

A Study On Organizational Learning Practices In Select Hotel, Trichy

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ABSTRACT

This paper reviews the conceptual framework of individual and organizational learning and identifies the concept and practices of organizational learning within the existing industries. In line with current industrial contexts, this paper tentatively explains the concept of organizational learning. The aim of this paper is to provide a clarified understanding and updated information of organizational learning prevailing in organizations. Organizations need to learn new skills and develop new abilities in response to these changes of the world. Nevertheless, organizations need to deal with these changes constructively by using change for the organization's competitive advantage. It has been found with the study that most of the respondents are satisfied agreeable employees. A satisfied and agreed worker is an asset to the organization. But we should not give over the natural dissatisfied and disagreed opinions. The practice relating to which the respondents have expressed dissatisfied opinions should be improved and in which the respondents have negative opinion shall be revised.

Keywords: organizational learning, development and Training, Organizational Development.

Introduction

Organizational learning is referred to the changes in the state of knowledge and involves knowledge acquisition, dissemination, refinement, creation and implementation: the ability to acquire diverse information and to share common understanding so that this knowledge can be exploited and the ability to develop insight, knowledge, and to associate among past and future activities. “learning is the process of linking, expanding and improving data, information, knowledge and wisdom. “Organizational knowledge is stored partly into individuals in the form of experience, skills and personal capability, and partly into the organization, in the form of documents, records, rules, regulations and standards, etc. Part of knowledge between an organization and individuals is complementary and part of it incongruent to each other's belief systems. Organizational memory maintains the organizational knowledge-base, acts as the foundation of knowledge accumulation and creation, and reflects the absorptive capability of the organizations. As one can see organizational learning is based on applying knowledge for a purpose and learning from the process and from the outcome. Organizational learning is defined as “the bridge between working and innovating.” This once again links learning to action, but is also implies useful improvement.

REVIEW OF LITERATURE

This chapter instigates with reviewing the literature associated with

the research for learning organization practices. The purpose of this chapter is to explore the theoretical literature related to the perception of learning organization. The reviews on dimensions that constitute the study deliberately, Shared vision, Organizational change, Leadership, Team learning, Personal mastery, Synergy, Information flow, Implementation and Organizational performance are placed in this chapter one after the other. Literature related to Systems thinking, Mental models and Learning are also situated finally for the better understanding of the emphasis of learning organization practices.

REVIEWS RELATED TO LEARNING ORGANIZATION PRACTICES

Senge (1992) argues that learning organizations evolve through a series of waves of quality. The primary focus of change in the first wave is frontline workers, with management championing continuous improvement, removing impediments and supporting new practices. In the second wave the focus is on how people work, fostering new ways of thinking and interacting conducive to continual learning. With the third wave of quality this approach to learning is institutionalized within the working life of workers and managers.

DiBella (1995) sees the different types of stage approach, which are often adopted by organizational development consultants, as a normative perspective on change, since it is prescriptive, distinguishing one correct route for organizational learning, on the path to becoming a learning organization. **Slater and Narver (1995)** argue that organizations should aim to become learning oriented, if they are to compete successfully in the long run. **Garvin (1993)** discussed that a learning organization is an organization skilled at creating, acquiring and transferring knowledge, information, and at modifying its behaviour to reflect new knowledge and insights.

Garvin (1993) and Marquardt (2002) opine that an organization is able to improve itself to be a learning organization has more effective firm performance, more increasing knowledge, more creation and more competitiveness. **Karan Watkins** and **Victoria Marsick (1993,2003)** suggested that a learning organization is

one that learns continuously and transforms itself, it proactively uses learning in an integrated way to support and catalyze growth for individuals, teams, entire organizations, and the institutions and communities with which they are linked. **Watkins and Marsick** (1993) in their book, *Sculpting the Learning Organization*, they introduced the major six actions to enhance learning process in organization. Later, they revised their model by adding the seventh major of action in process. **Watkins and Marsick**, (2003). **Watkins and Marsick** (1993, 1996, and 2003) stated that the details of seven dimensions of learning organization are as follows.

1. The first dimension refers to continuous learning creation in organization for individual level.
2. The second dimension refers to inquiry and dialogue promotion in organization. Moreover, the idea of inquiry is based on open mindedness of people to consider problem solutions.
3. The third dimension refers to encouraging collaboration and team learning in organization.
4. The fourth dimension refers to establishing systems to capture and share learning. Ability of organizations to learn depends on the congruence of organizational mission and factors which are supported by their mission such as strategy, culture, and structure.
5. The fifth dimension refers to empowering people towards a collective vision. Moreover, empowerment is required to use in organization because it can change areas of responsibility, structure, culture, and development in organization.
6. The sixth dimension refers to connecting the organization to its environment. They explained that the whole systems of organization must relate to the effect of their internal and external environment.
7. The seventh dimension refers to strategic leadership to support learning. They also suggested the skills for leaders to use in the process of learning in organization which consists of ideas sharing, information for organizational changing, opinions for adaptive changing, reward to encouraging, recognizing to employee development, and proving to new ideas and behaviours.

Dumaine, B. (1994) opined that the basic, ingredients of a learning organization are: systems thinking, personal mastery, mental models, shared vision, and team learning. **David Paroby and Darin White (2010)** speak, about learning

organization that the demise of companies is no surprise that a call for ethical leadership is in high demand. First, we elaborate on organizational culture then explore the relationship of ethics and its connection with an organization's shared vision. We seek to demonstrate that once ethics is part of a shared vision, organizational culture will have accountability that will ensure ethical decision making.

Christin, T. W. (2012) shared that the willingness of the management to take responsibility for the organizations systematic ability and liberty to ask fundamental questions about dominant values and norms and thus to promote experiential learning varied greatly. Various internal control arrangements enable organizations to become aware of and learn from poorly functioning directives and routines, unfavourable practices and more serious flaws in their operation in the same way that the more positive approach "best practice" provides a legitimate method for learning from good examples.

Karash (1995) states that a learning organization is one that practices personal mastery of individual development, mental models, shared vision, team learning, and systems thinking. The learning organization seeks to fundamentally alter the systems and environments in which performers operate. It establishes a culture in which learning and questioning are fundamental, and it continuously emphasizes learning, growth, and changing patterns of behavior in the organization and its individuals. Guthrie (1996) states that, in learning organization performers are continuously reinterpreting their world and their relationship to it. The organization is constantly challenging its paradigms and accepted ways of doing business. Learning organizations strive to create feedback loops and recursive learning processes that will continuously break down old patterns and systems.

Terziowski, Howell, Solial and Morrison (2000) explained that the learning organization concept is closely related to that of Total Quality Management (TQM). The main tenets of TQM are the active pursuit of continuous improvement in the organization, understanding of the internal customer, quality as each employee's responsibility, and organization wide training and development. **Terziowski et al. (2000)** concluded that TQM practices could not have been successfully implemented in any of the companies without a sustained commitment to learning. Also, TQM principles and concepts were found to underpin the evolution' of the learning organization. Therefore, TQM and the learning organization were found to be mutually dependent.

Statement of the problem

An attempt is made in this study to understand the factors influencing Organizational learning practices prevailed in hotels in trichy. . It will not be homogeneous for all human being. It differs from person to person. It is related to the total relationship between an individual and the employees regarding the knowledge and Information of the organization process.

Need of the Study

Organizational learning is a primary requisite for any successful organization. It is a pleasurable or positive emotional state resulting from the appraisal of one's job or job experiences. In many reviews it shows a significant relationship between Organizational learning and Learning Organization. And significant relationship has been found between Organizational learning and Organizational change too. It makes the present study of Organizational Learning practices in hotel in trichy.

Objectives of the study

- To know about the functioning of the Hotel chosen for the study.
- To know the factors and effects of Organizational Learning.
- To analyse the Organizational Learning practices of the employees of the Hotels.

Scope of the Study

Organizational Learning is a complex phenomenon involving various personal, institutional and social aspects. Identifying the importance of Organizational learning in four Hotels with large number of employees located. The hotels chosen for this study are providing various facilities to the employees for

learning. Interesting research studies may be taken up further to the comparative study of Organizational Learning practices of the employees of the hotels.

Data Collection

Primary Data is the data collected specifically for the study currently undertaken. A well structured questionnaire was prepared by the researcher to collect the primary data. It includes both close and open-ended questions to elicit necessary information. Secondary Data means data that are already available i.e., they refer to the data which have been analyzed and collected by someone else. Here the Secondary Data have been collected from the organization records and profiles, journals and magazines.

Sampling Design

The sample size of this study is 50 and the sample design used in this study is random sampling method. It refers to a method of sampling that involves taking a number of independent observations from the same probability distribution, without involving any real population. The data's are collected from many employees such as managers, supervisors, workers randomly.

ANALYSIS AND INTERPRETATIONS

TABLE I

1. Proportion of males in the sample is 88% from amongst a same size of 50.
2. Most of the people interviewed hold experience between 3 to 9 years.
3. 50% of the sample is office executive.

TABLE II

1. Information acquisition by employees is seen to maximize at either very high or high acquisition levels in indicating that most of the workers are able to acquire information.
2. Distribution of information rests between high and moderate levels with only 10 people reporting high distribution.
3. 44% of the sample shows satisfactory interpretation of information's while 26% show high satisfaction in interpretation of information's.
4. With regard to ICT 44% report high levels while 16% reports satisfactory levels.
5. Team work and cooperation in medians good with 20 out 50 people reporting excellent levels; however 26% of the sample also reports it to be bad and worse.

Limitations of the Study

- The study is purely based on the data collected by the respondent employees, which may be biased.
- The researcher could meet the respondents only during particular time and feel hard to get the exact information.

Analysis and Interpretation

The analysis was made by the collection of questionnaire containing two factors like.

1. Socio economic factors.
2. Information factors relating to organizational learning.

TABLE-1: SOCIO ECONOMIC FACTORS

Particular	Factors	Frequency	percentage
Gender	Male	44	88
	Female	6	12
	Total	50	100
Experience	1-3 years	19	38
	3-6 years	16	32
	6-9 years	14	28
	9 and above	11	12
Designation	Manager	5	10
	Supervisor	12	24
	Office executive	25	50
	Worker	8	16
	Total	50	100

Table-2: INFORMATION FACTORS OF ORGANIZATIONAL LEARNING

Components	Factors	Frequency	Percentage
Information acquisition	Very high	20	40
	High	21	42
	Moderate	7	14
	Low	1	2
	Very low	1	2
	Total	50	100
Information Distribution	Very high	10	20
	High	18	36
	Moderate	15	30
	Low	5	10
	Very low	2	4
	Total	50	100
Information Interpretation	Highly satisfied	13	26
	Satisfied	22	44
	Moderate	10	20
	Low	3	6
	Very low	2	4
	Total	50	100
Information communication technology	Very high	15	30
	High	22	44
	Moderate	8	16
	Low	4	8
	Very low	1	2
	Total	50	100
Team work co-operation	Excellence	11	22
	Good	20	40
	Fair	9	18
	Bad	6	12
	Worst	4	8
	Total	50	100

Findings

1. Majority 88% of the respondents were male.
2. Most 50% of the respondents are from Office executives.
3. Only 1% of the respondents are above 9 years of experience.
4. As much as 40% of the employees were highly satisfied & 42% are satisfied with the Information acquisition by the employees. They feel Employees in the hotels are the important source of information.
5. Most of the employees are not highly satisfied with the Information distribution among employees, only 20% are highly satisfied.
6. 44% of the employees are satisfied with the Information Interpretation between the management and other employees.
7. Many employees are satisfied with Information communication technology available in hotels.
8. Most of the employees feel good 58% with the Teamwork co-operation of the hotels.

Suggestions

1. It is suggested to the hotels to maintain and improve the Information acquisition from the employees.
2. The hotels could make proper hierarchy for Information distribution among employees.
3. Information Interpretation between the management and other employees could be improved through the sharing of knowledge and information at right time.
4. The hotels have to adapt updated Information Communication Technology.

5. To enhance team work co-operation the management could guide all the employees in united direction.

Conclusion

The study "Organizational Learning practices in hotels" found that the Organizational learning practices is satisfied for most of the employees in the hotels. In order to facilitate better information and knowledge, the organizations must improve the Organizational Learning practiced with them.

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