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Factors Affecting Organizational Learning Strategy in the Organizations Operating in Bangladesh

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ABSTRACT

This study attempts to investigate the relationship between team dynamics and organizational learning strategy in the organizations operating in Bangladesh. Based on the literature review, four hypotheses was proposed for this study and variables are namely: team dynamics (trust, interpersonal communication, team expertise and empowerment), organizational learning strategy. This is a quantitative study and data was collected through a structured questionnaire survey. Out of 120 respondents, 105 responded. Findings of the study support the hypotheses and present the relationship between trust, team expertise and empowerment and organizational learning strategy. Several guidelines and practical implications can be made from this study and further research can be initiated for general conclusion.

Keywords: Organizational Learning Strategy, Trust, Interpersonal Communication, Team Expertise, Empowerment.

INTRODUCTION

An Organization is always being dynamic in processing and searching for strategies that would provide them with a competitive advantage. In recent changes in business environment firms have compelled to search for new strategies for competitive edge as the conventional strategies have become obsolete (Chirico et al., 2008). To deal with the current external opportunities and threats, organizations

have to learn and acquire new knowledge and skills that will improve their existing and future performances (Child et al., 2005). Scholars also declared that the new knowledge and skills obtained through learning enhance firm's innovative capabilities which improves the level of firms' competitiveness and performance (Kalshoven et al., 2012; Baker et al., 1999). The most effective strategy for sustaining and improving a firm's competitive edge and performance is organizational learning (Mavondo et al., 2005; Senge, 1990). Efficiency in stable environments is achieved through standardized routines, division of labor and management control (Grant, 2005). Team dynamics also plays and important role to motivate an employee to learn in an organization. It includes an individual to take new challenges along with the team. It helps to understand the organization's culture, factors to learn, get a clear and precise idea to implement in the project, get assistances, build up the confidence and gets a responsibilities to take over. Besides that, an employee need to have the factors of Trust, Interpersonal communication, Team Expertise and Empowerment. 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 (Bryson et al., 2006).

LITERATURE REVIEW

Organizational Learning Strategy

The process through which an individual acquires knowledge, skills, attitudes and opinions is defined as learning (Illeris, 2004). There is no common definition of organizational learning which commands wide acceptance because various perspectives and disciplines influences to lack of consensus in understanding (Miller, 1996). From the management perspective, a number of studies distinguish various types and levels of learning strategies. Senge (1990) differentiates adaptive from generative learning strategies. Dodgson (1991) identifies strategic and tactical learning. In generative learning emphasizes we find out the use of feedback from past actions to create a transformational change that challenges the prevailing status of the organizations. Generative learning encourages changes in values and beliefs that motivate goals, strategies and policies (Rahim, 2010).

Team Dynamics

Team dynamics can be defined as 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 (Zachary et al., 2005). Lumsden and Lumsden (2009) defined teams as revolving around relationships, processes, and purposes. They in turn viewed team dynamics as the attributes that influenced the team expertise, trustworthiness, communication, and empowerment. Johnson (2000) and his colleagues 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 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.

Trust

Trust refers to one's expectations, assumptions, or beliefs about the likelihood that another's future actions will be beneficial, favorable, or at least not detrimental to one's interests (Robinson, 1996). When employees have more trust in their organization, they would believe that a social exchange relationship with the organization has been developed, and they are inclined to have positive expectations about the words, actions, motives, and decisions of the organization (Lewicki et al., 1995). In particular, leaders along with their behaviors are expected to have considerable impact on initiating employees' trust (Newman et al., 2014; Dirks et al., 2002). Moreover, Wayne (1997) and his colleagues pointed out that employees often generalize their experiences with their supervisors to the organization. For that reason, employees' trust in organization has been found to be associated with their trust in supervisors (Wong et al., 2003). They also involve employees in organizational decision-making processes (Kalshoven et al., 2012), and proactively and openly communicate organizational expectations (Brown et al., 2010).

Interpersonal Communication

Liao (2006) studied 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) analyses 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. Contrary 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.

Team Expertise

Bennett (2001) in her study of successful teams identified how learning determined a team's success within an organization. Besides these, Leung (2003) and other researchers 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 (2003) and other researchers 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.

Empowerment

In the analysis of the influences of power and politics on organizational learning power influences learning in a team (Lawrence et al., 2005). Lawrence (2005) and his colleagues also argued that these two elements fueled the learning process and need to be cultivated and not "remedied". Similarly, Blackler and McDonald (2000) also analyzed the influence of power in an organization's learning processes and discovered that power did play a vital role, a lot is still needed to understand its role in organization learning. Power was also an element in a study conducted by Edmondson (2002) who adopted a group-level perspective in organization learning and discovered that power did influence how groups and teams learned in an organization.

Relationship between Organizational Learning Strategy and Team Dynamics

Teams identified how learning determined a team's success within an organization (Bennett, 2001). Learning has identified it as a prominent dynamic by researching on communication and its effect on team (Garavan et al., 2007). To determine whether teams are collectively effective or not roles played by members in a team that affected a team performance (Leung et al., 2003). 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 (Johnson et al., 2000). According to Lawrence (2005) and their colleagues, they analyses 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".

CONCEPTUAL RESEARCH FRAMEWORK

Based on literature Review the following Conceptual Research Framework is proposed:

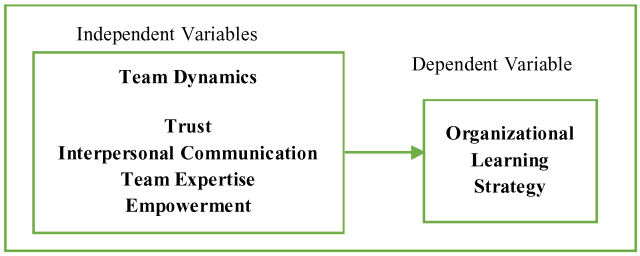


Figure I: Conceptual Framework

Research hypotheses

Based on the conceptual framework the following hypothesis are proposed:

Trust is being able to confide in team members who able to work toward common goals and having team responsibility (Prugsamatz, 2010).

H1. There is a positive relationship between Trust among employees and Organizational Learning Strategy.

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 (Liao, 2006).

H2. There is a positive relationship between interpersonal communication and Organizational Learning Strategy.

Gaining recognition for contributing "best ideas" that differentiates from other teams, ability to help other teams and to integrate efforts which addresses the issues that exist outside the organization to create transferable knowledge is team expertise (Prugsamatz, 2010).

H3. There is a positive relationship between Team Expertise and employees in the context of Organizational Learning Strategy.

Empowerment is ability to enhance creativity and the creation of new knowledge that generates different ideas and contribution toward organization wide decision making (Prugsamatz, 2010).

H4. There is a positive relationship between the Empowerment aligned with Organizational Learning Strategy.

RESEARCH METHODOLOGY

The research that studies the relationship between two or more variables are referred to as a correlation study which has been designed to select in order to find out the proper answer of the research questions and to test the hypothesis (Islam et al., 2011). The graphical presentation of the proposed framework (Figure I) depicted the pattern and structure relationships among the set of measured variables and the research questions and hypothesis clearly supported this model. In the framework the independent variables are the team dynamics elements "trust, interpersonal communication, team expertise, empowerment". Consequently, Organizational Learning Strategy is the dependent variable to be measured. In the correlation study researcher has no control over the values of variables though the researcher has conducted a correlation study to investigate the existence of relationships between the measured variables or not. A correlation study shows a measure of degree between two or more variables and therefore this study was considered as a correlation study.

To conduct the research, researcher investigates the research questions by gathering information from the respondents (employees) of Banglalink Digital Communications Ltd, British American Tobacco Bangladesh and Robi Axiata Ltd. This process of data collection completed through questionnaire survey with that all respondents were given a letter from the researcher explaining the context of the research on its focus. Participation of all employees was voluntary that they could withdraw any moment of time. The extent of agreement was measured through Likert scale assessment ranging from 5 strongly agree to 1 strongly disagree.

DATA ANALYSIS

The proposed study was a quantitative study that intend to measure employee response on relationship between team dynamics and organizational learning strategy in context of Bangladeshi organizations. Regression analysis was used to test the strength of relations between the study variables. For this research, the results of the study was computed and analyzed by using Statistical Package for Social Sciences (SPSS) version 17 because it offers greater feasibility.

FINDINGS AND RESULTS

In the demographic section, majority education level goes to "Master's degree or MBA" which shows percentage 63.8%, 36.2 % belongs bachelor degree. 68.6% of the respondents are "Male"; while 31.4% are "Female". 2.9% people are "less than 25" while the large number of 82.9% people age goes to "25-35" category, second large number 13.3% goes to "36-45", only 1.0% people belongs to "46-50". Positions of respondents, 2.0% are "Top level Manger" while 39% are "Mid-level Manger", 9.0% are in "Executive Level" and rest of the large portion that is 9.5% goes under "Others" position. In the experience matter 16.2% respondents have "Less than 2 years", "2 years- 4 years" belongs the largest position of 37.1% considering their age, another 30.5% goes to "5 years- 7 years" which is the second largest position, 12.4% belongs from "8 years- 10 years" while the least position of the respondents shows in the table 3.8% who are experienced "Above 10 years". In the company operation frequencies says that number of employees working in the organization, 15.2% belongs to "Less than 30", 9.5% are in "31-50", 14.3% belongs to "51-70", 5.7% goes to "71-90" and the majority percentage goes to "Above 90" which is 55.2%. According to the frequency, company operating in Bangladesh is 23.8% goes to "5-10 years", the highest percentage of 73.3% is in "11-15 years" and 2.9% belongs to "16-20 years". The organization status is quite interesting according to the frequency, 1.0% says that the company is "Wholly local ownership", 10.5% rated as "Joint Venture" and the highest percentage of 88.6% says the company is "Wholly foreign firm".

Reliability Analysis

The reliability analysis are as follows: trust (.872), interpersonal communication (.826), team expertise (.841), empowerment (.874) and organizational learning strategy (.898) thus all the variables consider for future analysis. The summary of

reliability assessment for both independent and dependent variables are showing in table I.

Table I: Summary of Reliability Analysis (n=105)

Variables	Number of Items	Number of items if deleted	Cronbach's Alpha
Trust	6	-	.872
Interpersonal Communication	5	-	.826
Team Expertise	6	-	.841
Empowerment	5	-	.874
Organizational Learning Strategy	6	-	.898

Regression Analysis

Table II shows the regression analysis, the coefficient of R^2 is 0.490, indicating that four independent variables explain 49% of the variance of dependent variable. Durbin Watson of 2.250 indicating that there is no auto correlation problem (standard correlation value 1.5-2.5). A closer examination reveals that Trust (beta = .0431, p<0.01)), Interpersonal Communication (beta = .138, p<0.01)), Team Expertise (beta = -.404, p<0.01)) and Empowerment (beta = .490, p<0.01)) were positively related with organizational learning strategy but are not statistically significant as such H2 is not supported where else H1, H3 and H4 are supported (Table II).

Table II: Summary of Regression Analysis (n=105)

Variables	Standard Beta	Significance
Trust	.431	.001
Interpersonal Communication	.138	.312
Team Expertise	-.404	.001
Empowerment	.490	.000
R Square	.490	
Adjusted R Square	.469	
F Value	24.004	
Sig.	.000[a]	
Durbin Watson	2.250	

Notes: ** Significant at the 0.01 Level. p<.01
**p<.01, p<.05

DISCUSSION AND CONCLUSION

The purpose of the study is to determine the relationship between team dynamics and organizational learning strategy in organizations operating in Bangladesh. The result of study determines different output and interpretation because the multiple regressions are conducted in this study to determine the outcomes of the research. To make discussion based on the results: finding from hypothesis, recommendation, limitation, future research suggestion and conclusion are discussed in this chapter.

Findings of this study confirm that organizations are learning organizations and have embedded learning processes and systems that exist at the individual, team, and organization level. Organizational learning strategy, trust, interpersonal communication, team expertise and empowerment are part of these processes and systems (Prugsamatz, 2010).

In this present day world, business sector is competitive to the point that one can't stay with one thought since data is spreading so quickly that anyone can do or duplicate anyone systems so effectively. So in this environment organizations must be solid with its exertion and solid have faith in its inward solidarity which originates from expert responsibility and gathering work by guaranteeing trust, interpersonal communication, effective team expertise and empowerment, these states of mind or the components all originate from society which entirely works in organizational learning strategy. So with regards to different Bangladeshi organizations, this research has been concentrated on the part of specific components of team dynamics in the achievement of organizational learning strategy.

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