

A STUDY OF LEARNING ATTRIBUTES AND ORGANIZATIONAL
CHANGE IN LEARNING ORGANIZATIONS

By

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DEPARTMENT OF HUMANITIES AND SOCIAL SCIENCES

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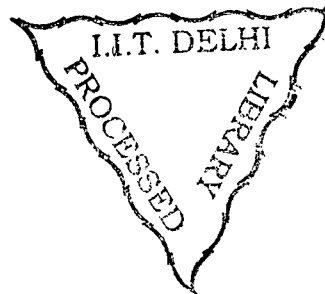
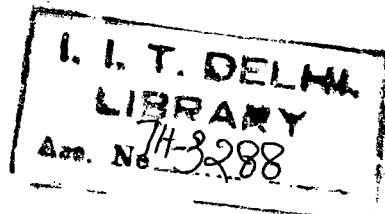
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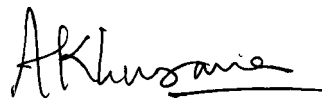
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CERTIFICATE

This is to certify that the thesis entitled “A Study of Learning Attributes and Organizational Change in Learning Organizations” being submitted by Bijaya Mishra to the Indian Institute of Technology, Delhi, for the award of the degree of Doctor of Philosophy, is a record of bona fide research carried out by her.

Bijaya Mishra has worked under my guidance and supervision and has fulfilled the requirements for the submission of this thesis, which, to my knowledge and satisfaction has reached the requisite standard.

The results contained in this thesis have not been submitted, in part or in full, to any other University or Institute for the award of any degree or diploma.



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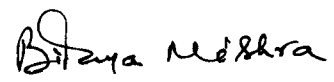
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ABSTRACT

The present study tries to explore what type of changes bring momentum for organizational learning to occur and what are the organizational attributes that help an organization to traverse the path of learning organization. An attempt has been made to compare the high and low learning organizations in their learning attributes.

A combination of quantitative and qualitative approach has been followed to address these objectives. This study is confined to Information Technology (IT) industry.

In the first phase, six questionnaires were administered to 213 employees from ten organizations located in National Capital Region (NCR) of India. The second phase of the study was a qualitative one. One of the top five and one of the bottom five organizations were selected for an in-depth study.

The results show that factors of organizational change (internal factor and one dimension of external factors, i.e. competitiveness) have emerged as significant predictors of organizational learning. Among factors pertaining to learning attributes, core learning, creative problem solving, rewarding innovation, and decision-making have been found to be significant predictors of organizational learning.

High and low learning organizations differ significantly in some of their cultural, structural, and reward attributes. However, there is no significant difference in their empowerment attribute. The quantitative findings are further supplemented by

qualitative analysis. It was found that high and low learning organizations differ in certain learning attributes.

On the basis of the above findings, an integrated framework of learning organization has been proposed in Indian context.

The implications of the study have been summarized, limitations have been pointed out, and suggestions for further research are made.

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