing me with background knowledge of the Action Research Framework. Moreover, my own research on organization learning sustainability in Thai-based international nonprofit organizations allowed me to utilize some of the embedded processes of Action Research which in turn enabled me to appreciate the concepts and theories that were introduced to me while studying in the program. But more important, I was able to apply my knowledge and skills that I gained from the program in real-life workshops, projects, and activities that made the contributive nature

of Action Research to organizations clear to me. With this I was also able to understand the challenges that come along with Action Research and how to overcome those challenges in a productive way in order to attain the results desired for both the organization and for me as the researcher.

In conclusion, studying in this program has allowed me to take another step forward in my ongoing journey in this life while allowing me to meet and appreciate the various individuals that have come into my life and made a difference whether big or small. I have also been able to gain essential knowledge and skills that have made me appreciate the field of Organization Development much better and understand its importance to organizations in the world today. This short yet meaningful journey has reaffirmed my desire to strive for a higher purpose in all that I do and undertake in my life and it has made me surer about who I am and who I want to be. Learning in this program also put the world into a brighter perspective for me and I am able to better relate to individuals around me, the environment around me, the spiritual side of the world that engulfs me, and most importantly I am able to relate to myself on a more spiritually insightful level. I have undoubtedly grown as an individual and it comes as a pleasant surprise to me that I have been able to do so through interacting with the various situations that I have encountered in this program, through my fellow-students whom I have worked and studied with, through my lecturers who have guided me and constantly challenged me to strive for a higher purpose, through the big and small challenges that I have faced in my life and learning in this program, through my success and failures, through the mistakes that have made me wiser, and most importantly through my curiosity about life and the world around me and my wanting to live my life in the most meaningful way, and to live it on purpose.

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Interview Guide: Questions to be answered by Respondents

Questions focused on for first five interviews:

1. Why would personal fulfillment motivate an individual to learn? Can you suggest three reasons for this?

2. Why would mastering a problem motivate an individual to learn? Can you suggest three reasons for this?

3. Why would receiving rewards and recognition motivate an individual to learn? Can you suggest three reasons for this?

4. Why would trust be important to an individual when engaging in learning or learning-related activities in a team? Can you suggest three reasons for this?

5. Why would interpersonal communication be important to an individual when engaging in learning or learning-related activities in a team? Can you suggest three reasons for this?

6. Why would team expertise be important to an individual when engaging in learning or learning-related activities in a team? Can you suggest three reasons for this?

7. Why would empowerment be important to an individual when engaging in learning or learning-related activities in a team? Can you suggest three reasons for this?

8. Why would having a learning-supportive mission be important to an organization? Can you suggest three reasons for this?

9. Why would having a learning-supportive leader be important to an organization? Can you suggest three reasons for this?

10. Why would having a learning-facilitative structure be important to an organization? Can you suggest three reasons for this?

11. Why would having a learning-facilitative alliance be important to an organization? Can you suggest three reasons for this?

12. What criteria would you use to assess your organization's knowledge performance? Can you suggest three for this?

13. What criteria would you use to assess your organization's mission accomplishment? Can you suggest three for this?

General questions asked for all interviews:

14. In your experience, what roles do personal fulfillment, problem mastery, and rewards and recognition play in an individual's motivation to learn?

15. In your experience, what type of team dynamics you have come across that influence learning between team members?

16. In your experience, when team members learn together, what type of challenges do they face? How do they overcome these challenges?

17. In your experience, why would trust and empowerment be important to team members when learning together?

18. What are your thoughts on having a learning-supportive mission in your organization?

19. What are your thoughts on having learning-supportive leadership in your organization?

20. What are your thoughts on having a learning-facilitative structure in your organization?

21. What are your thoughts on having a learning-facilitative alliance in your organization?

22. What criteria do you use to assess an employee's learning performance?

23. What criteria do you use to assess the organization's knowledge performance?

24. What criteria do you use to assess the organization's mission accomplishment?

25. In your experience, what has been the biggest challenge you've faced when learning in an organization?

26. In your experience, what has been the biggest challenge you've faced when helping others learn in an organization?

27. In your experience, why is learning important to nonprofit and nongovernmental organizations? What happens when learning is deterred?

28. In your opinion, how do you think nonprofit organizations can sustain learning in their organizations?
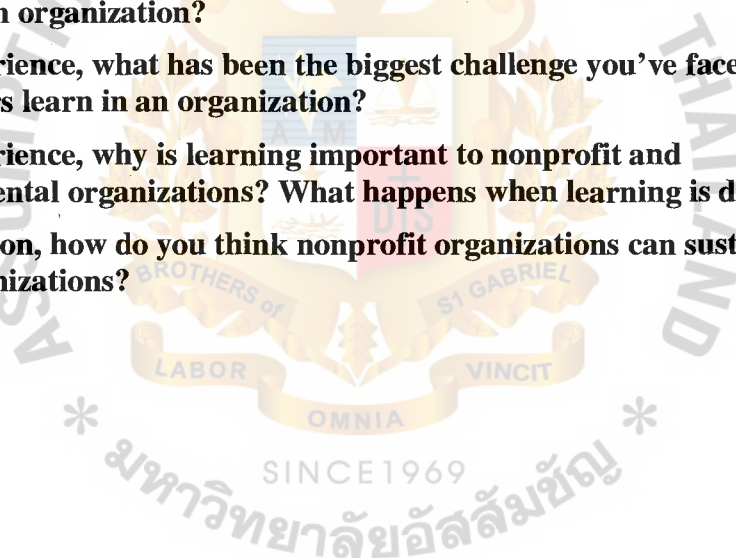
Focus	Theme	Sub-theme (Scale)	Quotes for Reference	Agree		Alternative Theme
				Yes	No	
Individual Motivation to Learn	*Personal Fulfillment*	Mental perspective	*"I'm able to broaden my perspective. I'm able to understand more about life. I'm able to look at things from different angles."*			
Individual Motivation to Learn	*Personal Fulfillment*	Personality and behavioral development	*"I'm able to expand my personality. I'm able to develop my personal attitudes and behavior."*			
Individual Motivation to Learn	*Personal Fulfillment*	Individual's general knowledge	*"I'm able to become knowledgeable about the world. I can understand the environment around me better and what is happening in our world. I can accumulate knowledge that will help me live in this world."*			
Individual Motivation to Learn	*Personal Fulfillment*	Creation of Career opportunities outside the organization	*"I am able to find new paths in my career. I better understand what I want to do and how to create my own career opportunities."*			
Individual Motivation to Learn	*Personal Fulfillment*	Creation of positive interpersonal relationships	*"I am able to enhance my relationships with people. I am better able to relate to people and understand them. I am able to build strong relationships."*			
Individual Motivation to Learn	*Problem Mastery*	Varied solutions	*"I am able to come up with different solutions. I have more options as to how to solve a problem."*			
Individual Motivation to Learn	*Problem Mastery*	Varied viewpoints	*"I am able to look at a problem from different angles. I am better able to appreciate the complexity of problems by looking at it in different ways."*			
Individual Motivation to	*Problem Mastery*	Avoidance of repetitive	*"I am able to avoid repeating mistakes. I am able to foresee the pitfalls*			

Learn		mistakes	_I need to avoid._"			
Individual Motivation to Learn	_Problem Mastery_	Helping others using tried-out solutions	_"I am able to help others with similar problems. I am able to help others solve problems."_			
Individual Motivation to Learn	_Problem Mastery_	Solving future problems	_"I am able to anticipate problems and prepare for them. I am able to take a shorter time in solving similar problems in the future. I am able to solve problems more effectively if they occur again."_			
Individual Motivation to Learn	_Rewards and Recognition_	Enhancement of personal value	_"I feel valued by the organization when I am given formal recognition. I feel happy to know that I am valued for my work."_			
Individual Motivation to Learn	_Rewards and Recognition_	Building career paths within the organization	_"I am able to move up in the organization. I am able to grow career wise in the organization."_			
Individual Motivation to Learn	_Rewards and Recognition_	Gaining peer respect	_"I am gain respect from my peers for the work I do. People acknowledge and respect my contribution."_			
Team Dynamics	_Trust_	Confiding in team members	_"I am able to share my doubts and troubles with my team members. I am able to share confidential information with my team members."_			
Team Dynamics	_Trust_	Working toward common goals	_"I am able to work with my team members toward accomplishing team goals set. We are able to get things done together."_			
Team Dynamics	_Trust_	Team responsibility	_"We are able to create a sense of team responsibility. We are responsible for one another."_			
Team Dynamics	_Interpersonal Communication_	Effective communication to team	_"I am able to communicate the right messages to my team members. I am able to give them the right information."_			

Team Dynamics	*Interpersonal Communication*	Idea influencer	*"I am able to persuade my team members to adopt my ideas. I am able to accept other members' ideas after listening to them."*			
Team Dynamics	*Interpersonal Communication*	Reshaping ideas	*"Team members are able to discuss and alter ideas to make them better. I am able to adapt my own ideas to fit with my team."*			
Team Dynamics	*Interpersonal Communication*	Effective Dialogue	*"I feel encouraged to share my ideas when team members approach me and initiate discussions. We feel an openness to talk."*			
Team Dynamics	*Interpersonal Communication*	Sharing of vital information	*"We are able to share important information with each other. Every team member knows what has been laid out on the table."*			
Team Dynamics	*Team expertise*	Recognition for contributing 'best ideas'	*"The team is able to create the best ideas when working together."*			
Team Dynamics	*Team expertise*	Team differentiation	*"The expertise of the team allows people to differentiate the quality of the various teams in the organization. I am able to identify teams according to their expertise."*			
Team Dynamics	*Team expertise*	Helping other teams	*"When we have expertise, we are able to share this expertise with other teams and help them."*			
Team Dynamics	*Team expertise*	Integrated effort	*"When I work in a team, we are able to create an integrated to our combined individual expertise. My expertise is important as well."*			
Team Dynamics	*Team expertise*	Addressing outside issues	*"Our expertise enables us to address issues that lay outside the organization. We are able to contribute our ideas and concepts."*			
Team Dynamics	*Team expertise*	Creation of transferable	*"I am able to create knowledge that can be*			

		knowledge	transferred with my team. Policies can also be shaped through our expertise."			
Team Dynamics	*Empowerment*	Enhancement of creativity	"When our team is empowered, we are able to think outside the box. We are able to be creative."			
Team Dynamics	*Empowerment*	Creation of new knowledge	"When I work with my team, it will help us create new knowledge that can be used. Team members are able to generate new ideas and concepts."			
Team Dynamics	*Empowerment*	Timely decision making	"Important decisions can be made quickly and effectively. Our team will be able to execute decisions that are crucial to work processes."			
Team Dynamics	*Empowerment*	Generation of different ideas	"Every individual in a team will have a different idea or viewpoint. The team can pool in many ideas before discussing and deciding on the best one."			
Team Dynamics	*Empowerment*	Contribution toward organization-wide decision making	"The team can contribute to the decisions made in the organization. Teams are listened to before important decisions are made. Consultation from the top management ensures that teams have an input in the final decision."			
Organization Culture Practices	*Learning supportive mission*	Development of employees' knowledge and skills	"Employees' development will be given priority. We are able to grow as employees."			.
Organization Culture Practices	*Learning supportive mission*	Collective enhancement of organizational performance	"The organization will be able to grow collectively. We will be able to progress in terms of performance."			
Organization Culture Practices	*Learning supportive mission*	Awareness of the importance of acquiring new skills and	"The mission will allow employees to understand the importance of acquiring new skills and			

		knowledge by employees	*knowledge. We will be able to know that it is something necessary for our work and career growth."*			
Organization Culture Practices	*Learning supportive mission*	Employee contribution toward organization goals and targets	*"Employees will be able to contribute towards the organization's strategic goals and meet targets set. We can move together on the same path."*			
Organization Culture Practices	*Learning supportive mission*	Assessment of learning needs	*"The learning needs of employees can be regularly assessed. Obstacles to effective learning can be identified and something can be done. We will be able to understand why employees don't learn."*			
Organization Culture Practices	*Learning supportive leadership*	Guidance of the leader	*"I'll be guided in the right direction. Employees will know how to learn effectively, what paths and steps they need to take."*			
Organization Culture Practices	*Learning supportive leadership*	Identification of resources by the leader	*"We know what resources are available for us to make use of in order to learn. I know what I need if I want to improve my knowledge and skills."*			
Organization Culture Practices	*Learning supportive leadership*	Challenging of employees by the leader	*"I will feel challenged to do my work. The leader will motivate me to achieve better results and perform to my maximum."*			
Organization Culture Practices	*Learning supportive leadership*	Encouraging of knowledge sharing by the leader	*"I am constantly encouraged to share the knowledge that I gain. People know the importance of sharing the knowledge because it is something that we are constantly reminded about."*			
Organization Culture Practices	*Learning supportive leadership*	Creation of learning opportunities by the leader	*"Opportunities are created and introduced to me so that I can learn. When a new program arises, I am informed about it. If I need*			

			training, I am introduced to the different kinds of training available for me. I am given options."			
Organization Culture Practices	*Learning facilitative structure*	Access to resources in the organization	*"The organization allows easy access to learning resources to its employees. If I want to develop my knowledge and skills I am able to get the things that are necessary to help me with that."*			
Organization Culture Practices	*Learning facilitative structure*	Effectiveness of the organization's knowledge sharing system	*"The structure allows knowledge to be captures and disseminated effectively. It is important to knowledge sharing in our organization. If there are too many things to learn at once or too many things to deal at one time, learning breaks down. For this having an effective knowledge sharing system is important."*			
Organization Culture Practices	*Learning facilitative structure*	Flexible integration of work processes	*"Work processes can be joined in a flexible manner. We can work effectively through a joint effort. Little to no disruption will occur if the structure is flexible."*			
Organization Culture Practices	*Learning facilitative alliance*	Joint approaches adopted by the organization	*"By partnering with other organizations, we are able to create join efforts and pave future learning paths together. We are able to work together to solve problems and adapt to the changes in our environment."*			
Organization Culture Practices	*Learning facilitative alliance*	Creation of knowledge-sharing means by the organization	*"When we work with others, we are able to create the means to share knowledge from our organization while at the same time take in knowledge from the other organizations. We are able to create the appropriate channels for that."*			

Organization Culture Practices	*Learning facilitative alliance*	Access to resources outside the organization	*"When working with other organizations our organization can have access to resources that are not readily available in our organization. This can help us create learning opportunities for our employees."*			
Organization Learning Sustainability	*Knowledge Performance*	Contribution of ideas by employees	*"We can measure our knowledge performance by looking at the amount of ideas that have been contributed. If they are more that means we are doing well."*			
Organization Learning Sustainability	*Knowledge Performance*	Availability of resources	*"We also need to take into consideration the amount of resources available for our learning."*			
Organization Learning Sustainability	*Knowledge Performance*	Amount of skilled workers	*"If we have more skilled workers that would indicate that we are doing well."*			
Organization Learning Sustainability	*Knowledge Performance*	Amount of suggestions implemented	*"One way to look at our performance is by looking at the amount of suggestions implemented by the organization, whether what employees say is really taken seriously or not."*			
Organization Learning Sustainability	*Knowledge Performance*	Client satisfaction	*"If our clients are happy and if the success of our projects make them happy, then we know we are doing well."*			
Organization Learning Sustainability	*Knowledge Performance*	Effective use of technology in the organization	*"If technology is being used properly and effectively, knowledge sharing can be smooth and effective. Technology is vital for our learning."*			
Organization Learning Sustainability	*Knowledge Performance*	Amount of projects the organization works on	*"The more projects we have, the clearer it is that we are doing well."*			
Organization Learning	*Mission Accomplishment*	Success of projects	*"We also think about whether we are able to handle our projects*			

Sustainability			*effectively, whether we are able to meet deadlines and use our resources effectively."*			
Organization Learning Sustainability	*Mission Accomplishment*	Outside awareness of the organization	*"If the outside world know who we are, what we do, and what we stand for, then we would have accomplished an important goal."*			
Organization Learning Sustainability	*Mission Accomplishment*	Achievement of financial targets	*"If our finances are managed effectively and we meet targets and don't have debts, then we're doing fine. If we are able to raise enough funds and generate enough income then we would be able to accomplish our goals."*			
Organization Learning Sustainability	*Mission Accomplishment*	Achievement of goals	*"When we achieve all our goals that we set, then that would mean we are doing well. Exceeding our goals would also be a good indicator."*			
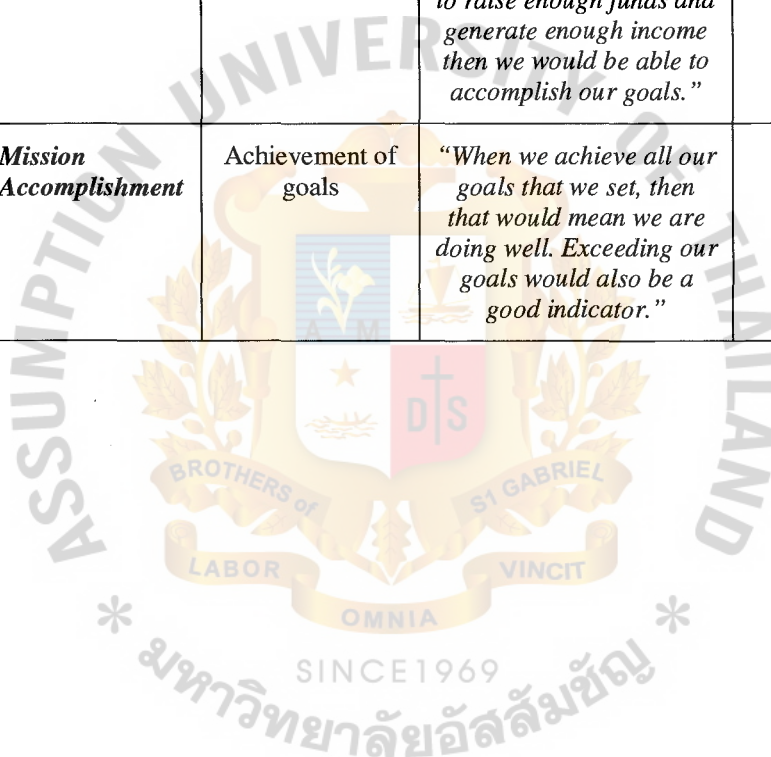
Appendix C
Questionnaire
ORGANIZATION LEARNING SUSTAINABILITY SURVEY

Thank you for your participation in this study!

Organization learning is important to an organization's ability to grow and develop. Yet there is still more to be known about what influences an organization's ability to sustain its collective learning. This survey will create a better understanding of the influence of an individual's motivation to learn, team dynamics, and organization culture practices on organization learning sustainability.

Please answer each question by specifying the rating you feel best describes your opinion in the box provided next to each question. Read each question carefully and answer them to the best of your ability. Some statements may appear similar but address different issues. There is no right or wrong answer and your responses will be kept confidential.

This questionnaire makes use of the rating scale. *Section A, B, and C will ask you to rate your agreement of each question asked.* Here, a 6 point rating scale is used to rate your agreement. This scale can be understood in the following way:

1 = **strongly disagree**
2 = **disagree**
3 = **slightly disagree**
4 = **slightly agree**
5 = **agree**
6 = **strongly agree**

Section D will ask you to rate the accuracy of each question asked. Here, a 6 point rating scale is used to rate your perception of the accuracy of the questions asked. This scale can be understood in the following way:

1 = **least accurate**
2 = **inaccurate**
3 = **slightly inaccurate**
4= **slightly accurate**
5 = **accurate**
6 = **most accurate**

EXAMPLE
For example, suppose the question asked you to *rate your agreement* on the following statement: "People in my organization engage in learning-related activities whenever they can",
If you strongly agree that people in your organization engage in learning related activities whenever they can, you would put your rating as 6.

QUESTIONS	RATING
People in my organization engage in learning-related activities whenever they can.	6

QUESTIONS	RATING

If you disagree that people in your organization engage in learning related activities whenever they can, you would put your rating as 2.

QUESTIONS	RATING
People in my organization engage in learning-related activities whenever they can.	2

Suppose the question asked you to *rate your perception of the accuracy* of the following statement: "My organization is currently at its peak performance in terms of learning",

If you think it is most accurate that your organization is currently at its peak performance in terms of learning, you would put your rating as 6.

QUESTIONS	RATING
People in my organization engage in learning-related activities whenever they can.	6

QUESTIONS	RATING

If you think it is slightly inaccurate that your organization is currently at its peak performance in terms of learning, you would put your rating as 3.

People in my organization engage in learning-related activities whenever they can.	3

Finally, Section E will ask you to provide some background information about yourself and your work.

***In making your ratings, please remember to answer all items (please **do not omit any**), and do not give more than one rating per item. Most importantly, please remember to save this document before **returning** it to the researcher.**
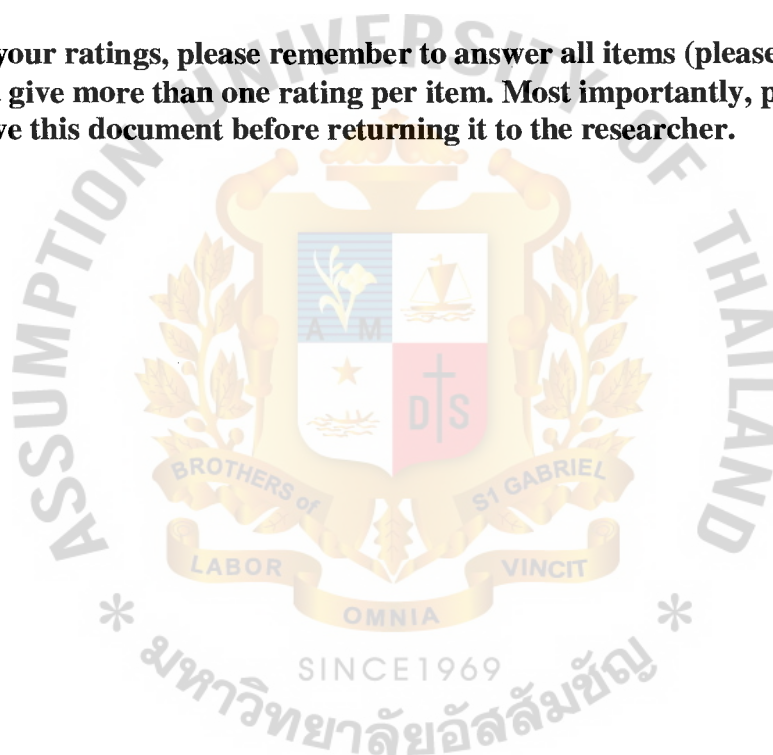
SECTION A: In this section, you are requested to reflect on the reasons behind an individual's motivation to learn in your organization. Please rate the agreement of each statement with 1 being strongly disagree and 6 being strongly agree.

QUESTIONS	RATING
1. In my organization, individuals are motivated to learn to broaden their mental perspectives or views on life.	
2. In my organization, individuals are motivated to learn to develop their personalities.	
3. In my organization, individuals are motivated to learn to develop their behavior.	
4. In my organization, individuals are motivated to learn to increase their general knowledge about the world.	
5. In my organization, individuals are motivated to learn to create career opportunities outside the organization.	
6. In my organization, individuals are motivated to learn to create positive interpersonal relationships.	
7. In my organization, individuals are motivated to learn to develop varied solutions to a problem.	
8. In my organization, individuals are motivated to learn to develop varied viewpoints to a problem.	
9. In my organization, individuals are motivated to learn so as to avoid repeating mistakes.	
10. In my organization, individuals are motivated to learn so as to help others with similar problems.	
11. In my organization, individuals are motivated to learn so as to solve future problems.	
12. In my organization, individuals are motivated to learn to enhance their personal value.	
13. In my organization, individuals are motivated to learn to build career paths within the organization.	
14. In my organization, individuals are motivated to learn to gain respect from their peers.	

SECTION B: In this section, you are requested to reflect on the team dynamics of teams in your organization. Please rate the agreement of each statement with 1 being strongly disagree and 6 being strongly agree.

QUESTIONS	RATING
1. In my organization, team members are able to confide in each other.	
2. In my organization, team members are able to work toward accomplishing team goals.	
3. In my organization, team members share a sense of responsibility for one another.	
4. In my organization, team members share a sense of accountability for one another.	
5. In my organization, team members are able to send the right messages to each other.	
6. In my organization, team members are able to influence each other's ideas.	
7. In my organization, team members are able to reshape ideas together.	
8. In my organization, team members feel encouraged to share their ideas with each other.	
9. In my organization, team members feel open to initiate discussions with each other.	
10. In my organization, team members are able to openly share important information with each other.	
11. In my organization, teams are recognized for the best ideas they contribute.	

QUESTIONS	RATING
12. In my organization, teams are recognized for their differentiated expertise.	
13. In my organization, teams are able to use their expertise to help other teams in the organization.	
14. In my organization, teams are able to integrate individual expertise when working together.	
15. In my organization, teams are able to address issues that are outside the organization.	
16. In my organization, teams are able to create transferable knowledge for the organization.	
17. In my organization, team members are constantly encouraged to enhance their creativity.	
18. In my organization, team members are constantly encouraged to create new knowledge for the organization.	
19. In my organization, team members are able to make timely decisions together for the team.	
20. In my organization, team members are able to generate different ideas before deciding on the best one.	
21. In my organization, teams are able to contribute toward organization-wide decision making.	

SECTION C: In this section, you are requested to reflect on the organization culture practices in your organization. Please rate the agreement of each statement with 1 being strongly disagree and 6 being strongly agree.

QUESTIONS	RATING
1. My organization gives priority to the development of its employees' knowledge and skills.	
2. My organization gives priority to the collective enhancement of organizational performance.	
3. My organization makes sure that employees are aware of the importance of acquiring new skills and knowledge.	
4. My organization constantly seeks involvement from employees for forming organization goals.	
5. My organization constantly seeks involvement from employees for meeting organization targets set.	
6. My organization has a process for regularly reviewing the training and development needs of all employees.	
7. My organization's leaders guide employees in the right direction so that they may learn effectively.	
8. My organization's leaders identify learning resources available for employees to improve their skills and knowledge.	
9. My organization's leaders constantly challenge employees to perform to their maximum capabilities.	
10. My organization's leaders constantly encourage the sharing of knowledge among employees.	
11. My organization's leaders constantly strive to create learning opportunities for employees.	
12. My organization provides easy access to learning resources for its employees.	
13. My organization has an effective knowledge sharing system to enhance employees' learning.	
14. My organization is able to flexibly integrate work processes in the organization with little disruption.	
15. My organization constantly looks for opportunities to partner with other organizations.	

16. My organization is able to create knowledge sharing means when working with other organizations.	
17. My organization is able to access learning resources made available through its partnership with other organizations.	

SECTION D: In this section you are requested to reflect on the relative learning performance of your organization at present. Please rate the accuracy of each statement with 1 being least accurate and 6 being most accurate.

QUESTIONS	RATING
1. In my organization, ideas generated by employees are greater than last year.	
2. In my organization, suggestions generated by employees are greater than last year.	
3. In my organization, the amount of resources available for an employee's learning is greater than last year.	
4. In my organization, the variety of learning related activities for employees to choose from is greater than last year.	
5. In my organization, funding for learning related activities for employees is greater than last year.	
6. In my organization, the percentage of skilled workers compared to the total workforce is greater than last year.	
7. In my organization, the number of individuals learning new skills is greater than last year.	
8. In my organization, the number of suggestions implemented is greater than last year.	
9. In my organization, client satisfaction is greater than last year.	
10. In my organization, response time for client complaints is better than last year.	
11. In my organization, the percentage of total spending devoted to technology and information processing is greater than last year.	
12. In my organization, the efficiency of technology and information processing is greater than last year.	
13. In my organization, the effectiveness of technology and information processing is greater than last year.	
14. In my organization, the amount of projects undertaken is greater than last year.	
15. In my organization, return on investment is greater than last year.	
16. In my organization, employees are able to meet project deadlines more effectively compared to last year.	
17. In my organization, management of resources needed for projects is more effective compared to last year.	
18. In my organization, it is evident that the general public is more aware of what we do compared to last year.	
19. In my organization, it is evident that the general public is more supportive of what we do compared to last year.	
20. In my organization, the cost per business transaction is less than last year.	
21. In my organization, the availability of funds for projects is greater than last year.	
22. In my organization the availability of funds for learning related activities is greater than last year.	
23. In my organization, the number of organization goals accomplished is greater than last year.	
24. In my organization, efficiency in accomplishing organization goals has improved from last year.	
25. In my organization, it is evident that employees are more driven to accomplish organization goals compared to last year.	

SECTION E: BACKGROUND INFORMATION

In this section, please change the color of the box that represents your answer choice to red □.
(Tip: copy the red box provided here and paste it onto the box that represents your answer choice.)

1. What is your primary responsibility?

□General Management

□Operations/Production

□Administration, Logistics or Financial/Accounting

□Human Resources

□Technical/ R&D

□Other, please specify:

2. What is your role?

□Senior Management

□Middle Management

□Supervisory

□Non-Management Technical/Professional

□Non-Management (Hourly Employee)

3. What is your educational experience?

□Did no complete high school

□High school graduate

□Certificate or associates degree

□Undergraduate degree

□Graduate degree

□Doctorate degree

4. How many hours per month do you spend on your own time on work-related learning?

□0 hours per month

□1-10 hours per month

□11-20 hours per month

□21-35 hours per month

□36+ hours per month

5. How long have you been working in the nonprofit sector?

□Less than 1 year

□1-3 years

□4-6 years

□7-10 years

□More than 10 years

5. Your Gender

□**Male**

□**Female**

END OF QUESTIONNAIRE
THANK YOU FOR YOUR PARTICIPATION!

Scale: ALL VARIABLES

Case Processing Summary

		N	%
Cases	Valid	133	100.0
	Excluded[a]	0	.0
	Total	133	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.974	77

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
individuals are motivated to learn to broaden their mental perspectives or views on life	361.9023	1067.483	.607	.974
individuals are motivated to learn to develop their personalities	362.0376	1057.006	.711	.974
individuals are motivated to learn to develop their behavior	362.0827	1062.440	.707	.974
individuals are motivated to learn to increase their general knowledge about the world	362.0827	1075.576	.483	.974
individuals are motivated to learn to create career opportunities outside the organization	362.6617	1066.271	.474	.974
individuals are motivated to learn to create positive interpersonal relationships	362.0752	1066.146	.636	.974
individuals are motivated to learn to develop varied solutions to a problem.	362.1203	1065.122	.598	.974
individuals are motivated to learn to develop varied viewpoints to a problem	362.1128	1072.646	.540	.974
individuals are motivated to learn so as to avoid repeating mistakes	362.1880	1068.699	.591	.974
individuals are motivated to learn so as to help others with similar problems	362.0000	1068.530	.581	.974

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
individuals are motivated to learn so as to solve future problems	362.1880	1070.411	.607	.974
individuals are motivated to learn to enhance their personal value	362.4135	1076.275	.468	.974
individuals are motivated to learn to build career paths within the organization	362.4361	1092.233	.127	.975
individuals are motivated to learn to gain respect from their peers	362.3008	1078.197	.418	.974
team members are able to confide in each other	362.3233	1072.584	.510	.974
team members are able to work toward accomplishing team goals	362.1053	1078.549	.417	.974
team members share a sense of responsibility for one another	362.3308	1070.814	.604	.974
team members share a sense of accountability for one another	362.3609	1067.960	.596	.974
team members are able to send the right messages to each other	362.2932	1074.163	.531	.974
team members are able to influence each other's ideas	362.4662	1083.796	.355	.974
team members are able to reshape ideas together	362.3383	1082.620	.352	.974
team members feel encouraged to share their ideas with each other	362.1504	1075.992	.454	.974
team members feel open to initiate discussions with each other	362.1504	1069.704	.562	.974
team members are able to openly share important information with each other	362.2331	1076.529	.395	.974
teams are recognized for the best ideas they contribute	362.3985	1082.878	.344	.974
teams are recognized for their differentiated expertise	362.0602	1082.436	.375	.974
teams are able to use their expertise to help other teams in the organization	362.0000	1073.439	.543	.974
teams are able to integrate individual expertise when working together	362.1654	1079.291	.412	.974

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
teams are able to address issues that are outside the organization	362.0150	1072.606	.543	.974
teams are able to create transferable knowledge for the organization	362.2481	1082.112	.419	.974
team members are constantly encouraged to enhance their creativity	362.3233	1074.175	.559	.974
team members are constantly encouraged to create new knowledge for the organization	362.2556	1074.010	.588	.974
team members are able to make timely decisions together for the team	362.3158	1071.248	.631	.974
team members are able to generate different ideas before deciding on the best one	362.3233	1072.281	.555	.974
teams are able to contribute toward organization-wide decision making	362.4586	1078.538	.497	.974
Development of employees's knowledge and skills	362.2406	1061.699	.694	.974
gives priority to the development of its employees' knowledge and skills	362.3684	1072.431	.568	.974
gives priority to the collective enhancement of organizational performance	362.2932	1057.224	.730	.974
makes sure that employees are aware of the importance of acquiring new skills and knowledge	361.9774	1067.522	.623	.974
constantly seeks involvement from employees for forming organization goals	362.3308	1073.193	.534	.974
has a process for regularly reviewing the training and development needs of all employees	362.2406	1071.366	.541	.974
leaders guide employees in the right direction so that they may learn effectively	362.4962	1071.964	.544	.974
leaders identify learning resources available for employees to improve their skills and knowledge	362.5338	1063.720	.638	.974

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
leaders constantly challenge employees to perform to their maximum capabilities	362.3383	1075.650	.503	.974
leaders constantly encourage the sharing of knowledge among employees	362.0000	1070.758	.543	.974
leaders constantly strive to create learning opportunities for employees	362.4662	1066.281	.623	.974
provides easy access to learning resources for its employees	362.5865	1061.169	.722	.974
has an effective knowledge sharing system to enhance employees' learning	362.3684	1062.462	.679	.974
is able to flexibly integrate work processes in the organization with little disruption	362.1955	1067.068	.678	.974
constantly looks for opportunities to partner with other organizations	362.0301	1070.772	.557	.974
is able to create knowledge sharing means when working with other organizations	362.1654	1072.942	.535	.974
is able to access learning resources made available through its partnership with other organizations	362.4511	1073.037	.533	.974
ideas generated by employees are greater than last year	362.3684	1066.856	.682	.974
suggestions generated by employees are greater than last year	362.4286	1069.080	.675	.974
the amount of resources available for an employee's learning is greater than last year	362.6541	1062.879	.703	.974
the variety of learning related activities for employees to choose from is greater than last year	362.6316	1058.719	.729	.974
funding for learning related activities for employees is greater than last year	362.6241	1055.388	.742	.974
the percentage of skilled workers compared to the total workforce is greater than last year	362.3308	1064.072	.672	.974

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
the number of individuals learning new skills is greater than last year	362.3083	1064.124	.716	.974
the number of suggestions implemented is greater than last year	362.5188	1075.070	.478	.974
client satisfaction is greater than last year	362.1729	1069.674	.642	.974
response time for client complaints is better than last year	362.2707	1074.517	.549	.974
the percentage of total spending devoted to technology and information processing is greater than last year	362.2632	1062.801	.691	.974
the efficiency of technology and information processing is greater than last year	362.4361	1072.914	.584	.974
the effectiveness of technology and information processing is greater than last year	362.3835	1072.344	.631	.974
the amount of projects undertaken is greater than last year	362.1504	1071.720	.514	.974
return on investment is greater than last year	362.1805	1073.588	.523	.974
employees are able to meet project deadlines more effectively compared to last year	362.1805	1066.952	.657	.974
management of resources needed for projects is more effective compared to last year	362.3684	1071.901	.611	.974
it is evident that the general public is more aware of what we do compared to last year	362.0902	1068.386	.599	.974
it is evident that the general public is more supportive of what we do compared to last year	362.1579	1076.225	.460	.974
the cost per business transaction is less than last year	362.5338	1073.251	.558	.974
the availability of funds for projects is greater than last year	362.4962	1069.873	.589	.974
the availability of funds for learning related activities is greater than last year	362.5564	1060.491	.684	.974
the number of organization goals accomplished is greater than last year	362.1955	1063.916	.643	.974

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
efficiency in accomplishing organization goals has improved from last year	362.1353	1066.466	.642	.974
it is evident that employees are more driven to accomplish organization goals compared to last year	361.9925	1066.447	.596	.974

Scale Statistics

Mean	Variance	Std. Deviation	N of Items
367.0451	1098.634	33.14565	77

Appendix E
Descriptive Statistics for Quantitative Data

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
individuals are motivated to learn to broaden their mental perspectives or views on life	133	2.00	6.00	5.1429	.77011
individuals are motivated to learn to develop their personalities	133	2.00	6.00	5.0075	.88332
individuals are motivated to learn to develop their behavior	133	2.00	6.00	4.9624	.77270
individuals are motivated to learn to increase their general knowledge about the world	133	2.00	6.00	4.9624	.71144
individuals are motivated to learn to create career opportunities outside the organization	133	1.00	6.00	4.3835	1.01296
individuals are motivated to learn to create positive interpersonal relationships	133	3.00	6.00	4.9699	.76811
individuals are motivated to learn to develop varied solutions to a problem.	133	2.00	6.00	4.9248	.84049
individuals are motivated to learn to develop varied viewpoints to a problem	133	2.00	6.00	4.9323	.71980
individuals are motivated to learn so as to avoid repeating mistakes	133	2.00	6.00	4.8571	.76021
individuals are motivated to learn so as to help others with similar problems	133	2.00	6.00	5.0451	.77718
individuals are motivated to learn so as to solve future problems	133	2.00	6.00	4.8571	.69786
individuals are motivated to learn to enhance their personal value	133	2.00	6.00	4.6316	.71216
individuals are motivated to learn to build career paths within the organization	133	2.00	6.00	4.6090	.70533
individuals are motivated to learn to gain respect from their peers	133	2.00	6.00	4.7444	.72461
team members are able to confide in each other	133	3.00	6.00	4.7218	.76231
team members are able to work toward accomplishing team goals	133	3.00	6.00	4.9398	.71520
team members share a sense of responsibility for one another	133	2.00	6.00	4.7143	.69163

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
team members share a sense of accountability for one another	133	2.00	6.00	4.6842	.77233
team members are able to send the right messages to each other	133	3.00	6.00	4.7519	.68982
team members are able to influence each other's ideas	133	2.00	6.00	4.5789	.61804
team members are able to reshape ideas together	133	3.00	6.00	4.7068	.67175
team members feel encouraged to share their ideas with each other	133	3.00	6.00	4.8947	.74124
team members feel open to initiate discussions with each other	133	3.00	6.00	4.8947	.77130
team members are able to openly share important information with each other	133	2.00	6.00	4.8120	.82710
teams are recognized for the best ideas they contribute	133	2.00	6.00	4.6466	.67639
teams are recognized for their differentiated expertise	133	3.00	6.00	4.9850	.63942
teams are able to use their expertise to help other teams in the organization	133	3.00	6.00	5.0451	.69484
teams are able to integrate individual expertise when working together	133	3.00	6.00	4.8797	.69672
teams are able to address issues that are outside the organization	133	3.00	6.00	5.0301	.71711
teams are able to create transferable knowledge for the organization	133	4.00	6.00	4.7970	.58723
team members are constantly encouraged to enhance their creativity	133	3.00	6.00	4.7218	.65544
team members are constantly encouraged to create new knowledge for the organization	133	3.00	6.00	4.7895	.62828
team members are able to make timely decisions together for the team	133	3.00	6.00	4.7293	.65282
team members are able to generate different ideas before deciding on the best one	133	2.00	6.00	4.7218	.71088
teams are able to contribute toward organization-wide decision making	133	3.00	6.00	4.5865	.60463

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Development of employees's knowledge and skills	133	1.00	6.00	4.8045	.80207
gives priority to the development of its employees' knowledge and skills	133	2.00	6.00	4.6767	.69138
gives priority to the collective enhancement of organizational performance	133	1.00	6.00	4.7519	.85640
makes sure that employees are aware of the importance of acquiring new skills and knowledge	133	2.00	6.00	5.0677	.75071
constantly seeks involvement from employees for forming organization goals	133	2.00	6.00	4.7143	.71320
has a process for regularly reviewing the training and development needs of all employees	133	2.00	6.00	4.8045	.75336
leaders guide employees in the right direction so that they may learn effectively	133	2.00	6.00	4.5489	.73305
leaders identify learning resources available for employees to improve their skills and knowledge	133	2.00	6.00	4.5113	.82220
leaders constantly challenge employees to perform to their maximum capabilities	133	2.00	6.00	4.7068	.68293
leaders constantly encourage the sharing of knowledge among employees	133	2.00	6.00	5.0451	.76737
leaders constantly strive to create learning opportunities for employees	133	2.00	6.00	4.5789	.78054
provides easy access to learning resources for its employees	133	2.00	6.00	4.4586	.78346
has an effective knowledge sharing system to enhance employees' learning	133	2.00	6.00	4.6767	.80292
is able to flexibly integrate work processes in the organization with little disruption	133	2.00	6.00	4.8496	.70169
constantly looks for opportunities to partner with other organizations	133	2.00	6.00	5.0150	.74858

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
is able to create knowledge sharing means when working with other organizations	133	2.00	6.00	4.8797	.71814
is able to access learning resources made available through its partnership with other organizations	133	2.00	6.00	4.5940	.71814
ideas generated by employees are greater than last year	133	2.00	6.00	4.6767	.70226
suggestions generated by employees are greater than last year	133	2.00	6.00	4.6165	.65968
the amount of resources available for an employee's learning is greater than last year	133	1.00	6.00	4.3910	.76707
the variety of learning related activities for employees to choose from is greater than last year	133	2.00	6.00	4.4135	.82689
funding for learning related activities for employees is greater than last year	133	1.00	6.00	4.4211	.88086
the percentage of skilled workers compared to the total workforce is greater than last year	133	2.00	6.00	4.7143	.77432
the number of individuals learning new skills is greater than last year	133	2.00	6.00	4.7368	.72712
the number of suggestions implemented is greater than last year	133	2.00	6.00	4.5263	.73422
client satisfaction is greater than last year	133	2.00	6.00	4.8722	.67883
response time for client complaints is better than last year	133	2.00	6.00	4.7744	.65847
the percentage of total spending devoted to technology and information processing is greater than last year	133	2.00	6.00	4.7820	.78178
the efficiency of technology and information processing is greater than last year	133	2.00	6.00	4.6090	.66097
the effectiveness of technology and information processing is greater than last year	133	3.00	6.00	4.6617	.62628
the amount of projects undertaken is greater than last year	133	2.00	6.00	4.8947	.78106
return on investment is greater than last year	133	3.00	6.00	4.8647	.71544

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
employees are able to meet project deadlines more effectively compared to last year	133	2.00	6.00	4.8647	.72595
management of resources needed for projects is more effective compared to last year	133	3.00	6.00	4.6767	.65769
it is evident that the general public is more aware of what we do compared to last year	133	2.00	6.00	4.9549	.75743
it is evident that the general public is more supportive of what we do compared to last year	133	3.00	6.00	4.8872	.72461
the cost per business transaction is less than last year	133	1.00	5.00	4.5113	.68109
the availability of funds for projects is greater than last year	133	1.00	6.00	4.5489	.73305
the availability of funds for learning related activities is greater than last year	133	1.00	6.00	4.4887	.84042
the number of organization goals accomplished is greater than last year	133	2.00	6.00	4.8496	.81181
efficiency in accomplishing organization goals has improved from last year	133	2.00	6.00	4.9098	.75336
it is evident that employees are more driven to accomplish organization goals compared to last year	133	2.00	6.00	5.0526	.81012
Valid N (listwise)	133				

Appendix F
Pearson Correlation Statistics for Variables

Descriptive Statistics

	Mean	Std. Deviation	N
Orgsustain	4.7080	.51251	133
Orgculture	4.7461	.51888	133
Teamdynamics	4.7920	.43230	133
Individualearn	4.8593	.52680	133

Correlations

		Orgsustain	Orgculture	Teamdynamics	Individualearn
Orgsustain	Pearson Correlation	1	.812**	.597**	.693**
	Sig. (2-tailed)		.000	.000	.000
	N	133	133	133	133
Orgculture	Pearson Correlation	.812**	1	.647**	.648**
	Sig. (2-tailed)	.000		.000	.000
	N	133	133	133	133
Teamdynamics	Pearson Correlation	.597**	.647**	1	.584**
	Sig. (2-tailed)	.000	.000		.000
	N	133	133	133	133
Individualearn	Pearson Correlation	.693**	.648**	.584**	1
	Sig. (2-tailed)	.000	.000	.000	
	N	133	133	133	133

**. Correlation is significant at the 0.01 level (2-tailed).

Correlations

Descriptive Statistics

	Mean	Std. Deviation	N
Orgsustain	4.7080	.51251	133
Personalfulfillment	4.9048	.63838	133
Problemmastery	4.9233	.59274	133
Rewardsandrecog	4.6617	.54585	133

Correlations

		Orgsustain	Personalfu lfillment	Problemm astery	Rewardsa ndrecog
Orgsustain	Pearson Correlation	1	.675**	.669**	.333**
	Sig. (2-tailed)		.000	.000	.000
	N	133	133	133	133
Personalfulfillment	Pearson Correlation	.675**	1	.758**	.488**
	Sig. (2-tailed)	.000		.000	.000
	N	133	133	133	133
Problemmastery	Pearson Correlation	.669**	.758**	1	.508**
	Sig. (2-tailed)	.000	.000		.000
	N	133	133	133	133
Rewardsandrecog	Pearson Correlation	.333**	.488**	.508**	1
	Sig. (2-tailed)	.000	.000	.000	
	N	133	133	133	133

**. Correlation is significant at the 0.01 level (2-tailed).

Correlations

Descriptive Statistics

	Mean	Std. Deviation	N
Orgsustain	4.7080	.51251	133
Trust	4.7650	.59810	133
Intercommunicate	4.7732	.54716	133
Teamexpertise	4.8972	.44083	133
Empowerment	4.7098	.47320	133

Correlations

		Orgsustain	Trust	Intercomm unicate	Teamexpe rtise	Empower ment
Orgsustain	Pearson Correlation	1	.460**	.389**	.544**	.679**
	Sig. (2-tailed)		.000	.000	.000	.000
	N	133	133	133	133	133
Trust	Pearson Correlation	.460**	1	.684**	.565**	.624**
	Sig. (2-tailed)	.000		.000	.000	.000
	N	133	133	133	133	133
Intercommunicate	Pearson Correlation	.389**	.684**	1	.670**	.547**
	Sig. (2-tailed)	.000	.000		.000	.000
	N	133	133	133	133	133
Teamexpertise	Pearson Correlation	.544**	.565**	.670**	1	.656**
	Sig. (2-tailed)	.000	.000	.000		.000
	N	133	133	133	133	133
Empowerment	Pearson Correlation	.679**	.624**	.547**	.656**	1
	Sig. (2-tailed)	.000	.000	.000	.000	
	N	133	133	133	133	133

**. Correlation is significant at the 0.01 level (2-tailed).

Correlations

Descriptive Statistics

	Mean	Std. Deviation	N
Orgsustain	4.7080	.51251	133
Supportmission	4.8033	.56810	133
Supportleadership	4.6782	.56827	133
Facilitatestructure	4.6617	.64873	133
Facilitatealliance	4.8296	.58260	133

Correlations

		Orgsustain	Supportmission	Supportleadership	Facilitatestructure	Facilitatealliance
Orgsustain	Pearson Correlation	1	.759**	.695**	.759**	.645**
	Sig. (2-tailed)		.000	.000	.000	.000
	N	133	133	133	133	133
Supportmission	Pearson Correlation	.759**	1	.815**	.708**	.647**
	Sig. (2-tailed)	.000		.000	.000	.000
	N	133	133	133	133	133
Supportleadership	Pearson Correlation	.695**	.815**	1	.735**	.584**
	Sig. (2-tailed)	.000	.000		.000	.000
	N	133	133	133	133	133
Facilitatestructure	Pearson Correlation	.759**	.708**	.735**	1	.655**
	Sig. (2-tailed)	.000	.000	.000		.000
	N	133	133	133	133	133
Facilitatealliance	Pearson Correlation	.645**	.647**	.584**	.655**	1
	Sig. (2-tailed)	.000	.000	.000	.000	
	N	133	133	133	133	133

**. Correlation is significant at the 0.01 level (2-tailed).

Appendix G
Multiple Regression Analysis Statistics for Variables

Variables Entered/Removed[a]

Model	Variables Entered	Variables Removed	Method
1	Facilitatestructure	.	Stepwise (Criteria: Probability-of-F-to-enter <= .050, Probability-of-F-to-remove >= .100).
2	Supportmission	.	Stepwise (Criteria: Probability-of-F-to-enter <= .050, Probability-of-F-to-remove >= .100).
3	Problemmastery	.	Stepwise (Criteria: Probability-of-F-to-enter <= .050, Probability-of-F-to-remove >= .100).
4	Empowerment	.	Stepwise (Criteria: Probability-of-F-to-enter <= .050, Probability-of-F-to-remove >= .100).
5	Trust	.	Stepwise (Criteria: Probability-of-F-to-enter <= .050, Probability-of-F-to-remove >= .100).

a. Dependent Variable: Orgsustain

Model Summary[f]

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.759[a]	.576	.573	.33494
2	.821[b]	.675	.670	.29459
3	.845[c]	.715	.708	.27699
4	.852[d]	.726	.718	.27222
5	.858[e]	.737	.726	.26814

a. Predictors: (Constant), Facilitatestructure

b. Predictors: (Constant), Facilitatestructure, Supportmission

c. Predictors: (Constant), Facilitatestructure, Supportmission, Problemmastery

d. Predictors: (Constant), Facilitatestructure, Supportmission, Problemmastery, Empowerment

e. Predictors: (Constant), Facilitatestructure, Supportmission, Problemmastery, Empowerment, Trust

f. Dependent Variable: Orgsustain

ANOVA[f]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	19.976	1	19.976	178.058	.000[a]
	Residual	14.696	131	.112		
	Total	34.672	132			
2	Regression	23.390	2	11.695	134.768	.000[b]
	Residual	11.281	130	.087		
	Total	34.672	132			
3	Regression	24.775	3	8.258	107.635	.000[c]
	Residual	9.897	129	.077		
	Total	34.672	132			
4	Regression	25.186	4	6.297	84.967	.000[d]
	Residual	9.486	128	.074		
	Total	34.672	132			
5	Regression	25.541	5	5.108	71.049	.000[e]
	Residual	9.131	127	.072		
	Total	34.672	132			

a. Predictors: (Constant), Facilitatestructure

b. Predictors: (Constant), Facilitatestructure, Supportmission

c. Predictors: (Constant), Facilitatestructure, Supportmission, Problemmastery

d. Predictors: (Constant), Facilitatestructure, Supportmission, Problemmastery, Empowerment

e. Predictors: (Constant), Facilitatestructure, Supportmission, Problemmastery, Empowerment, Trust

f. Dependent Variable: Orgsustain

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.913	.211		9.043	.000
	Facilitatestructure	.600	.045	.759	13.344	.000
2	(Constant)	1.145	.223		5.146	.000
	Facilitatestructure	.351	.056	.445	6.281	.000
	Supportmission	.401	.064	.444	6.273	.000
3	(Constant)	.755	.229		3.300	.001
	Facilitatestructure	.289	.055	.366	5.304	.000
	Supportmission	.315	.063	.350	4.979	.000
	Problemmastery	.221	.052	.256	4.247	.000
4	(Constant)	.478	.253		1.887	.061
	Facilitatestructure	.251	.056	.317	4.468	.000
	Supportmission	.273	.065	.302	4.208	.000
	Problemmastery	.194	.052	.225	3.708	.000
	Empowerment	.168	.071	.156	2.357	.020
5	(Constant)	.546	.251		2.172	.032
	Facilitatestructure	.256	.055	.324	4.625	.000
	Supportmission	.294	.065	.326	4.552	.000
	Problemmastery	.210	.052	.243	4.035	.000
	Empowerment	.228	.075	.210	3.026	.003
	Trust	-.116	.052	-.135	-2.221	.028

a. Dependent Variable: Orgsustain

Excluded Variables[f]

Model		Beta In	t	Sig.	Partial Correlation	Collinearity Statistics Tolerance
1	Personalfulfillment	.340[a]	5.220	.000	.416	.635
	Problemmastery	.351[a]	5.649	.000	.444	.678
	Rewardsandrecog	.077[a]	1.276	.204	.111	.878
	Trust	.098[a]	1.495	.137	.130	.740
	Intercommunicate	.065[a]	1.029	.305	.090	.803
	Teamexpertise	.199[a]	3.074	.003	.260	.723
	Empowerment	.326[a]	4.733	.000	.383	.586
	Supportmission	.444[a]	6.273	.000	.482	.499
	Supportleadership	.298[a]	3.724	.000	.310	.459
	Facilitatealliance	.259[a]	3.596	.000	.301	.571
2	Personalfulfillment	.223[b]	3.415	.001	.288	.543
	Problemmastery	.256[b]	4.247	.000	.350	.609
	Rewardsandrecog	.086[b]	1.619	.108	.141	.877
	Trust	-.016[b]	-.260	.796	-.023	.670
	Intercommunicate	-.009[b]	-.164	.870	-.014	.767
	Teamexpertise	.129[b]	2.185	.031	.189	.693
	Empowerment	.209[b]	3.089	.002	.262	.515
	Supportleadership	.021[b]	.223	.824	.020	.285
	Facilitatealliance	.132[b]	1.890	.061	.164	.504
3	Personalfulfillment	.098[c]	1.249	.214	.110	.358
	Rewardsandrecog	-.008[c]	-.134	.893	-.012	.714
	Trust	-.070[c]	-1.188	.237	-.104	.641
	Intercommunicate	-.023[c]	-.427	.670	-.038	.764
	Teamexpertise	.092[c]	1.613	.109	.141	.673
	Empowerment	.156[c]	2.357	.020	.204	.491
	Supportleadership	.026[c]	.295	.769	.026	.285
	Facilitatealliance	.137[c]	2.092	.038	.182	.504
4	Personalfulfillment	.078[d]	1.002	.318	.089	.353
	Rewardsandrecog	-.021[d]	-.381	.704	-.034	.706
	Trust	-.135[d]	-2.221	.028	-.193	.560
	Intercommunicate	-.072[d]	-1.295	.198	-.114	.680
	Teamexpertise	.042[d]	.673	.502	.060	.547
	Supportleadership	.047[d]	.538	.592	.048	.282
	Facilitatealliance	.133[d]	2.062	.041	.180	.503
5	Personalfulfillment	.097[e]	1.256	.211	.111	.350
	Rewardsandrecog	.003[e]	.056	.955	.005	.678
	Intercommunicate	-.013[e]	-.203	.840	-.018	.502
	Teamexpertise	.077[e]	1.224	.223	.108	.518
	Supportleadership	.030[e]	.347	.729	.031	.280
	Facilitatealliance	.119[e]	1.866	.064	.164	.498

a. Predictors in the Model: (Constant), Facilitatestructure

b. Predictors in the Model: (Constant), Facilitatestructure, Supportmission

c. Predictors in the Model: (Constant), Facilitatestructure, Supportmission, Problemmastery

d. Predictors in the Model: (Constant), Facilitatestructure, Supportmission, Problemmastery, Empowerment

e. Predictors in the Model: (Constant), Facilitatestructure, Supportmission, Problemmastery, Empowerment, Trust
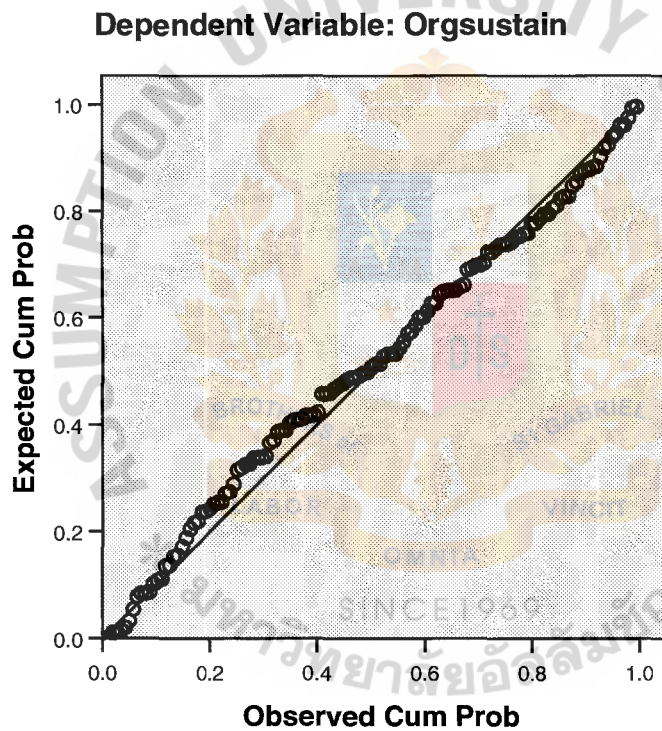
f. Dependent Variable: Orgsustain

Residuals Statistics^a

	Minimum	Maximum	Mean	Std. Deviation	N
Predicted Value	2.5081	5.6944	4.7080	.43988	133
Residual	-.85637	.69591	.00000	.26301	133
Std. Predicted Value	-5.001	2.242	.000	1.000	133
Std. Residual	-3.194	2.595	.000	.981	133

a. Dependent Variable: Orgsustain

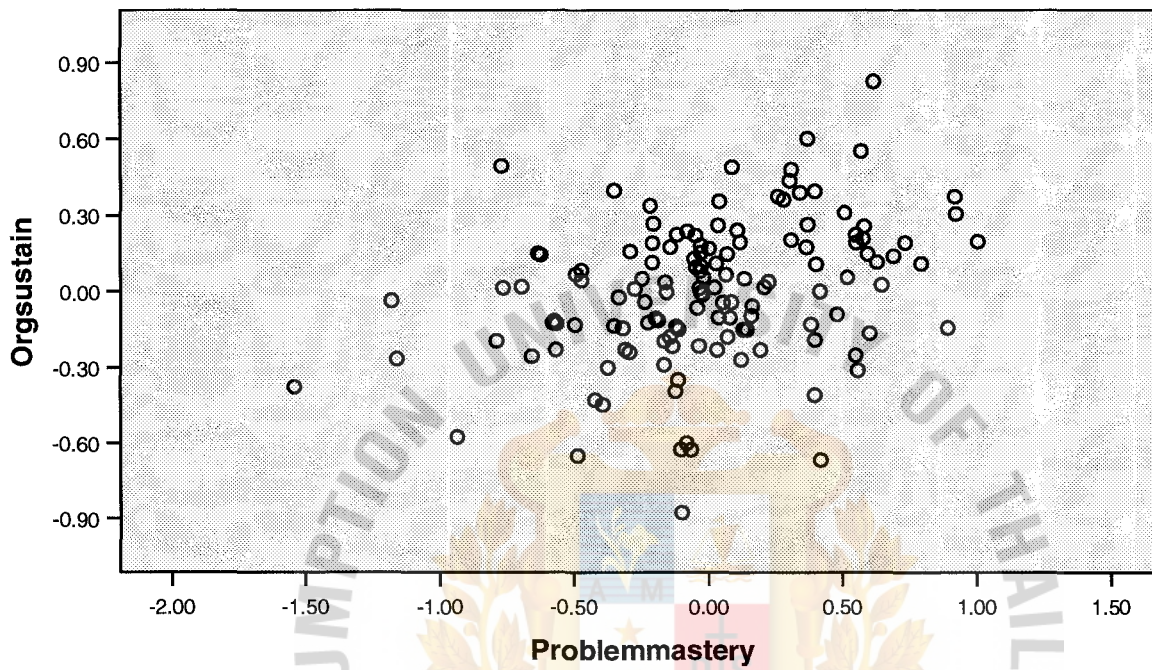# Charts

Normal P-P Plot of Regression Standardized Residual

Dependent Variable: Orgsustain
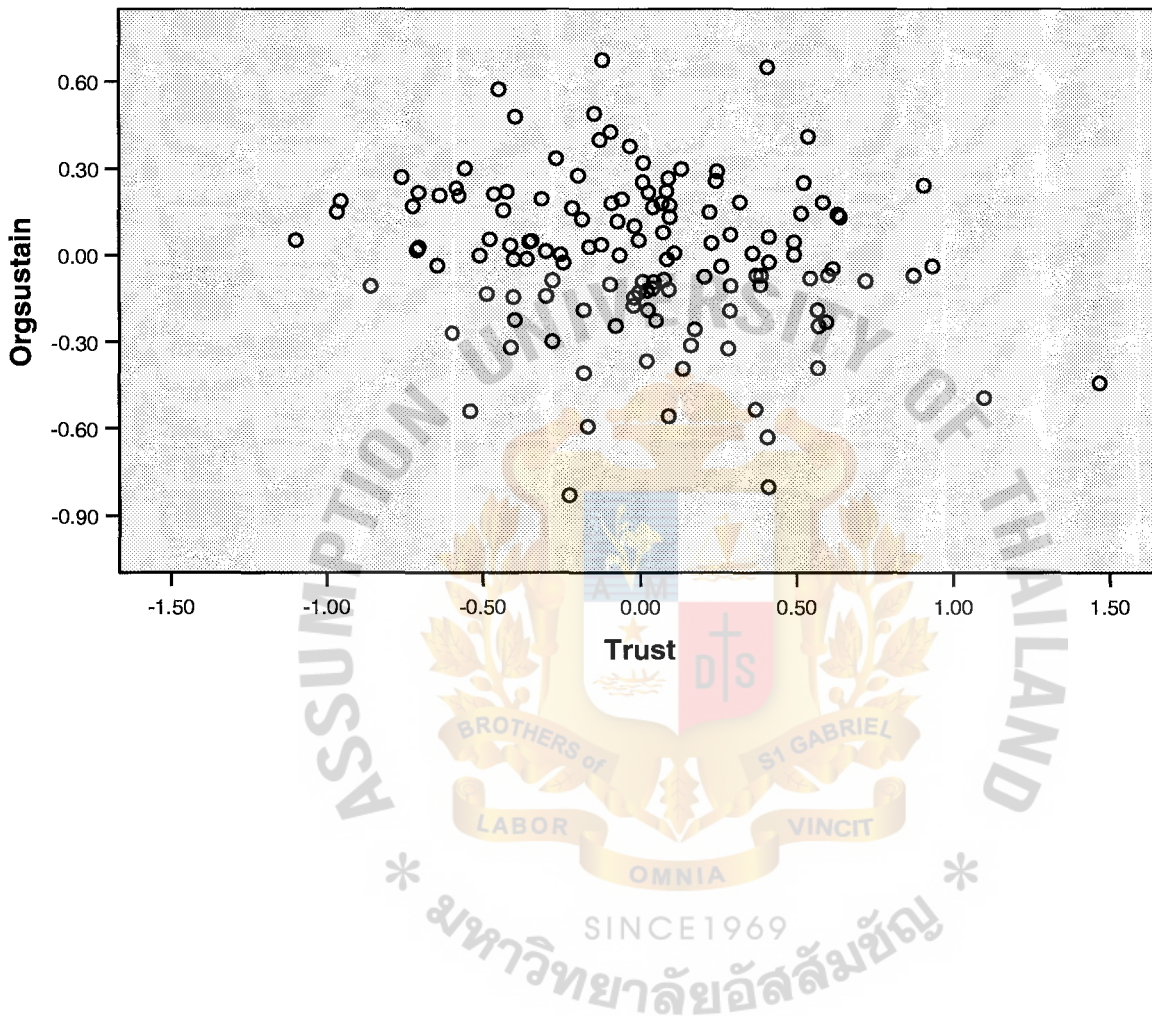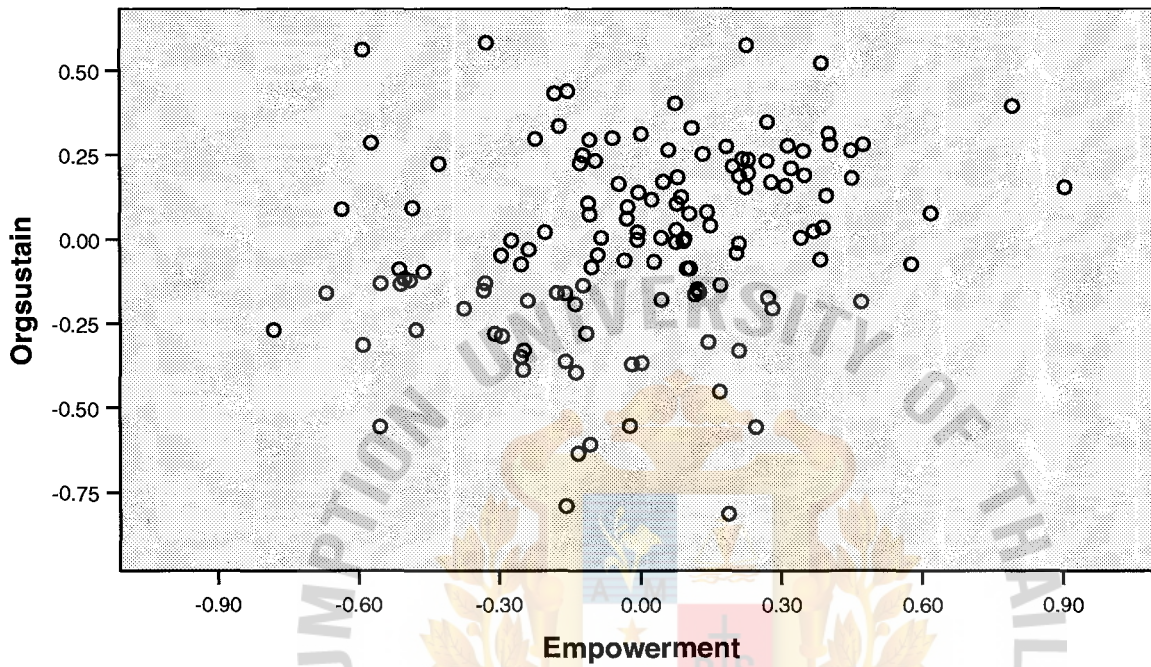
Scatterplot

Dependent Variable: Orgsustain

Partial Regression Plot

Dependent Variable: Orgsustain

Partial Regression Plot

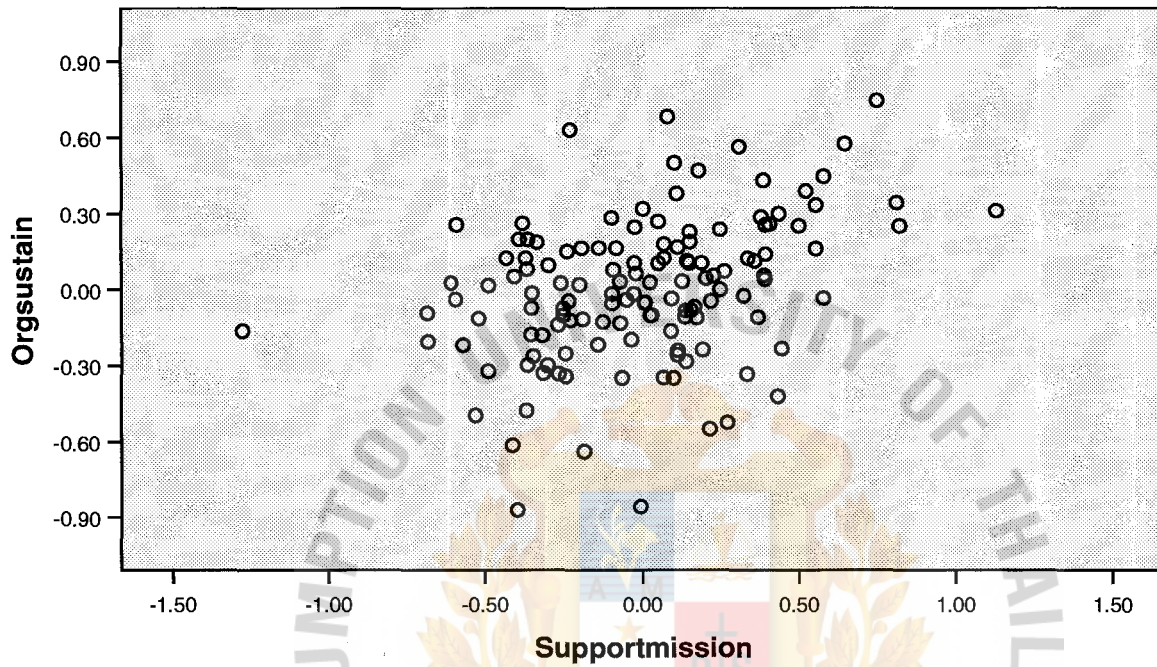## Dependent Variable: Orgsustain

Partial Regression Plot

Dependent Variable: Orgsustain

Partial Regression Plot

Dependent Variable: Orgsustain

Partial Regression Plot

Dependent Variable: Orgsustain
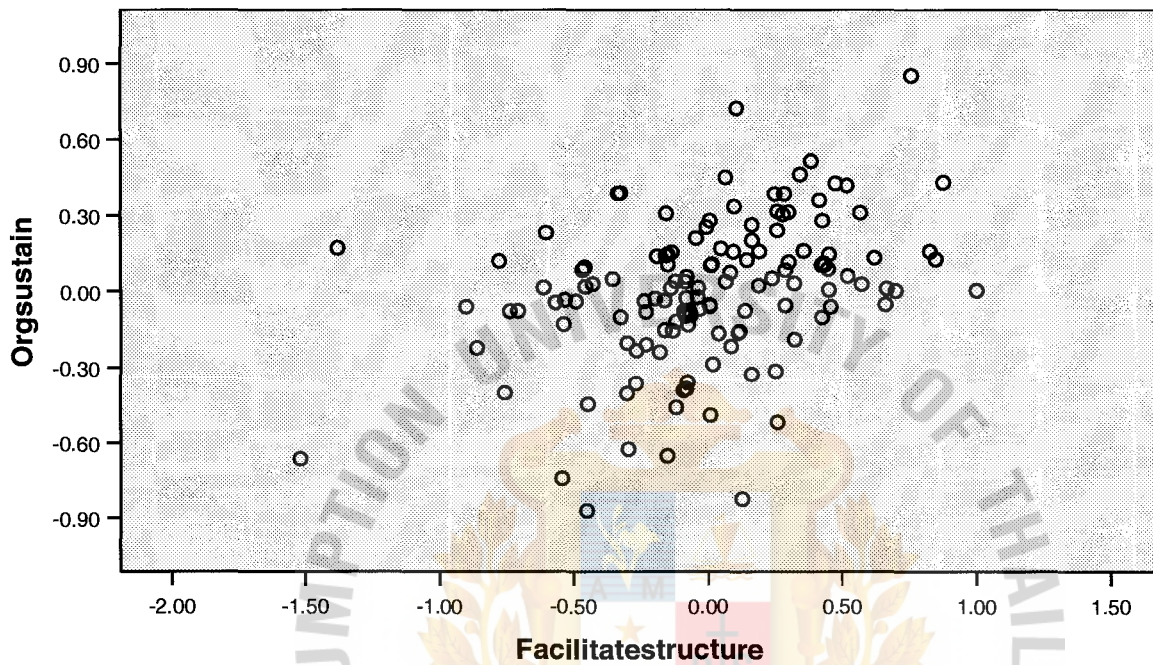
Regression

Model	Variables Entered	Variables Removed	Method
1	Orgculture	.	Stepwise (Criteria: Probability-of-F-to-enter <= .050, Probability-of-F-to-remove >= .100).
2	Individualea rn	.	Stepwise (Criteria: Probability-of-F-to-enter <= .050, Probability-of-F-to-remove >= .100).

a. Dependent Variable: Orgsustain

Model Summary[c]

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.812[a]	.660	.657	.29996
2	.841[b]	.708	.703	.27910

a. Predictors: (Constant), Orgculture

b. Predictors: (Constant), Orgculture, Individualearn

c. Dependent Variable: Orgsustain

ANOVA[c]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	22.885	1	22.885	254.342	.000[a]
	Residual	11.787	131	.090		
	Total	34.672	132			
2	Regression	24.545	2	12.273	157.546	.000[b]
	Residual	10.127	130	.078		
	Total	34.672	132			

a. Predictors: (Constant), Orgculture

b. Predictors: (Constant), Orgculture, Individualearn

c. Dependent Variable: Orgsustain

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	.899	.240		3.744	.000
	Orgculture	.802	.050	.812	15.948	.000
2	(Constant)	.414	.247		1.676	.096
	Orgculture	.619	.061	.626	10.062	.000
	Individualearn	.280	.061	.287	4.617	.000

a. Dependent Variable: Orgsustain

Excluded Variables[c]

Model		Beta In	t	Sig.	Partial Correlation	Collinearity Statistics
						Tolerance
1	Individualearn	.287[a]	4.617	.000	.375	.580
	Teamdynamics	.123[a]	1.860	.065	.161	.581
2	Teamdynamics	.045[b]	.696	.487	.061	.534

a. Predictors in the Model: (Constant), Orgculture

b. Predictors in the Model: (Constant), Orgculture, Individualearn
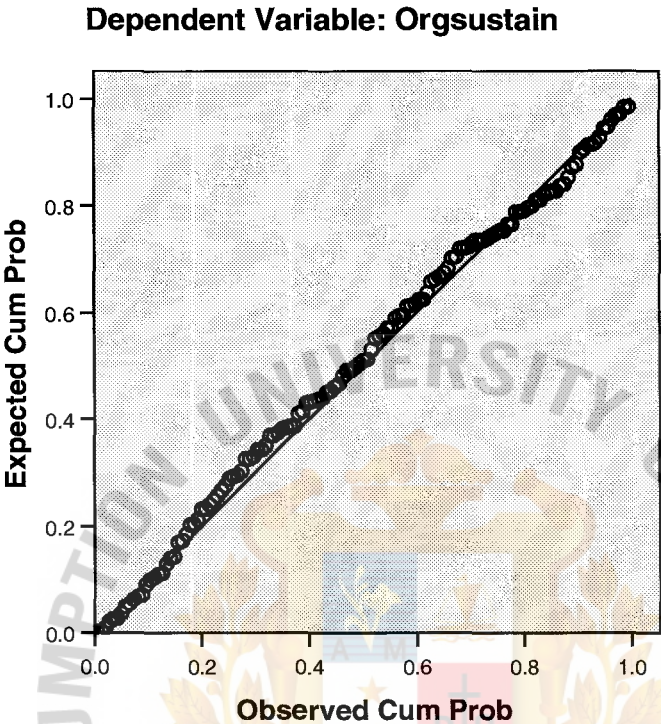
c. Dependent Variable: Orgsustain

Residuals Statistics[a]

|	Minimum	Maximum	Mean	Std. Deviation	N
Predicted Value	2.3135	5.5734	4.7080	.43122	133
Residual	-.85127	.59955	.00000	.27698	133
Std. Predicted Value	-5.553	2.007	.000	1.000	133
Std. Residual	-3.050	2.148	.000	.992	133

a. Dependent Variable: Orgsustain

Charts

Normal P-P Plot of Regression Standardized Residual
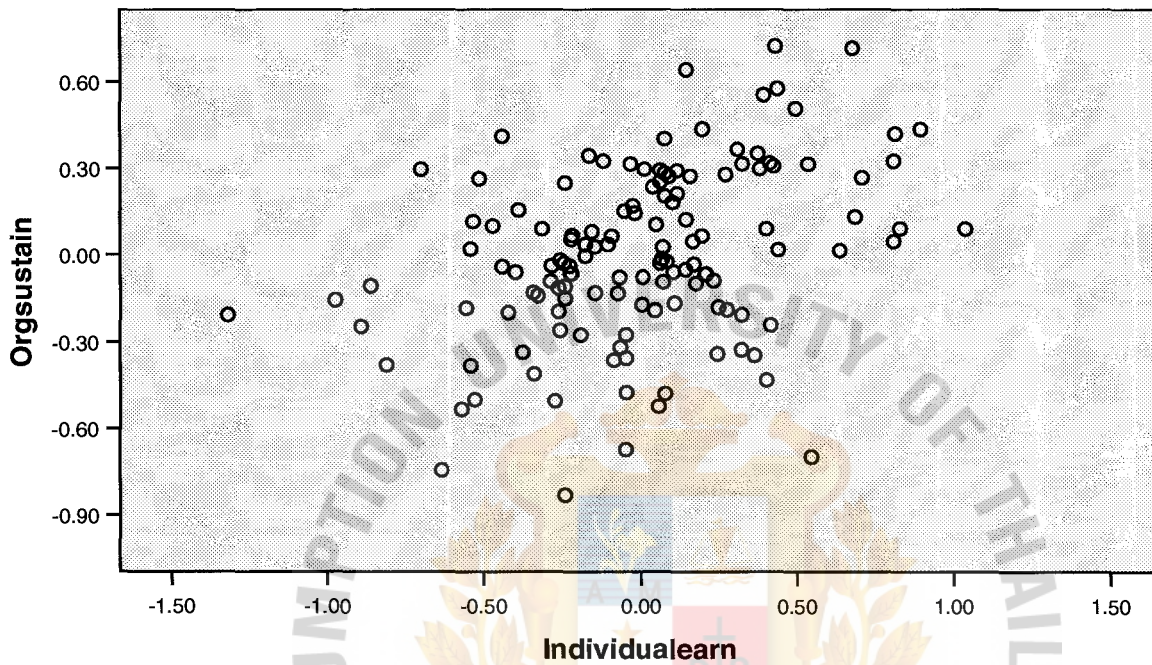
Dependent Variable: Orgsustain

Scatterplot
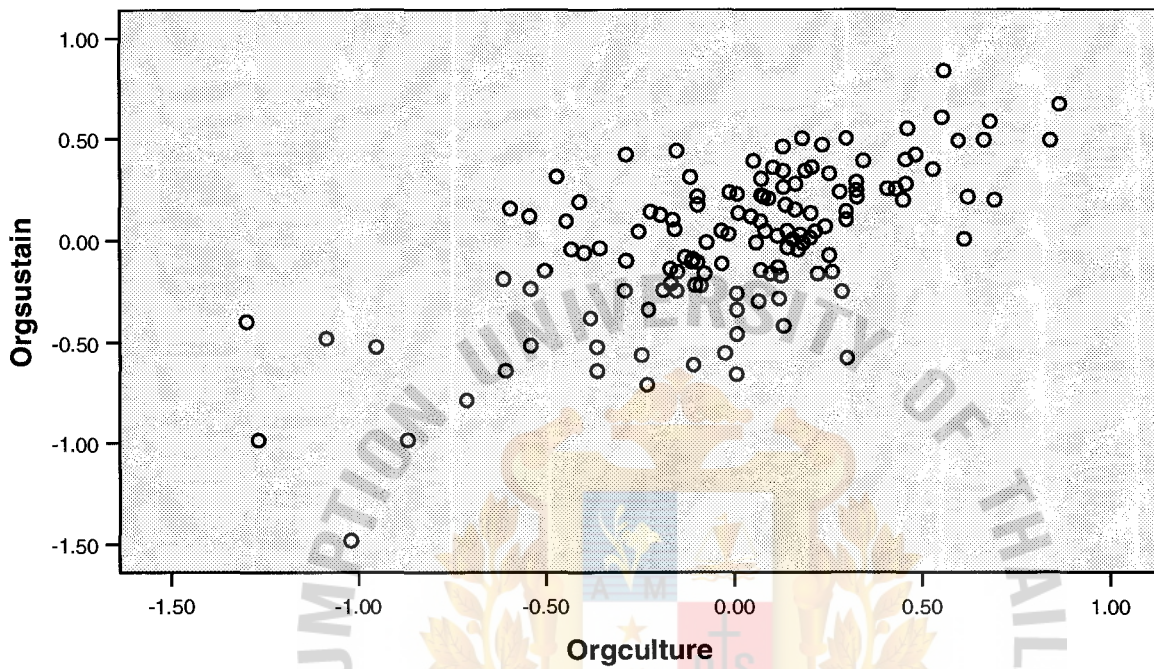
Dependent Variable: Orgsustain
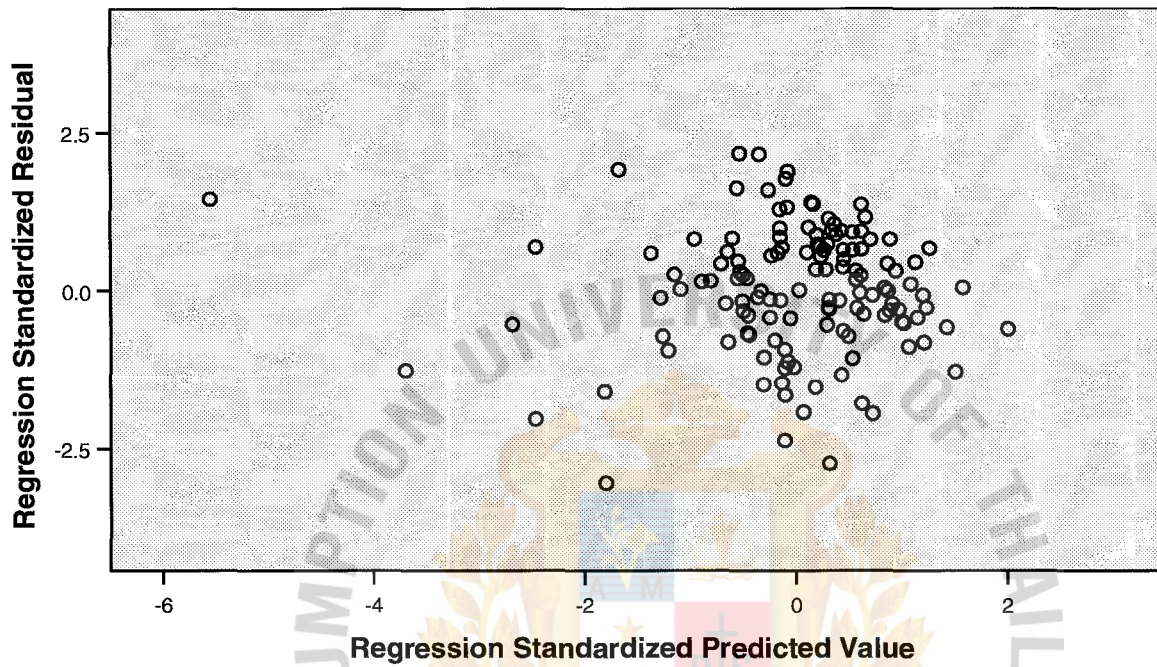
Partial Regression Plot

Dependent Variable: Orgsustain

Partial Regression Plot

Dependent Variable: Orgsustain

Regression

Variables Entered/Removed[a]

Model	Variables Entered	Variables Removed	Method
1	Personalfulfillment	.	Stepwise (Criteria: Probability-of-F-to-enter <= .050, Probability-of-F-to-remove >= .100).
2	Problemmastery	.	Stepwise (Criteria: Probability-of-F-to-enter <= .050, Probability-of-F-to-remove >= .100).

a. Dependent Variable: Orgsustain

Model Summary[c]

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.675[a]	.455	.451	.37969
2	.717[b]	.514	.506	.36020

a. Predictors: (Constant), Personalfulfillment

b. Predictors: (Constant), Personalfulfillment, Problemmastery

c. Dependent Variable: Orgsustain

ANOVA[c]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	15.786	1	15.786	109.500	.000[a]
	Residual	18.886	131	.144		
	Total	34.672	132			
2	Regression	17.805	2	8.902	68.614	.000[b]
	Residual	16.867	130	.130		
	Total	34.672	132			

a. Predictors: (Constant), Personalfulfillment

b. Predictors: (Constant), Personalfulfillment, Problemmastery

c. Dependent Variable: Orgsustain

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	2.051	.256		8.010	.000
	Personalfulfillment	.542	.052	.675	10.464	.000
2	(Constant)	1.580	.271		5.840	.000
	Personalfulfillment	.317	.075	.394	4.204	.000
	Problemmastery	.320	.081	.370	3.944	.000

a. Dependent Variable: Orgsustain

Excluded Variables[c]

Model		Beta In	t	Sig.	Partial Correlation	Collinearity Statistics
						Tolerance
1	Problemmastery	.370[a]	3.944	.000	.327	.425
	Rewardsandrecog	.005[a]	.069	.945	.006	.762
2	Rewardsandrecog	-.066[b]	-.909	.365	-.080	.717

a. Predictors in the Model: (Constant), Personalfulfillment

b. Predictors in the Model: (Constant), Personalfulfillment, Problemmastery

c. Dependent Variable: Orgsustain
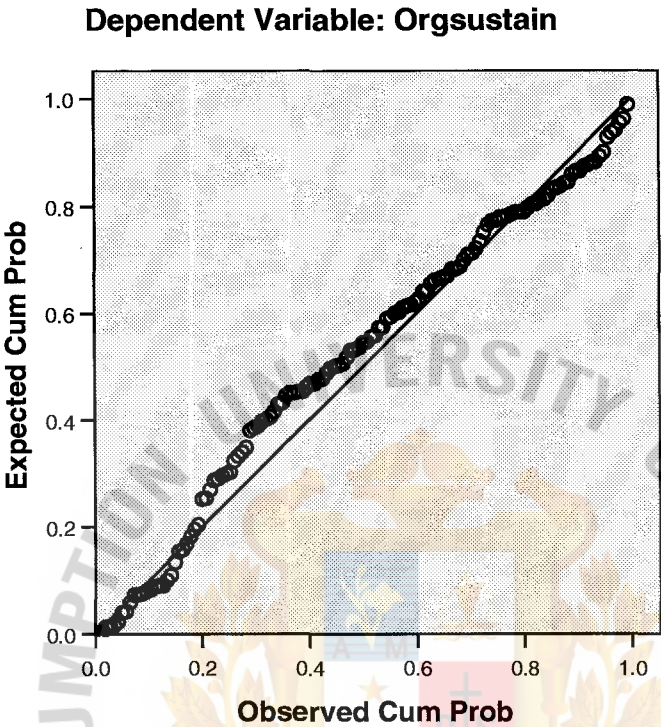
Residuals Statistics[a]

	Minimum	Maximum	Mean	Std. Deviation	N
Predicted Value	3.1811	5.3991	4.7080	.36727	133
Residual	-1.44918	.82275	.00000	.35746	133
Std. Predicted Value	-4.157	1.882	.000	1.000	133
Std. Residual	-4.023	2.284	.000	.992	133

a. Dependent Variable: Orgsustain

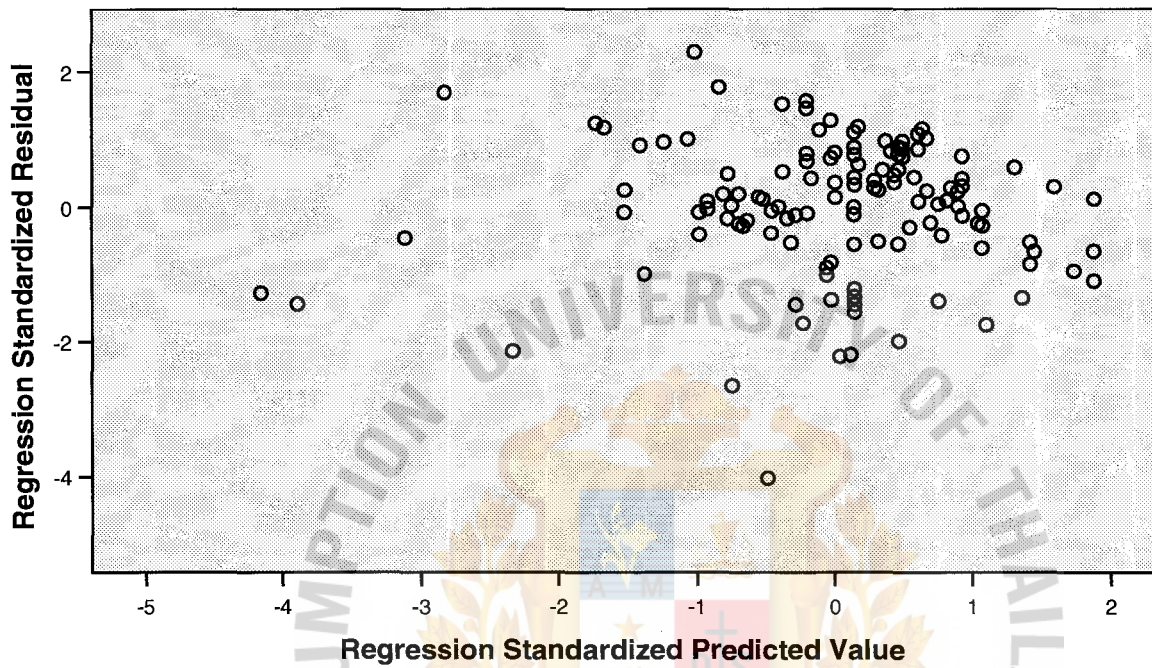# Charts

Normal P-P Plot of Regression Standardized Residual

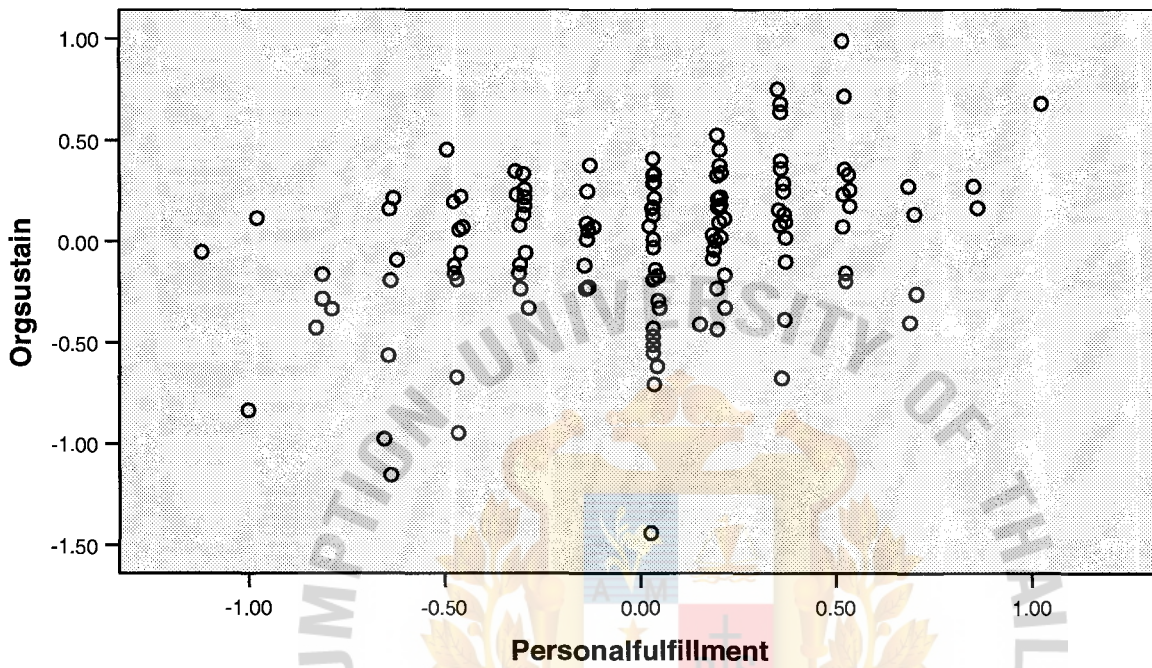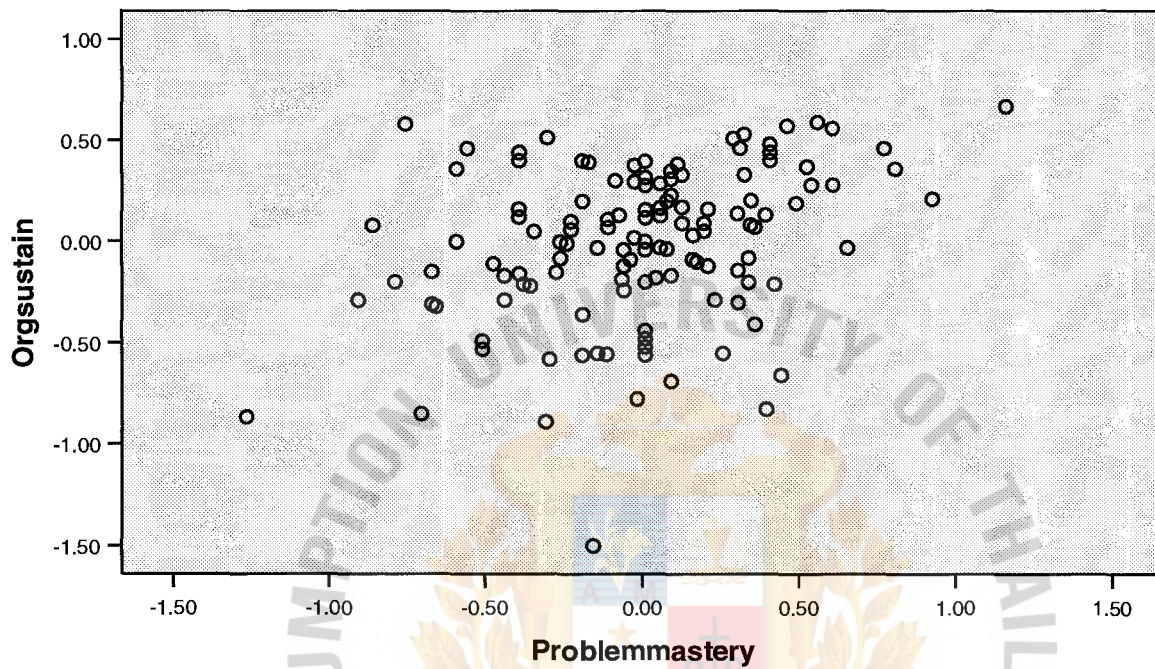## Dependent Variable: Orgsustain

Scatterplot

Dependent Variable: Orgsustain

Partial Regression Plot

Dependent Variable: Orgsustain

Partial Regression Plot

Dependent Variable: Orgsustain

Regression

Model Summary[c]

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.679[a]	.462	.458	.37746
2	.692[b]	.479	.470	.37294

a. Predictors: (Constant), Empowerment

b. Predictors: (Constant), Empowerment, Teamexpertise

c. Dependent Variable: Orgsustain

ANOVA[c]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	16.007	1	16.007	112.350	.000[a]
	Residual	18.665	131	.142		
	Total	34.672	132			
2	Regression	16.591	2	8.295	59.644	.000[b]
	Residual	18.081	130	.139		
	Total	34.672	132			

a. Predictors: (Constant), Empowerment

b. Predictors: (Constant), Empowerment, Teamexpertise

c. Dependent Variable: Orgsustain

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.242	.329		3.779	.000
	Empowerment	.736	.069	.679	10.600	.000
2	(Constant)	.839	.380		2.208	.029
	Empowerment	.614	.091	.567	6.752	.000
	Teamexpertise	.200	.098	.172	2.048	.043

a. Dependent Variable: Orgsustain

Excluded Variables^c

Model		Beta In	t	Sig.	Partial Correlation	Collinearity Statistics
						Tolerance
1	Trust	.058^a	.702	.484	.061	.610
	Intercommunicate	.025^a	.321	.748	.028	.700
	Teamexpertise	.172^a	2.048	.043	.177	.569
2	Trust	.015^b	.178	.859	.016	.568
	Intercommunicate	-.068^b	-.784	.435	-.069	.530

a. Predictors in the Model: (Constant), Empowerment

b. Predictors in the Model: (Constant), Empowerment, Teamexpertise
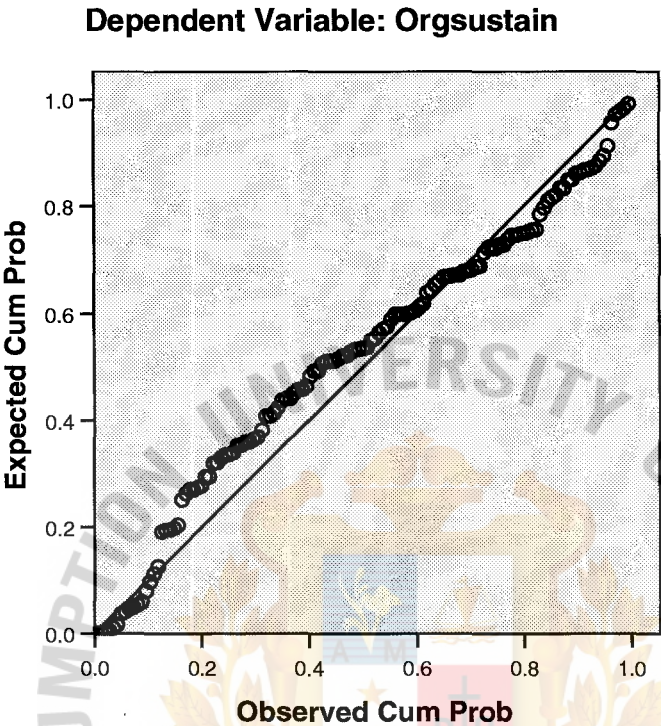
c. Dependent Variable: Orgsustain

Residuals Statistics^a

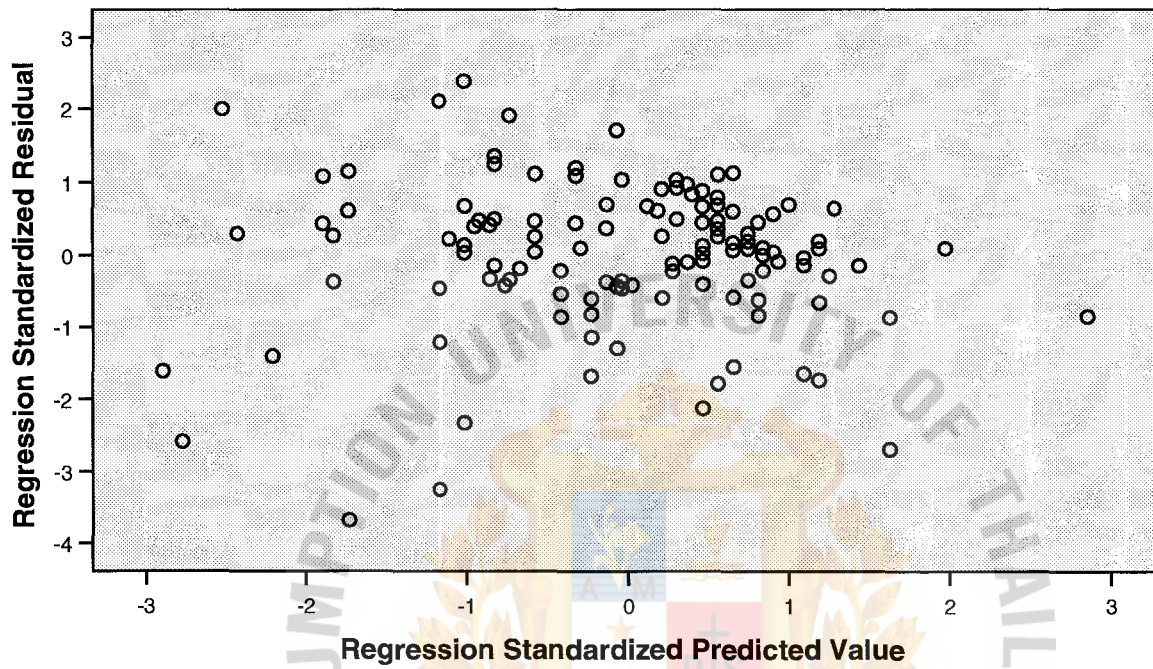|	Minimum	Maximum	Mean	Std. Deviation	N
Predicted Value	3.6809	5.7203	4.7080	.35453	133
Residual	-1.37301	.89099	.00000	.37010	133
Std. Predicted Value	-2.897	2.855	.000	1.000	133
Std. Residual	-3.682	2.389	.000	.992	133

a. Dependent Variable: Orgsustain

Charts

Normal P-P Plot of Regression Standardized Residual
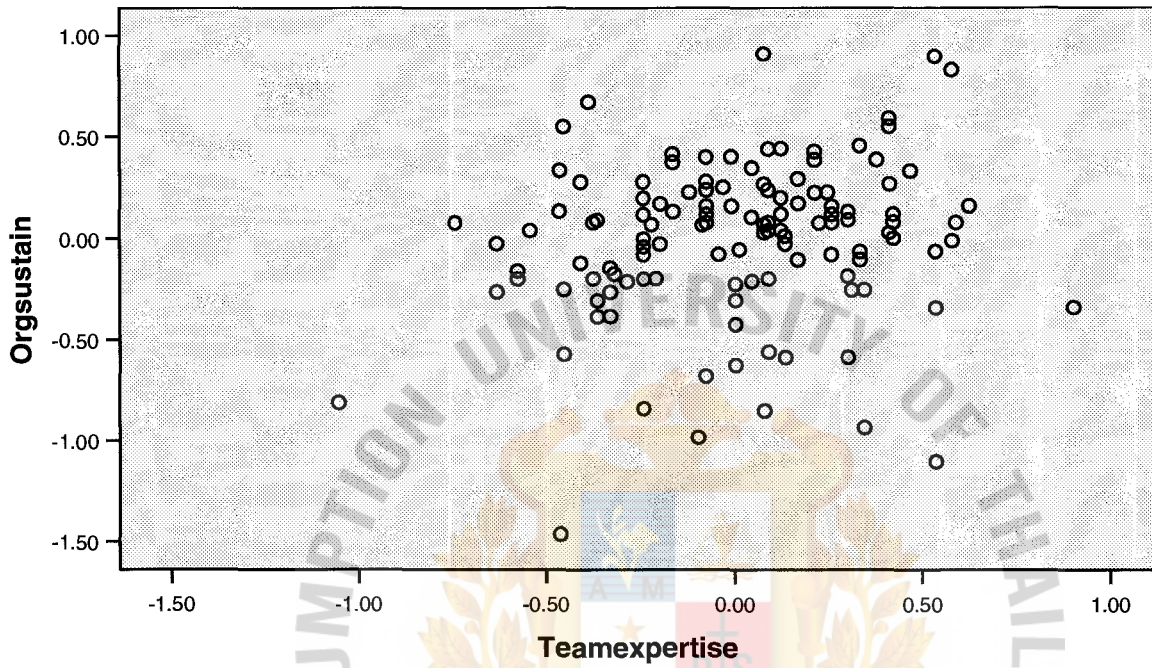
Dependent Variable: Orgsustain

Scatterplot

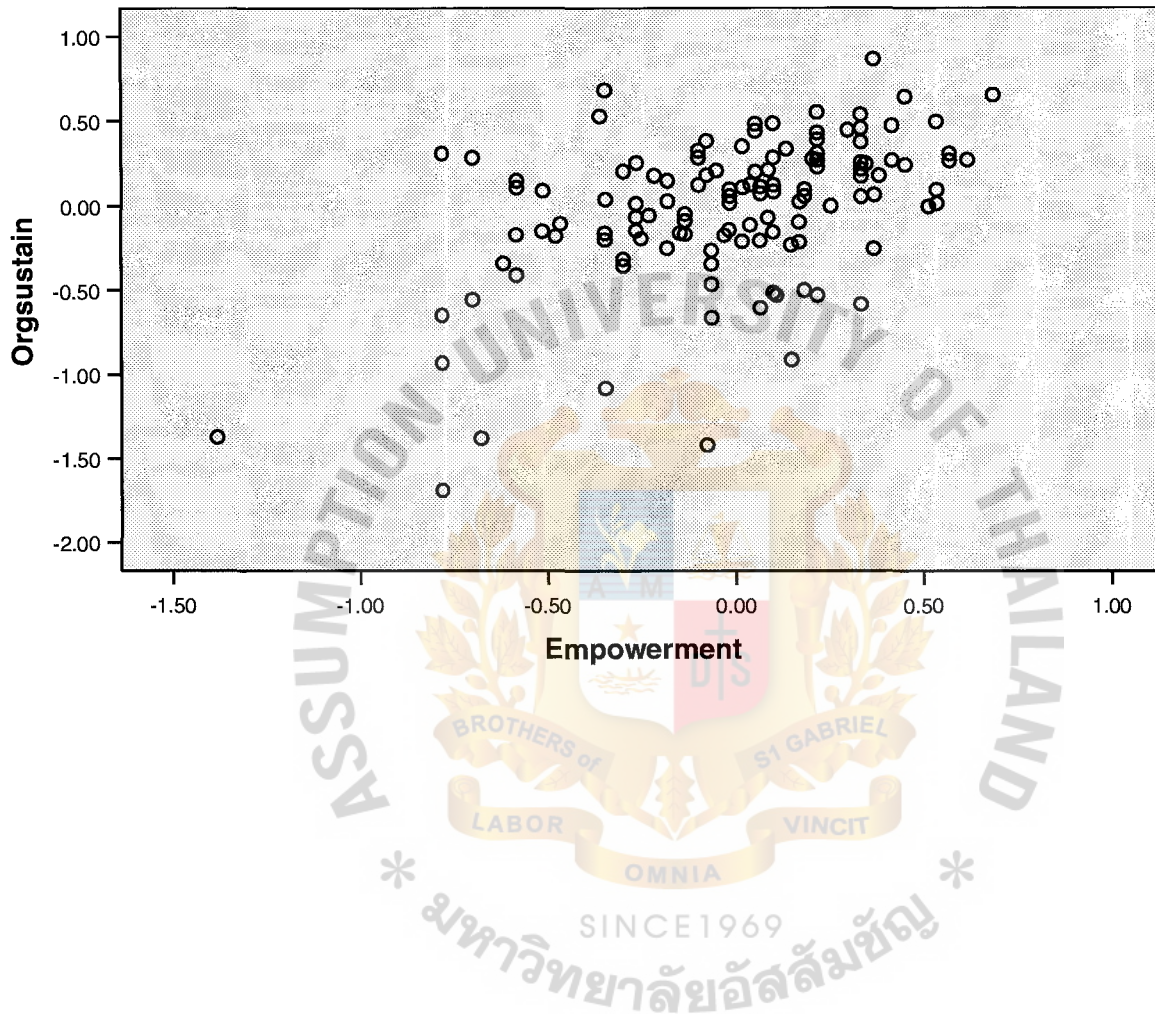## Dependent Variable: Orgsustain

Partial Regression Plot

Dependent Variable: Orgsustain

Partial Regression Plot

Dependent Variable: Orgsustain

Regression

Variables Entered/Removed[a]

Model	Variables Entered	Variables Removed	Method
1	Facilitatestructure	.	Stepwise (Criteria: Probability-of-F-to-enter <= .050, Probability-of-F-to-remove >= .100).
2	Supportmission	.	Stepwise (Criteria: Probability-of-F-to-enter <= .050, Probability-of-F-to-remove >= .100).

a. Dependent Variable: Orgsustain

Model Summary[c]

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.759[a]	.576	.573	.33494
2	.821[b]	.675	.670	.29459

a. Predictors: (Constant), Facilitatestructure

b. Predictors: (Constant), Facilitatestructure, Supportmission

c. Dependent Variable: Orgsustain

ANOVA[c]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	19.976	1	19.976	178.058	.000[a]
	Residual	14.696	131	.112		
	Total	34.672	132			
2	Regression	23.390	2	11.695	134.768	.000[b]
	Residual	11.281	130	.087		
	Total	34.672	132			

a. Predictors: (Constant), Facilitatestructure

b. Predictors: (Constant), Facilitatestructure, Supportmission

c. Dependent Variable: Orgsustain

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	t	Sig.
1	(Constant)	1.913	.211		9.043	.000
	Facilitatestructure	.600	.045	.759	13.344	.000
2	(Constant)	1.145	.223		5.146	.000
	Facilitatestructure	.351	.056	.445	6.281	.000
	Supportmission	.401	.064	.444	6.273	.000

a. Dependent Variable: Orgsustain

Excluded Variables[c]

Model		Beta In	t	Sig.	Partial Correlation	Collinearity Statistics
						Tolerance
1	Supportmission	.444[a]	6.273	.000	.482	.499
	Supportleadership	.298[a]	3.724	.000	.310	.459
	Facilitatealliance	.259[a]	3.596	.000	.301	.571
2	Supportleadership	.021[b]	.223	.824	.020	.285
	Facilitatealliance	.132[b]	1.890	.061	.164	.504

a. Predictors in the Model: (Constant), Facilitatestructure

b. Predictors in the Model: (Constant), Facilitatestructure, Supportmission
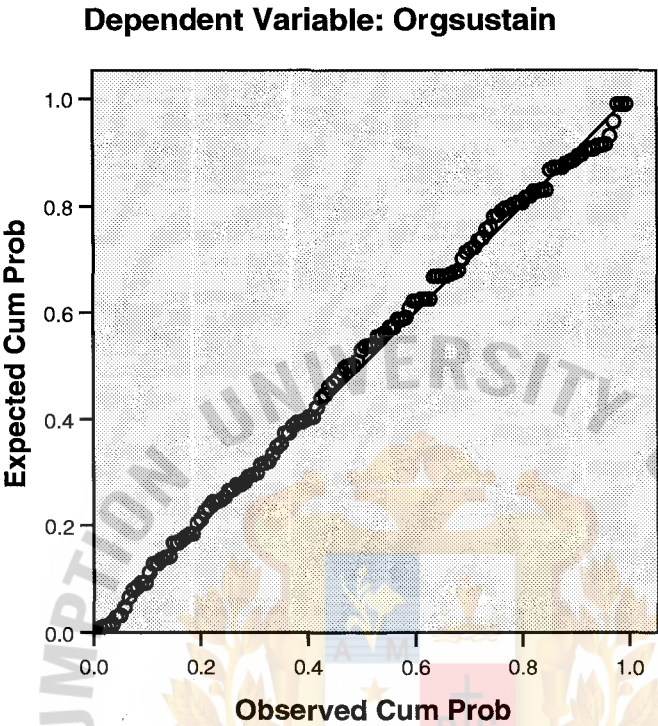
c. Dependent Variable: Orgsustain

Residuals Statistics[a]

	Minimum	Maximum	Mean	Std. Deviation	N
Predicted Value	2.5828	5.5909	4.7080	.42095	133
Residual	-.82568	.67991	.00000	.29235	133
Std. Predicted Value	-5.049	2.098	.000	1.000	133
Std. Residual	-2.803	2.308	.000	.992	133

a. Dependent Variable: Orgsustain

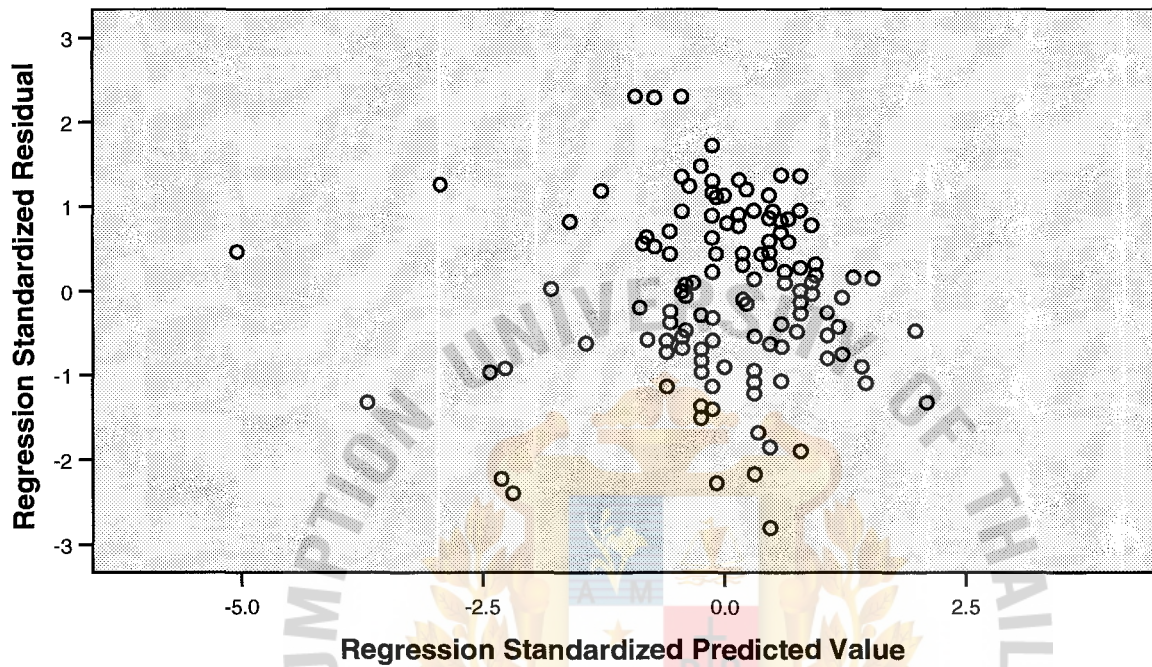# Charts

Normal P-P Plot of Regression Standardized Residual

Dependent Variable: Orgsustain
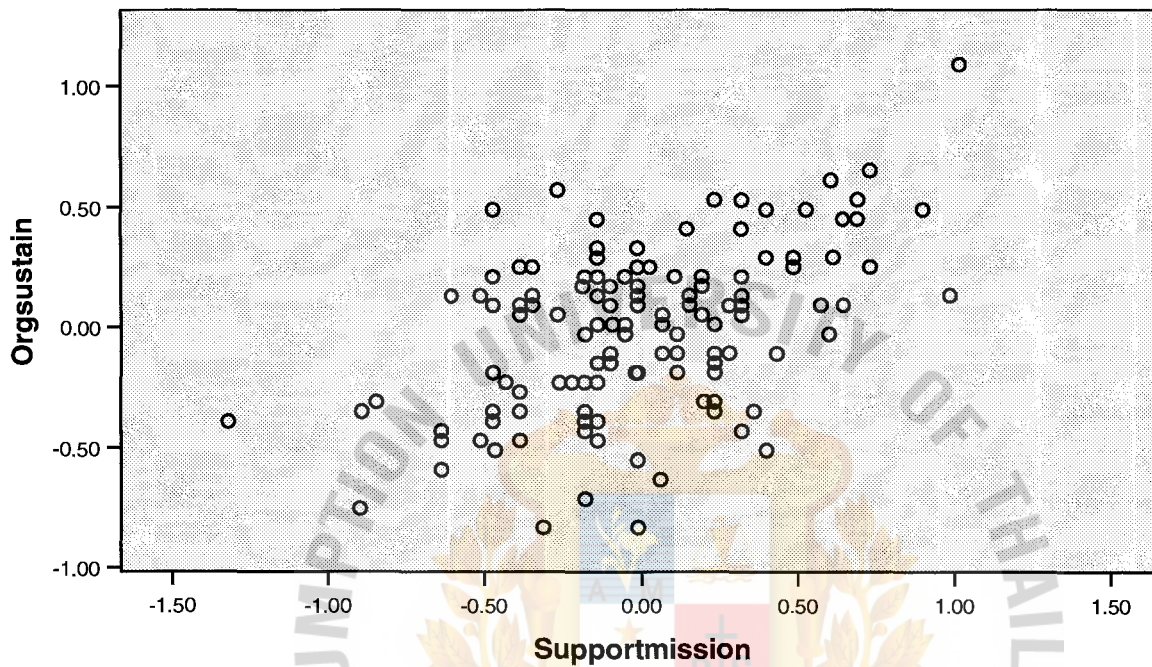
Scatterplot

Dependent Variable: Orgsustain

Partial Regression Plot

Dependent Variable: Orgsustain

Partial Regression Plot

Dependent Variable: Orgsustain

Partial regression scatter plot of Orgsustain (y-axis, ranging from -0.90 to 0.90) versus Facilitatestructure (x-axis, ranging from -1.50 to 1.50).