

LEARNING CULTURE IN MONDI CARTONBOARD: "A CASE STUDY"

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The logo of the University of Johannesburg, featuring two stylized hands in orange and red tones, palms facing each other, with rays of light emanating from the space between them.

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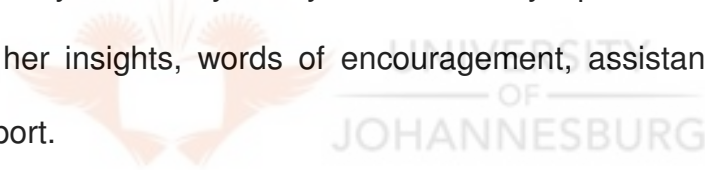
DEDICATION

This research is dedicated to my lovely wife Jackie, my daughter Dina and my two sons Jaco and Marco for their understanding, patience and endurance during my absence compiling this research dissertation.

ACKNOWLEDGEMENTS

I wish to thank Theo van Breda (CEO) and staff members of Mondi Cartonboard (Springs Mill) for their support in completing the requirements of this degree.

To Dr. Renalde Huysamen my study leader a very special thanks and grateful appreciation for her insights, words of encouragement, assistance and support in compiling this report.



GLOSSARY OF TERMS

- Return on Nett Assets (RONA)
- Return on Sales (ROS) – Also known as the Net Profit Margin of an organisation and measure the firms success with respect to earnings on sales
- Return on Investment (ROI) – Also called Return on Total Assets (ROA) that measure a firm's available asset effectiveness in generating profits.
- Research and Development (R&D) – Research is the use of science to innovate new services, products and processes. Developments translate those innovations into usable tools for employees and useful and practical services and products for customers.
- Enterprise Resource Planning (ERP) – Is a structured approach to optimise a company's internal value chain
- Focus Factory – Is to break a large complex unit, difficult to manage into smaller units that operate as independent businesses.
- Run-ability – How good or bad a piece of production equipment runs with out any downtime that will cause unnecessary stoppage of the equipment.
- Availability – Is the proportion (amount) of time a resource, production unit or production line is available and ready for use.
- Customer Intimacy – Business model developed by Michael Treacy and Fred Wiersema, which focus on customer needs and increase the effectiveness of services to these stakeholders of a company.
- Total Solutions – To provide the customer with a basket of services and solutions that will ensure his/her success while using Mondi Cartonboard's products.

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CHAPTER ONE - INTRODUCTION TO THE RESEARCH PROBLEM

1.1 INTRODUCTION

The purpose of chapter one is to give a brief background description of the company under investigation. This chapter will also explain the research problem, the review of sub-problems that will cover the research problem, and will also discuss the aims and objectives of the research. Chapter one is also dedicated to a detailed discussion on the type of research design and sampling process used in this research. The heading "Delimiting the research" will focus on the scope of the research, time constraints and literature. It will also highlight limitations and assumptions made in this study. And finally, chapter one will also provide a brief look on the importance and why the study was conducted.

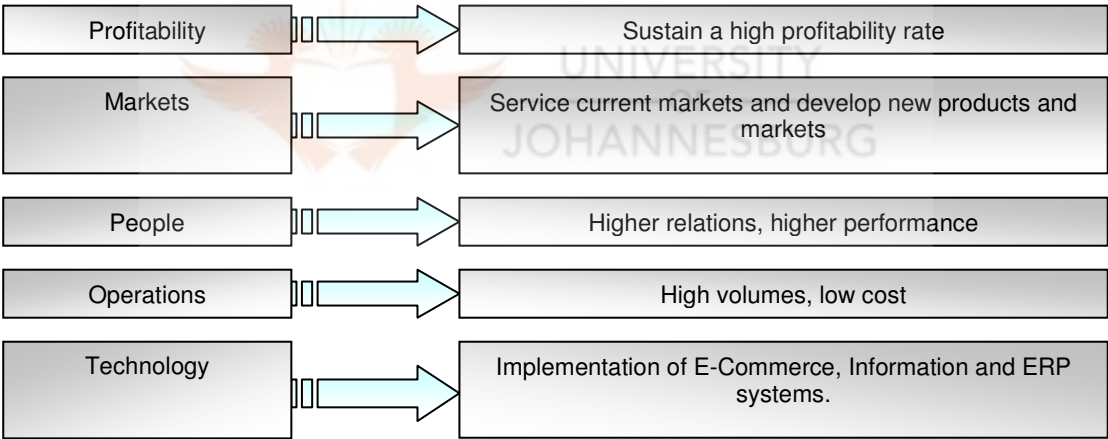
1.2 COMPANY BACKGROUND

The company under study is a leading cartonboard manufacture in South Africa named Mondi Cartonboard. Mondi Cartonboard's core activities are the manufacturing of various cartonboard products with several value adding activities such as laminates, precision slitting and barrier coating. Capacity in this operation was in 2003 ± 148000 tons per annum resulted in operating profits of $\pm R111$ million, while employing approximately 475 employees on a permanent basis. To create a more understandable company background it is necessary for the researcher to take the reader back to the years late 1996 early 1997. In the years before these dates, Mondi Cartonboard was in major financial difficulties, on the brink of bankruptcy due to the inability to produce positive profits. The only reason why the company did not go bankrupt, as many others during the transition period in South Africa, was the high level of confidence by the parent company, investing large funds into the company. Under new leadership, in the late 1996 early 1997, Mondi Cartonboard revisited its vision, mission, strategies, objectives and goals to get a clearer understanding of the strategically positioning of the company in terms of its external environment, internal resources and competences (Johnson and Scholes 1999:17). This strategically analysis, highlight several problematic areas that prevented Mondi Cartonboard becoming a recognised force in the local and global arena. The company realised, in

order to be a global player and to compete on a better footing with local and international competitors, it must develop a new business strategy. Mondi Cartonboard realised the new business strategy must have a business fit, capable to stretch the company and its resources to the maximum potential without the stress previously perceived. Johnson and Scholes (1999:23) defines this strategic fit and stretch as follows: “Strategic fit requires a company to identify opportunities from an understanding of all the environmental forces, act upon them and once this is achieved, the company needs to stretch their resources and competencies to yield the newly identified opportunities in an competitive advantage”.

With renew insights regarding the strengths and weaknesses, and what the company stands for, a new vision was developed. In support of this vision Mondi Cartonboard developed a master business strategy of “Customer Intimacy” based on the Value

Fig 1.1: Pillars of Mondi Cartonboard’s Customer Intimacy Business Model



Discipline model of Michael Treacy and Fred Wiersema (1995:88 - 98). The main objective of this new developed business model is the creation of an improved focus on the design and development of products and services that will serve Mondi Cartonboard’s customers more effectively and efficiently. The company also felt that this model would provide the necessary “fit” and capabilities of the company identify constant new opportunities in its ever-changing environment. There is also a strong belief, that this model will stretch Mondi’s resources and capitalise on the expertise of all employees to satisfy Mondi Cartonboard’s customer needs in a manner that all customers achieve maximum business success with Mondi’s products and services

to them. To achieve this success, Mondi realised there is a need for change and transformation in the organisation, especially on an operational level and human side in line with its new strategic choice. With this in mind Mondi started to demolish bureaucracies and chimneys among people and operations. In collaboration with employees, Mondi Cartonboard developed medium-to-long-term strategies (see fig. no.1.1.1) in support of its business model. The basic rationale and the aim of these medium-to-long-term strategies are, the creation of focus on profitability, customer needs and markets, employees, operations and technology within the organisation.

1.2.1 Profitability – To sustain a high profitable rate

Hartley, Firer and Ford (1995:1) in their book “Business Accounting and Finance for Managers – An Introduction” ask the following question: “Why does a business exist?” and their response to this question is: “To be financial viable”. According to these authors financial viability consists of two aspects namely 1) to make profits in the long-term and 2) the generation of positive cash flows in the short-term to stay solvent. With this in mind Mondi Cartonboard realised profits to a business is like food to the human body. Food helps the body to develop and grow, take away the source of food; the human body slowly wastes away and eventually dies. Thus if Mondi did not become financial viable and profitable, the company is surely destined to die. Based on these assumptions, Mondi Cartonboard developed a set of high but very attainable profitability criteria’s, capable of stretching the organisation and employees to its maximum potential. These profit criteria’s not only create an increased focus on issues such RONA, ROI and ROS, but also an awareness among employees that they are directly linked to the company’s economical and financial success (Gitman. 2000:18). To promote a higher level of employee participation, Mondi also moved away from traditional financial approaches in which only management is allowed knowing the real financial status of the organisation. Now, the company becomes more open and transparent with employees. Employees in Mondi Cartonboard are invited into the financial decision making process, supported with a well-developed financial educational process. Employees are informed regarding the Mondi Cartonboard’s financial status and achievements, and what effects their actions might have on the profitability of the company.

1.2.2 Markets – To serve current markets and customers, to develop new products for current markets as well as for potential new markets and customers

The total local market share of Mondi Cartonboard in South African is approximately 85% in both packaging and industrial cartonboard sectors. Mondi Cartonboard's marketing approaches in many ways are very different from its closest competitors in the sense of being the "preferred supplier for selected groups of customers". This approach not based on one-time transactions, but on the cultivation of customer relationships (Peter and Donnelly. 1997:18). This new developed strategic approach, forced Mondi to reconsider their markets more creatively and innovatively. Mondi realised it was necessary to move away from traditional marketing concepts that only allow marketing, selling and product development employees to deal with customers and their problems. It became important for operational personal also to deal with customers. The rational behind this approach was operational personal have the technical expertise in support of marketing, selling and R&D personnel expertise to solve customer problems.

1.2.3 Operations – High Volume at low cost

Schonberger and Knod (1997:4) define operations in an organisation as the place where organisational produce and provides services and goods. They also elaborate on the fact that the operations of an organisation are usually the place where most of the people work and where the company spends most of its money. This perception does not mean that a company's operations are more important than other functions such as finance, sales and marketing or accounting etc. but should be seen as an essential function of any organisation. The uniqueness of Mondi's operations is its speed, flexibility and capability, to provide customers with total solutions. To achieve the quest for speed, flexibility and capability, the operation is sub-divided into sub-strategic business units in what Skinner (1974:113-121) called "The Focused Factory". With this approach Mondi Cartonboard took a large, complex, difficult-to-manage operation and breaks it up into two smaller units to operate as independent businesses. Not only does this approach promote the companies operations in many areas to excellence, it also enables cohesiveness and synergy between all

employees in Mondi. People are at the heartbeat of Mondi's operations; they are skilled, developed and educated. Employees know their responsibilities, they are empowered to take and make decisions that will improve the run-ability and availability of the operations; they are also accountable for the cost control, targets, budgets etc. Operational employees are the link who ensures customers receive their products in the correct quality and quantities and at the right time. These employees also liaise with customers, resolve problems, and provide customers with technical support and advice that will ensure the run-ability of Mondi Cartonboard's products on customer's equipment.

1.2.4 Technology – Implementation of information, E-commerce and ERP systems

Burgelman, Maidique and Wheelwright (2001:429) refers to technology as theoretical and practical knowledge, skills and artefacts' that can be used to develop products and services as well as production and delivery systems. They also suggest that all firms have technologies, and the concept of technology extend beyond the engineering and manufacturing functions of the firm, but it encompasses a range of business processes in which the firm transforms labour, capital, materials and information into products and services. Technology and the implementation of new technological systems, form an integral part towards the success of Mondi Cartonboard's strategic model of Customer Intimacy. Mondi Cartonboard regards the development of its technical resources as an investment towards the company's success. There is an overall belief in the company, that investments in new technologies leads the way to innovation and creativity, that will provide the company and it's customers with renewed commercial values. The use of technology such as E-Commerce, Internet, Extranet and ERP systems, put the company and its employees in a favourable position to balance market forces with technological opportunities, and to stay competitive in terms of product and service care. Technology puts renewed focus on costs, quality, delivery and organisational flexibility that drives organisation competitiveness and profitability which forms an integral part of the company's business strategy of Customer Intimacy and Total Solutions. The implementation of Mondi Cartonboard's renewed technology strategy

not only forces the company to change its business approach, but also forces the company to reposition its human assets.

In order to cope with new technologies and to reposition its human assets the company realised it is necessary for the company and its employees to learn together. To achieve this participative and productive learning, Mondi Cartonboard reconsider important organisation aspects such as the company's culture, communication systems, organisation structures, organisation changes and employee involvement, training, development and education. Mondi Cartonboard realised that new technologies requires a culture change, a change not to be carried-out by a single person, but the organisation as a whole, driven and directed by the senior management of the company. The culture currently in Mondi Cartonboard is of a nature, which the organisation willingly accepts change and the embracement of new technologies. They also accept failure readily, with the consent and understanding among all, as long as we learn out of our failures and mistakes.

1.2.5 People – Education, Development and training to ensure high relations and improve performances

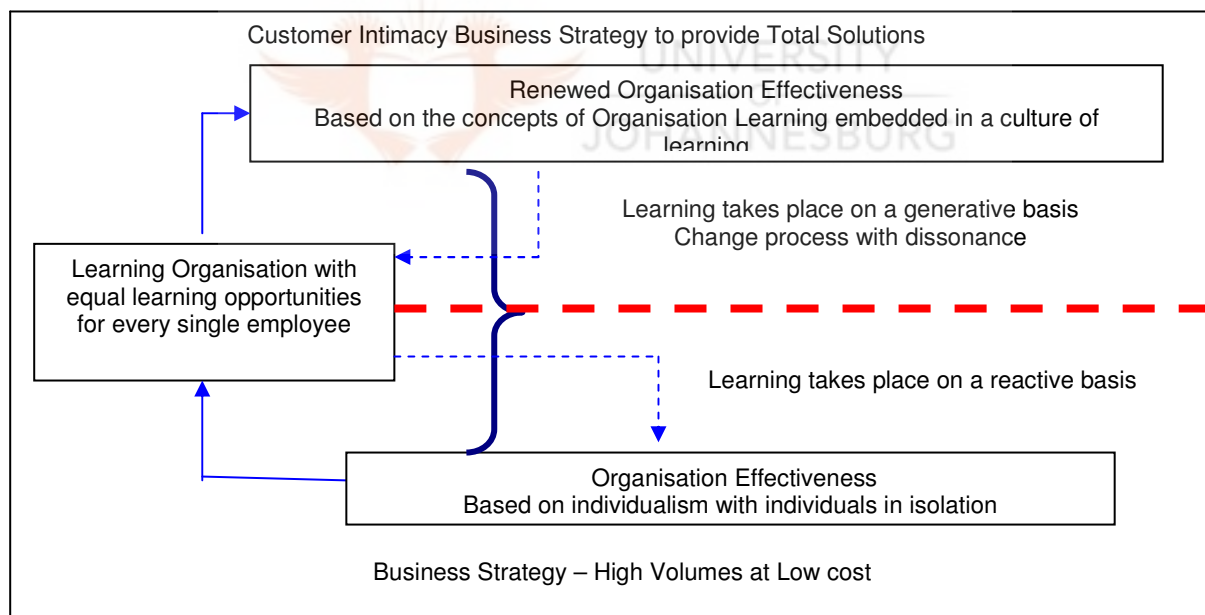
Throughout the Mondi Cartonboard's background discussion, it is evident that the human factor plays a critical role in the success of Mondi Cartonboard's business model. Its clear that this model not only depend on efficient and effective organisational structures, operations, processes and policies, but also on relationships between customers and the company, the company and employees. Mondi Cartonboard realised that "man has become the centre of all of its activities" (Gerber, Nel and Van Dyk, 1989: 294) and should be their main consideration. In order to keep "man" or in other words their human capital at the centre of all their activities, the company realised the need and committed to an ongoing internal program of people development, education and skills training, in context with the company's overall change process. With these objectives in mind, Mondi Cartonboard designed educational skills training, and development processes in line with the company's strategies, goals and objectives aiming at the upliftment and empowerment of all employees. By doing this, the company positioned itself as a learning organisation, focusing on, and both the social and technical aspects of

employee development. Mondi Cartonboard's people strategy is regarded as activities that will provide knowledge, moral values and understandings, required in the normal course of every person's life (Nel et al. 2001:467). The company believes it is very important to educate their people in what is right and what is wrong, and the people strategy in Mondi Cartonboard is directed to provide employees a sense of belonging, to modify behaviours' and to educate them on how to operate as a whole and not as single entities and individuals.

1.2.6 Conclusion

The turning point in Mondi Cartonboard history can be traced back to the years 1996–1997, during which the company embarked on a journey of change, from a high volume low cost organisation to an organisation that believes in high relations

Fig 1.2: Customer Intimacy Business Strategy to provide Total Solutions



and performance. The company moved away from the concept “to be everything for everybody”, to a focus driven system that that tries to understands every need of its customers, and to achieve this, changes took place in all respects of the organisation. The organisation put great emphasis on profitability, because if not profitable, they are definitely destined to die. The company's operations are aligned with changes in their approach to markets and willingness to invest large amounts of

capital in technology. The most remarkable aspect of all the changes that took place, is the change in Mondi's approach to their employees. Mondi put its human capital at the centre of all its activities. Mondi and employees operate as a whole and not as single system with its own agenda and directions. As seen in fig. 1.2 Mondi Cartonboard did achieve maturity, and a culture of learning in an organisation that is willing to learn at all times. This maturity is seen as renewed organisation effectiveness that depends on a learning culture in an organisation that is willing to learn with zero dissonance.

1.3 THE RESEARCH PROBLEM

Slabbert, Prinsloo, Swanepoel and Backer (2000:1) states without improving our "human dimension" or "people side", South Africa as a whole, and South African organisations in particular can forget becoming more competitive in the "global village" of international competition. They see the ultimate goal for this country is the establishment of a society in which all people can have a decent standard of living. They also claim this goal is unobtainable, if South African organisations do not become more competitive in international markets. In order to achieve this competitive edge Mondi Cartonboard embarked on a process of organisation transformation late 1996 early 1997. Transformational changes take place in all the facets of the organisation namely:

- Changes in what drive the organisation i.e. different approaches to the company's production processes, different views in terms of the company's marketing concepts
- Change relationships, between different parts of the organisation, individuals and groups within the organisation.
- Change in the execution of work.
- Change in the organisational culture.

This frame breaking change resulted in issues such as the redefining of Mondi's vision and mission statements, changes in the distribution of power within the company, re-organising the organisation and the altering of interaction patterns in the company. By doing this Mondi Cartonboard motivated and developed new

understandings among all the employees, for what the company stood for and what the company wanted to achieve. This process allows employee participation and collaboration in all the facets on the organisation from the smallest change in a production process to the highest level of decision-making in the organisation. In support of this transformational process, Mondi developed a balanced education, development and training process for their employees. This process provides endless opportunities (push) for every single individual in the company to broaden and uplift his or hers knowledge base spectrum. This organisational learning process has one main requirement: all employees must participate in the process, they need to take full advantage of these opportunities in education, development and training to broaden and to uplift their knowledge base (asking “pull” for more) in order to taste success with the organisation.

The researcher of this document sees the learning process in Mondi as a ‘pull-push’ effort between the company and its employees. Mondi provides opportunities (pull) for learning; the employee should take advantage of these opportunities and asks for more (push). Realising a distortion in the ‘pull-push’ effort within Mondi Cartonboard and that the push effort does not materialise, the researcher derived the following problem statement in the form of a question: “Did the transformational process achieve its objective in developing Mondi as a Learning Organisation?” In support of this problem statement the researcher of this document realised several problematic areas in the company as listed below:

- Communication – even in the face of a well developed communication system the following areas are of concern, namely: a) people neglect to ask for feedback and clarification on business issues that they do not understand, b) the inability to confront differences as soon as they arise whether its of a personal or a business nature.
- Taking accountability and responsibility – even though the company motivates and promotes these norms in all processes, structure and policies this problem highlights issues such as: a) people will not take the initiative for getting whatever information, cooperation, service or materials needed from other parties inside or outside of the company to be effective in his or her job, b) people wait for somebody else to direct or to tell them what to do rather than to figure it out for

one's self and c) it seems people are not willing to take on additional accountabilities, responsibilities or any kind of authority, they would rather wait and see if somebody else is prepared to do so.

- Maintenance of a shared vision – even in the face of a well developed vision that provides direction and what the company wants to achieve in the short and long term, many situations arise where employees neglect to talk and discuss Mondi's values nor do they translate these values into daily work behaviours in order to achieve success for the company and themselves. The researcher also realised the setting and reinforcing of high standards are a priority in a shared vision, which is also a problem in the company. People are supposed to know and understand these standards but in many cases accept substandard rather than take a stand against them, to remain popular among other team members
- Effective problem solving – There is a lack to defined problems from a win/win perspective, in searching, open-mindedly for solutions, mutually accepted instead of pressing one's own answers or blame others. b) In many cases if problems arise, multiple alternatives are not developed nor discussed to resolve problems but one person will decide what went wrong, provide a solution, whether the solution is correct or not or whether the other team members accept it or not.
- Experimenting – even though Mondi allows experimentation as a link to learning so the same mistake is not made twice, people are not willing to take risks. In many cases this tendency can be related to people's unwillingness to take on any kind of accountabilities or responsibilities. In other situations supervisors, first line managers and even top managers are not willing to accept mistakes; they see mistakes as misbehaviours and therefore would rather punish people. Lastly, not having a "bias for action" people wait for the perfect plan or design before trying new things out.

In the light of the problems mentioned above, to the broadness and complexity of this topic, it is important to fragment the research problem into sub problems for the creation of clarity and focus and to derive a workable result at the end of the study.

1.4 SUB PROBLEMS

Sub problems to be used in this research will be based on a model developed by Lipshitz, Popper and Friedman (2002), the: “Multi-facet model of organisational learning” This model consists of five independent research units that will form the core for addressing the total research problem and is as follow:

- The structural facet of Organisational learning - addresses problems between learning by the organisation and learning in the organisation. This facet deals with roles, functions, procedures and structures that enable members in an organisation to collect, analyse, store, disseminate and use information systematically, relevant to their own and other member’s performances.
- The cultural facet of organisation learning – addresses five normative behaviours that create and generate productive learning. These norms are: transparency, integrity, issue-orientation, inquiry and accountability. Transparency, integrity, issue-orientation and inquiry support, understanding, whereas accountability supports both understanding and action.
- The psychological facet of organisational learning – addresses two psychological states that determine the extent to which individuals enact these behaviours. These two states are 1) psychological safety required for people to take risks, to make mistakes and errors and to discuss openly what they think and feel, 2) organisational commitment to share information and knowledge with others. It is also the extent of how organisational members identify themselves with organisational goals and values without distinction between own and organisational interests.
- The policy facet of organisational learning – addresses issues of how management facilitates and denotes formal and informal steps to promote learning in the organisation.
- The contextual facet of organisational learning – addressing issues and features such as leadership commitment, the environment, error criticality, task structures etc. in the organisation that promotes and inhibit learning in the organisation.

1.5 AIM AND OBJECTIVES

- The review of literature on learning organisations and learning in organisations, and the establishment and maintenance of a learning culture.
- To establish the perceptions of managers and non-managers in Mondi Cartonboard about the learning culture inside the organisation.
- To develop a model to optimise the learning culture in Mondi Cartonboard, and to promote certain implemental strategies and to provide recommendations.

1.6 RESEARCH DESIGN

This study will be in the form of a case study. Roethlisberger (1968: 135) defines case studies as: “A concrete base for discussion, not an ‘armchair’ case, but a description of a real situation, of something that actually happened, of what actual people said, felt, did and thought in a particular situation.” The Department of Business Economics at the University of Pretoria in a study guide of Organisational Effectiveness by the Technikon SA (1988: 4) describe a case study as: “A description of certain events in a particular undertaking – events that give rise to a specific situation or problem that has certain inherent disadvantages for the undertaking, and which have therefore to be corrected, or eliminated by passing a resolution or resolutions, and the implementation of that/those resolution/ resolutions (Translated from the Afrikaans).” Thus using a case study as a research method to establish if a learning culture really exists in Mondi Cartonboard, the researcher will have to apply theoretical knowledge, which is often very abstract and sometimes very incomprehensible to a hypothetical case and to formulate solutions for it. This approach places the researcher in a favourable position and furnishes him with the opportunities to apply organisational learning and learning organisational principles, concepts, methods and procedures as learnt in the theory in a practical situation. It is also true that case studies are hardly ever completed and usually lack information that would facilitate decision-making. This however makes the case study all the more realistic because in practice the business manager seldom has all this information at his disposal (Technikon SA. 1988: 5).

1.6.1 Sampling

Not every member of the population is observable or measurable for reasons mainly due to cost, time and possibly unit destruction, therefore the subset of a population on which the observations are made or measurements taken, is referred to as a “sample” (Wegner, 2002: 4). Any form of research such as in this case “a case study”; it is almost impractical to question every member of the potential population. This means it will be impossible to use all the measuring instruments available to the researcher on all members of the population involved. These methods can take the form of interviews, questionnaires and field observation. It is, however vital that the researcher first look at the quality of the population or the representative of the sample, because population parameters and sampling procedures are of paramount importance to the success of the study. This study will be qualitative, non-probability and judgmental of nature with two random variables namely management level and employee level. Response categories on management level will consist out of top, middle and first line managers. At employee level, it will consist out of non-managerial employees in the lower ranks of the organisation. The size of the sample to be used in this study is estimated to cover $\pm 16\%$ of the 475 employee strong population in Mondi. Primary data will be collected in the form of questionnaires, equally distributed to management and employee levels. This balanced distribution is necessary in order to create a holistic view of perceptions and opinions between the two groups under study. All data received back will be analysed and reviewed and tabular representations will be used to support statistical results.

1.7 DELIMITING THE RESEARCH

1.7.1 The Scope

The concept of learning in organisations has often been reverential, utopian and filled with mystical terminology. In order to remove these mystical assumptions that surround learning in organisation, academics, authors, writers classified this learning process into two categories namely Organisation Learning and Learning Organisations. According to Easterby-Smith and Araujo (1999:2) these professionals have recognised the commercial significance of these processes in organisations,

They mentioned that these professionals and organisations continuously sought to identify templates, or ideal forms of learning in organisations, 'which real organisations could attempt to emulate' in order to achieve and create success for themselves. In this sense the ability to learn and to create a learning culture in the organisation can be seen as an ideal, 'in which organisations have to evolve, to be able to respond to the various pressures they face (Finger and Brand. 1999:136). The significant thing about the use of these notions and approaches of social and technical capital of learning is the extent to which it becomes possible to tap into interesting research methodologies and helpful theoretical frameworks. To focus on the research topic and not to be swept away by the large amount of available methodologies and theoretical frameworks, the scope of this research has been narrowed down to the five aspects as mentioned in sub-problems.

1.7.2 Time Constraints

Time management is based on cultures and perceptions. Kreitner, Kinicki and Beulens (1999) provide the following examples in North America time seem to be a simple matter; it's linear relentlessly marching forward, never backwards, in standardised chunks, in Germany time is like money, it's spent, saved or wasted. Time can become very complex and can be explained in terms of two concepts namely Monochronic time or Polychronic time. These concepts are rather relative than absolute. In general the more things a person tends to do at once the more Polychronic he or she is, where Monochronic people prefers to do one thing at a time (Bluedorn, Kaufman and Lane. 1992:17-29). No matter how the researcher of this document views time, the sole purpose of this dissertation is to enable the researcher to complete this dissertation in such a manner that will enable him to graduate. As in the case of a complex project within an organisation this dissertation is also subjected to a lifecycle with time limits as when to start and when to end (Jovanovich and Van der Merwe. 2002:39-44). This has the consequences of restricting the focus that the researcher has on his dissertation and is also compounded by strenuous work responsibilities. The researcher believes an in house company case study (in this case Mondi Cartonboard) is the most appropriate choice as it will allow him access to information from key personnel and other vital resources within the company. The choice of the research topic was also motivated by the availability of

resource to use in this study and the significance that the study might have on the company under investigation.

1.7.3 Literature

In our current world economy and political climate organisations need to understand how to learn, to be innovative and creative. To survive and to remain competitive, new world organisations must know how to navigate change, to accelerate internal change to their systems and processes to enable them to learn (Dorai and McMurray. 2002:1). Companies, organisations and governments have to operate in a global environment that has altered its character in significant ways. Castells (2001: 52) see this internal learning and change in the following sense: “Productivity and competitiveness are by and large, a function of knowledge generation and information processing: firms and territories are organised in networks of production, management and distribution; the core economic activities are global – that is they have the capacity to work as a unit in real time, or chosen time, on a planetary scale. But according to Hong (1999:173-185) this internal learning and change process are dependent on factors such as roles, culture, leadership, individual willingness and the organisation structure, if not, this process is destined to fail. Slappendel (1996:107-129) strongly believes that innovation plays a critical role in this learn and change process and if innovation is missing no new ideas, objects and practices would be created, developed or re-invented in organisations. Researchers in the likes of Gerber (1998:168-175), Basset and Carr (1996:37-45) also believe the most important element in this learning and change process is the human factor. In other words people (the employees) are the learning agent in this process because they are intelligent, role players, dynamic, skilled, experienced and above all have personality factors that can control the behaviour of individuals in the workplace. Thus learning in organisation’s is not simple and a clear-cut process, it is an ambitious dream (Senge. 1990).

This “ambitious dream” (learning) in organisations in different concepts and theories, has been widely covered by hundreds of authors, researchers, practitioners, academics and business leaders through a rapid and increased body of published books, white papers, journals and articles of why learning is necessary in

organisations. What we find in reality is that organisations today tend to adopt one of two approaches for learning, namely the traditional order of “adaptive learning” (organisational learning) and the other new and more advanced method of learning, “generative learning”(the learning organisation) approach (McGill, Slocum and Lei. 1992:5). According to these authors adaptive learning can be classified as, “an element of learning with a reactive function”. Organisations that merely adapt are those who wait for circumstances or situations to arise that require change, and only then will they dictate a course of action resulting in a limited learning process. On the other hand organisations that put their futures in line with the generative learning approach are capable of creating learning on a more advanced level. This process of learning is more deliberate, reflective and anticipative of nature because learning is seen as a natural function to be enjoyed by all human beings. Having a clearer understanding for what reasons an organisation should learn and change, what factors need consideration, and why it needs consideration, and who is involved, where it takes place, the researcher is forced to consider and to ask the following question: “How do we measure the learning process in organisations?”

Cullingford (1990) states to study and understand learning, is to enter no-man’s land between thinking as a capacity and development as a process of change. According to Jones (1994) the concept of learning is used too casually and indifferently, that many organisations try to quantify learning in a prescriptive manner. Jones (1994) also comments that when learning is measured by organisations, they only measure activities that are part of the control system in the organisation. Garavan (1997) claims that this rigorous type of measurement might be invalid and inappropriate due to the different kinds of learning that take place in organisations, which is not measured. Slater and Narver (1995) also acknowledge the difficulty of measurement. They claim the major challenge in this regard is to develop valid measurement specifically designed to assess what an organisation has actually learned. Through out the wide range of literature reviewed only a few researchers were capable of providing us with some answers or models to measure the learning process in organisations. Rampersad (2002) for one provide us with a model called the “Knowledge Management Quick Scan Model”. The Quick Scan Model consists out of 50 checklist statements (scored 1 to 4), regarding the organisations knowledge and learning orientations, divided into the dimensions of: general, leadership style,

strategic vision, internal processes and human resources. This model suggests the closer the score gets to 200 the more knowledge intensive is the company. This larger score is related to a learning organisation with large learning abilities. On the other hand the closer the total score is to 50 the smaller the organisational learning ability. Other features of this model are some suggestions and recommendations on how to increase and to improve your organisation's learning abilities. One other model to consider and which, will form an integral part of this study is the Multi-Facet Model of Organisational Learning developed by Lipshitz et al (2002). Unlike other models (i.e. the Quick Scan Model discussed above) the Multi-Facet model see an organisation as a system, with several different facets, which are very integrate with one another. The developers of this model argue the point: for learning to take place in an organisation it is required from the organisation, to have in place mechanisms and systems that will promote learning. They also highlight the fact that these systems and mechanisms represent the structural facet of the learning process but is not sufficient enough to generate productive learning within the organisation. To improve the quality of learning in the organisation, it is also necessary to consider the cultural, psychological, policy and contextual facets of the organisation. This model also argues the point that there is no single path, or one best set of arrangements for creating learning in an organisation, but rather provides a foundation for experimenting with different and alternative configurations to understand and to promote learning in an organisation.

1.7.4 Limitations of the research

The following key limitations are recognised:

- In any form of research it is almost impractical to question every member of an entire population. This can result in a distortion of information, because only a "sample" of the total population is used and this sample may not reflect real feelings of the total population group.
- The response to all questionnaires was based on perceptions and opinions and should not be seen as entirely objective.
- As in the case of a complex project within an organisation, this research is also subjected to a lifecycle with time limits as when to start and when to end, this has

the consequences of restricting the focus that the student has on this research, compounded by strenuous work responsibilities.

- The company under investigation is a South African company that operates under South African conditions. Research and development literature to cover learning organisations and organisational learning for South African conditions are very limited. The writer of this document is therefore forced to make use of foreign literature developed for foreign countries and their conditions that may not be suitable for South African conditions.

1.8 DEFINITIONS

- The Organisation - Barnard (1938:73) defines the organisation: “As a system of consciously coordinated activities or forces of two or more persons.”
- Organisational Structure - The definition of an organisation above highlights four common denominators namely: coordination of effort, a common goal, division of labour and a hierarchy of authority (Schein 1980:12-15). Organisation’s theorists refer to these denominators or factors as organisational structures (Kreitner et al. 1999:535).
- Organisational Culture - Organisational culture is (Schein 1996:236): “A set of share taken-for-granted implicit assumptions that a group holds and determines how to perceive, thinks about, and reacts to its various environments.”
- Learning - Learning is a new form of labour, and no longer a separate activity that occurs either before one enters the workplace or in remote classroom setting – learning is the heart of productive activities (Zuboff. 1988:395).
- Organisational learning - It’s a planned process of cultural change aimed at increasing the organisation’s health and effectiveness (Mendoza: unknown). Dodgson (1993:377) summarise organisational learning developments and concepts as: “The way firms build, supplement and organise knowledge and routines around their activities and within their cultures and adapt and develop

organisational efficiency by improving the use of the broad skills of their workforce.”

- The Learning Organisation - Dodgson (1993:380) provides us with the following definition: “Organisational learning is as natural as learning in individuals...the ‘learning organisation’ can be distinguished as one that moves beyond this ‘natural’ learning, and whose goals are to thrive by systematically using its learning progress beyond mere adaptation.”

1.9 ASSUMPTIONS

A few logical assumptions have been taken for granted and have been stated here to avoid confusion or misunderstandings later in this research project. These assumptions are as follow:

- All internal interview questionnaires were conducted in a fair, unbiased manner.
- That relevant questions were understood for what they stand for, answered in such a manner to truly reflect attitudes and opinions of all respondents.
- That a study of this nature has never been undertaken in the organisation under research.
- All literature used in this study is precise and reflects the true representation of the philosophies used in this study.
- Information regarding the state of the organisation is sufficient in order to derive meaningfully responses.
- That all educational, developmental and training programs in the company are part of the overall learning process.

1.10 CONTRIBUTIONS / SIGNIFICANCES OF THE STUDY

Contributions and the significance of this study are:

- The exploration of options and suitable techniques available to development strategies and guidelines (in Mondi), that can assist in changing management, the organisation and individual employees perceptions and attitudes as stakeholders

in this company, towards organisational learning as a transformational process, and the benefits to be derived from it.

- To start to develop a body of knowledge with in the Pulp and Paper Industry

1.11 OUTLINE OF THE RESEARCH REPORT

Chapter two will review important literature, descriptions and meanings of definitions, background information and specifics that may or may not affect Organisational Learning. Chapter three will describe the background and importance of the case study, why it was conducted, how data was collected, selected and put to use to define the problem. This will be based on the writer's knowledge, company documentation and interviews with some employees within the organization and their understanding of the issues under investigation. Chapter four will give in full, the detail of research methodology used in this case study. The results of all questionnaires will be analysed, examined and presented in Chapter five. Chapter six will be devoted to conclusions and recommendations to Mondi Cartonboard.

1.12 SUMMARY OF CHAPTER ONE

Chapter one explained the research problem together with its associated sub-problems. It also covers the company background, and outlines the aim of the study that is to investigate Mondi Cartonboard's culture to see if it fits the concepts of Organisational learning. The heading "delimiting the research", places emphasis on the scope, time constraints and limitations of the research and literature. This is followed by a brief definition/description of terms central to the sub-problems key to the research. Assumptions that have been made with regards to this research were outlined in detail. The next chapter, chapter two is dedicated to a detailed discussion of important literature, concepts, methods and models, views of academics, researchers, authors and business leaders regarding the learning process and culture in the learning organisation.

CHAPTER TWO - LITERATURE REVIEW OF THEORETICAL CONCEPTS AND PRINCIPLES APPROPRIATE TO RESEARCH PROBLEM

2.1 INTRODUCTION

It is said that large and prosperous businesses, capitalising on their globalness and geographical domination and the advantage it secured them in an equally large market, woke up one morning to find themselves on a pretty even footing with their much smaller rivals. Suddenly, size no longer mattered and technique did, “bigness is no longer measured in their mainframes but in networks” (Gibson, 1997:213). Bigness shed weight; organisations become quicker, smarter, more marketing and people oriented and cost effective. These business leaders are those who can stay ahead of the change curve by reformulating the basis of competition and becoming different in a common market. The basic rationale for such business leaders and organisations, is that in situations of rapid change only those who are flexible, generative, innovative, creative and productive, will excel. For this to happen organisations need to “discover how to tap people’s commitment and capacity to learn on all levels”. Smit (2001) it is therefore important for organisations to enhance and nurture their capabilities to learn. Organisations are finding that yesterday’s competitive advantage is becoming the minimum entrance requirement for staying in business today. This puts tremendous pressure on organisation’s to learn how to improve and stay ahead of competitors; in fact both researchers and practicing managers agree that an organisations capability to learn is a key strategic weapon (Kreitner et al. 2000:598).

2.2 THE CONCEPT OF LEARNING

The concept of learning, is a very popular and widely discussed topic over centuries and it’s importance to recognise the concept and its role in the learning organisation. Jan Comenius already (1609) in Longworth and Davies (1997:8) wrote the following: “Just as the whole world is a school for the whole of the human race, from the beginning of time until the very end, so the whole of a person’s life is a school for every one of us, from the cradle to the grave. It is no longer enough to say with Seneca, ‘No age is too late to begin to learn’. We must say ‘Every age is destined to

learn, nor is a person given other goals in learning than in life itself". This is the minimum survival level of the human race (Clarke, 1963). Out of these learning discussions it is very clear people own their own development and this drive to learn and to develop is fuelled by personal interest, curiosity, aspiration, imagination, experimentation and risk-taking (Kreitner et al. 1999:603). It is also true that each of us was born as individuals, with instincts for self-preservation and as Comenius put it we can only learn through a notion of mutual interest. This notion of mutual interest is based on socialisation in context of families, schools, religion, sports, and recreation even in employment settings. It is also important that the notion of mutual interests involves win-win situation in which one's self-interest is put aside to cooperate actively and creatively with potential adversaries (Kreitner et al. 1999:300). It is also interesting to note socialisation is based on the cultural environment in which individuals operate and generally remain below the threshold of conscious awareness because it involves taken-for-granted assumptions how a person should perceive, act and feel.

Fons Trompenaars (1994:8) describe culture as a "union" that comes in many layers. To understand culture you need to peel it layer by layer. These layers form the values and norms of the culture and the deeper you go into these layers the more difficult it becomes to identify these values and norms. This expression of values and norms are deep in society and is not directly visible. These values and norms operate outside our awareness (Hall, 1976:69). Norms and values are what we learn unconsciously, what to notice and what not to notice, how to walk and talk, how to behave as men or woman, how to relate to other people, how to handle responsibility, whether experience is seen as a whole or fragmented. This learning process on which an individual or group embarks is based on a particular culture its values and norms, which Schein (1985:9) summarise as the following: "A pattern of basic assumptions, invented, discovered or developed by a given group as it learns to cope with problems of external adaptation and internal integration. That works well enough to be considered valid and therefore, to be taught to new members as the correct way to perceive, think and feel in relation to those problems". It is also about trust between individuals, groups and management. Progressive managers in organisations that are willing to learn, start to realise the benefits of interpersonal

trust in their companies. Professor Fernando Bartolome in Kreitner et al. (2002: 384) provides us with the following insights regarding trust in a learning organisation:

- Trust is about communication and accurate feedback regarding policies and decisions in the company. It is about telling the truth no matter the consequences.
- Trust is about support, it's about help, advice, coaching, support for other's ideas, to be available and approachable.
- Trust is about respect, delegation and real decision-making authority. These issues are the most important aspect of managements respect.
- Trust is about fairness, to provide credit and recognition to those who deserve it
- Trust is about predictability and to be constant, to keep expressed and implied promises.
- And lastly trust is about competence, to enhance credibility, to demonstrate good business sense, technical ability and professionalism.

Trust needs to be earned, trust cannot be demanded. It is to treat employees as adults in the learning organisation (P Berry in S. Caudron. 1995, 28:36). To conclude many believe learning is an individual process, others believe it is more related to groups, there are those who believe it's deeply rooted in culture norms and values. No matter what their beliefs, there is consent between them. Humans need to grow their potential and the only way is to learn.

2.3 NATURE OF LEARNING IN THE 21ST CENTURY

What we found out of the discussion above, is that over time academics, psychologist, authors, and practitioners have different views about learning and its origins. Even more in our modern time environment, people will always have differences as to what real learning is about. Smith (2003), for example, claims learning is based on assumptions and that learning is something that only individuals do, Wenger (1998:3) very much in line with Comenius with the following statement says: "we often assume that learning 'has a beginning and an end; that it is best separated from the rest of our activities". In support of Wegner (McDermott in Murphy 1999:17) felt learning is no longer measured on the assumption of what is possessed inside individual's minds and head. He describes learning as relationships between

people that provide conditions for bringing people together. This learning process organises points of contact that allows for particular pieces of information to take on relevance; without the points of contact, without the system of relevancies, there is no learning, and there is little memory. Learning no longer belongs only to individual persons, but to the various conversations of which it is part of. Charles Handy in Longworth and Davies (1997:9) describe learning as follows: Real learning is not what many of us grew up thinking it was. It is not simply memorising facts, learning drills or soaking up traditional wisdom. These activities maybe important in learning but constitute only a part of a larger process, but real is a wheel in which questions leads to ideas, which lead to the testing of those ideas to produce reflections, which in turn lead to new questions". According to Longworth and Davies (1997:9) learning at the level Handy described is no longer a utilitarian, socio–economical form of training, education and development, in order to carry out specific functions or to educate in minimum standards for future employment at a particular age. They classify this process as lifelong learning that is continuous with a holistic and visionary view on education; this education is not something imposed from above but carried out by an individual or a group of individuals. Learning is about improving the quality of life in the years ahead – the main thing we have to do today is to try to improve the quality of our learning, why we learn, how we learn and what we learn and then what we do with that learning (Lloyd 1998:1). Tamkin (1997:184-185) describe lifelong learning as "a question of privilege", an essential survival tool which all of us should do and it's essential for individual and organisational prosperity. Learning is a new form of labour, and no longer a separate activity that occurs either before one enters the workplace or in remote classroom setting – learning is the heart of productive activities (Zuboff. 1988:395). The more our world and environments change, the greater the need to get learning attitudes and structures right. It is important to understand if the rate of change is greater than the rate of effective learning the chances of progress are also limited. Therefore, the critical challenge for all of us, individually and organisationally is to get the learning process right. Thus change is not new and for individuals the current labour market is a highly uncertain one and changes the world of work beyond recognition. Many jobs have disappeared, different kinds of jobs have appeared, the shape of jobs has also changed. It is evident in this new form of labour market, individuals need to understand the realism and benefits of productive learning, the pull must be stronger

and the vision more realistic to persuade individuals that productive learning is possible for them. The learning organisation looks at productive and lifelong learning as a potential to bring mutual benefits such as adaptability, quality and commitment for more than those with the power to demand it.

2.4 THE NATURE AND DEVELOPMENT OF LEARNING IN ORGANISATIONS

The idea of organisational learning has been presented in management study literature for decades, but it has only become widely recognised in the past ten years (Easterby-Smith et al. 1999:1). According to Crossan and Guatto's (1996:107-112) surveys on organisational learning shows that more academic contributions in regards of organisational learning were made in 1993 than in the whole of the 1980's. The question must be raised: Why the sudden interest in learning organisations at this time? According to Garavan (1997:18) this is not an easy question to answer and that there is a great deal of confusion in the way the learning organisation concept is considered within the literature. He claims this interest might represent corrective action to the many efficiency driven concepts of the 1980's, specifically issues such as total quality management and business process re-engineering and that these ideas according to Burgoyne, (1995) emphasised the notion of learning organisations. Burgoyne (1995) also argues that such organisations may become valuable because they have little spare capacity to come through a crisis and that the learning organisation idea represents a shift to organisational development and growth. Authors in the likes of Robinson (1994), Mumford (1996), Hong (1999), and Van der Bent et al. (1999) also agree with Garavan that a great deal of diversity and viewpoints exists regarding the nature of the learning organisation. Even in the face of this diversity and viewpoints: "The notion of the learning organisation has become one of the *'buzzwords'* in management, psychological and human resource development literature. Senior management in many organisations have also come to the belief that the way organisations learn is the key index to their organisation's effectiveness, potential, innovation and growth" (Garavan, 1997:1).

Over the years several concepts of great significance was developed in the field of real learning in organisations. One of the first developments was the attraction of scholars and business strategists towards the ability of an organisation to learn faster

and better than its competitors with very little interest in the actual learning process. These strategists and scholars have realised that the ability of an organisation to learn faster and better than its competitors maybe indeed the key to long-term success (Collins, 1994:143-152 and Grant, 1996:375-387). A second development was that many business leaders, economists, consultants and businesses have realised the commercial value and significance of organisational learning. This significance has been underpinned by theorists such as Pedler et al (1989:1-8) in the UK, Senge (1990) in the USA and Field and Ford (1995) in Australia (Easterby-Smith, Burgoyne and Araujo, 1999:1-2) who have focused on making practical interventions in organisations in order to help them to become learning organisations. A significant amount of theorists, academics, authors and practicing practitioners have devoted their efforts in the identification of templates, ideal forms and models in an attempt to emulate and create a learning organisation. Some of these models have been based on observations of organisations that appear to be good at learning from which good practices have been extracted. Others have relied more on theoretical principles such as system dynamics or psychological learning theories from which implications for design and implementation have been derived (Easterby-Smith et al. 1999:2). Having these developments, Teare and Dealtry (1998:49) argue the point that organisational learning literature tells us that organisations experimenting with “new” approaches to learning, but the challenge is often to “do more with less” and to “be smarter and act smarter” in order to respond more proactively to the complexity of change. In support of Teare and Dealtry, Garavan (1997:18) suggest organisational learning can be treated as a variable, which can be designed into an organisation with significant influence on other organisational outcomes. He also suggests that the learning organisation can be treated as a metaphor to describe an organisation that views the organisation as a culture that sees the learning organisation as a particular variant of this culture. Dodgson (1993:377) summarise these organisational learning developments and concepts as: “The way firms build, supplement and organise knowledge and routines around their activities and within their cultures and adapt and develop organisational efficiency by improving the use of the broad skills of their workforce.”

2.5 TWO TERMINOLOGIES FOR LEARNING IN ORGANISATIONS: ORGANISATIONAL LEARNING AND LEARNING ORGANISATIONS

Out of the literature overview discussion above, two terminologies came very much to the forefront namely organisational learning and the learning organisation. According to theorists and authors in the likes of Hedberg (1981:22), Levitt and March (1988:323), Boje (1994:433-434), Sun and Scott (2003:202) almost everybody uses the terms organisational learning and learning organisations interchangeably, if not as synonyms. However, only during the mid-1990's a bifurcation took place, that subdivided these terminologies into two streams. Organisational learning became more descriptive, more social and cognitive psychology (Lipshitz, 2000: 456-473) with a strong academic focus. The learning organisation became more prescriptive with a strong practical focus (Sun and Scott, 2003: 202-215). In his article "On differences between organisational learning and learning organisation" Ortenblad (2001:125) claims there is certain distinction between organisational learning and the learning organisation that needs clarification to minimise confusion. In this article Ortenblad describe organisational learning as an existing activity or process (of learning) and sees the learning organisation as an ideal form for an organisation in itself. Ortenblad (2001:127) goes further and stresses the fact that the most obvious implication and distinction between the two concepts lie in the fact that something *exist naturally without any effort* (organisational learning) and that something does not naturally exist but *needs activities or effort to be carried out* (learning organisation). In line with Ortenblad's thinking around what these two concepts really meant, Dodgson (1993:380) provides us with the following definition: "Organisational learning is as natural as learning in individuals...the 'learning organisation' can be distinguished as one that moves beyond this 'natural' learning, and whose goals are to thrive by systematically using its learning progress beyond mere adaptation." With these definitions and the use of terms such as organisational learning, is as natural as learning in individuals and that the learning organisation, moves beyond natural learning. We realise Dodgson as in the case of Ortenblad sees organisational learning as something that exist without effort, while the learning organisation demands activities and effort. Let's consider some other definitions and theories regarding organisational learning and learning organisations.

2.5.1 Organisational learning

According to Tsang (1997:73-89) research on organisational learning focused on issues of “how does an organisation learn?” or “what has an organisation learnt?” Focus is gradually shifting from individual learning to organisational learning (Balasubramanian, 2004), that organisational learning is more than the sum of the parts of individual learning and means the process of improving actions through better knowledge and understanding (Fiol and Lyles, 1985: 803-813). Watkins (1996: 89-86) states, the most significant part of organisational learning is that it’s an interdependent experience that takes place on a collective basis and is intentionally used (Mendoza: n.d) at individual, group and system levels to continuously transform in a direction that increasingly satisfies its stakeholders. “It is a planned process of cultural change aimed at increasing the organisation’s health and effectiveness (Mendoza: n.d). Heracleous (1995:24-27) describes organisational learning as a process by which organisations change their cultures and systems in relation to market conditions. He claims, organisations must do this in order to improve their competitiveness and achieve a sustainable competitive advantage. He suggests organisational learning is about having the appropriate culture, structure and system, to encourage people to develop continually and sharing knowledge with others. Heracleous also claims cultural change necessitates higher-level or double-loop learning because a change in cultural values and beliefs imply a change in the governing variables for action. Ghosal and Bartlett (1994:911-112) suggest organisational context is created and renewed through tangible and concrete management actions. This context influences the actions of those within the company. They also identify four primary dimensions in this organisational context that have direct influences on organisational learning namely: discipline, stretch, trust and support. These four dimensions also influence the levels of individual initiative, mutual cooperation and collective organisational learning.

On organisational learning, it is possible to identify three decisive perspectives in the theory on organisational learning. The first perspective, the idea of organisational learning as a social construction/process, it recognises that data has no significance in its own right until people determine what it means (Easterby-Smith et al. 1999:5). This perception brings us to Brown and Duguid (1991:40-57) that strongly believe,

formal information about how to do jobs are always inadequate and it's important for new entrants in the organisation to read unwritten information on how to perform effectively. This can only be achieved through informal exchanges between experienced and less experienced people in the organisation. According to Easterby-Smith et al. (1999: 5) "Crucial organisational knowledge didn't exist on paper, or in the head of individuals, but within the organisational community as a whole." The second perspective: Organisational learning as a political process. Argyris (1986:541-555) indicates organisational defensive routines have the tendency to reduce the learning capacity of an organisation because people need to protect themselves from political threats. Schein (1996:229-240) see political activities as a major constraint and emphasise focus on the need for dialogue amongst different cultures within the organisation rather than acknowledge the political nature of organisational life. To eliminate organisational politics is seen as naive and idealistic – because politics are a natural feature in any social process and it's unrealistic to hope that it will somehow go away. Easterby-Smith et al (1999:6) claims organisational politics is an integral part of organisational transactions and a direct consequence of interests that are differentiated both vertically and horizontally. They suggest the only way to overcome this problem is to consider organisational learning methods and models that will embrace the political processes within the organisational learning process. The third and last aspect that is considered in organisational learning theory discussion above, is the cultural aspect in the organisation and in the organisational learning process.

Learning is seen as a part of the organisational culture and funny enough learning did not take place within people's heads, but within the interaction between people. Culture is manifested in the ways that people behave and act while working and interact with others (Xenikou and Furnham. 1996:349-371) and these behaviours' are normally learnt through a process of socialisation. According Easterby-Smit et al. (1999:7) the majority of studies in the cultural perspective tend to focus on culture as an attribute of organisations or of groups within the organisation. They also state that some of these studies were carried out across several different countries but no reference was made in the studies about the possibility of what cultural differences might have had on the learning process within the organisation. Nicolini and Meznar (1995:740) provide us with the following definition at a broader organisational level on how knowledge gets reconstructed according to perceived discontinuities in the

organisational function: “Organisations through the actions of those in charge, construe their identity by transforming changed past choices, past experiments, inventions and so on, into rational accounts of knowledge. In such a way, they symbolically shape the organisation, transforming knowledge into the web of experiential constraints that members perceive as the objective aspect of the organisation (that is the constitutive order which transcends the individual power to act).”

2.5.2 Learning organisations

Albert Einstein once wrote, “No problem can be solved from the same consciousness that created it; we must learn to see the world anew” (Marquardt, 1996:15). Changes, over time take place in four areas namely: our environment, workplace, customers and workers. These changes have altered the world of work so dramatically that old dinosaur-like organisations are no longer able to respond to new challenges. Over the past ten years significant economical, social and technological changes have seriously altered the business world and we have arrived at a new age of rapidly changing ideas, concepts and information. In order for new businesses to take hold and old businesses to survive they need to be prepared to adapt rapidly to new concepts of learning and knowledge acquisition and retention. Therefore, organisations that learn faster will be able to adapt quicker and gain significant advantage in the business world. Mumford (1996:27) after examining the nature of the learning organisation in this new world suggests the only way for organisations to learn and adapt faster, it is necessary for the organisations to create an environment that will actively encourage the continuous development of new behaviours and practices within. Drew and Smith (1995:4-14) on the same note as Mumford, felt the learning organisation is a social system where members learn conscious, communal processes, to have leverage, to generate, to retain individual and collective learning for the improved performance of all organisational systems and to monitor this improved performance at all times. According to Bennett and O’Brien (1994) cited in Griego et al (2001:8) the learning organisation should seek ways to develop their organisations and employees and reinvent their work. Griego et al (2001:6) see the learning organisation as an organisation that learns powerful, collective and is continuously transforming itself to better collect, manage and use knowledge for

organisational success. Thus learning organisations are where people continually expand their capacity to create the results they truly desire in which new and expansive patterns of thinking are nurtured, where collective aspirations are set free, and where people continually learn to see the whole together (Senge, 1990:3). This total employee involvement in processes of collaboration, directed collectively towards a set of shared values and principles, is one of the main characteristics of a learning organisation (Watkins and Marsick 1992:118). These characteristics of a learning organisation are a vision of what might be possible, not brought about by simply training individuals but as a result of learning by the organisation as a whole. A learning company is an organisation that facilitates the learning of all its members and continuously transforms itself (Pedler et. al. 1991:1), and draws its strength from diverse knowledge, experiences, capabilities and ways of doing things that people, businesses and communities can have and use (Addleson, n.d.). Is the learning organisation a reality in the new world or is it only one of those buzzwords so frequently used in our societies and new world of business.

Smith (2001) argues, much has been said about learning organisations, but is very difficult to identify real-life examples. He felt it might be because the vision is 'too ideal' or because it is not relevant to the requirements and dynamics of organisations. Secondly, he believes focus on creating a template and to present it in a form that is commercially attractive to the consultants and writers has led to a significant under-powering of the theoretical framework for the learning organisation. Opposing Smith's argument Ryan, BAA's director (1996) in Teare and Dealtry (1998:49-48) made the following statement: "In BAA we have come to realise that every one of our business strategies will require continuous upgrading and this will impact on the competencies and skills of our people... the company's mission statement aims and enables all our employees to develop their potential and to make a direct contribution to the company's success... these goals can only be achieved if the company takes positive steps to encourage and support learning and this means that every employee accept the need to adopt the habit of lifelong learning and see skill demands as opportunities not threats." Based on Ryan's statement, the question: How does an organisation transform itself into a learning organisation supported by a culture of life-long learning? Senge, (1990:1) describes learning organisations as places "where people expand their capacity to create the results they truly desire,

where new and expansive patterns of thinking are nurtured, where collective aspirations are set free and where people are continually learning how to learn together". Garvin (1993:78-91) takes Senge's description of a learning organisation one step further and defines a learning organisation as an "organisation that proactively creates, acquires and transfers knowledge and that changes behaviour on the basis of new knowledge and insights". Using Miller et al. (1996:88-99) discussion on the learning organisations and Garvin's (1993:78-91) definition of the learning organisation and the learning process in an organisation can be broken up into three important components:

- Firstly new ideas are a prerequisite for learning; therefore learning organisations actively tried to infuse their organisations with new ideas and information. To do this, organisations are constantly scanning their external environments, hiring new talents and expertise when needed and they devote significant resources to train and develop their employees.
- Secondly, the transfer of new knowledge throughout the organisation. Learning organisations strived to redesign structures, processes and policies to reduce interpersonal barriers in order to share information, ideas and knowledge among all organisational members.
- Thirdly and lastly behaviour must change, learning organisations are result orientated. They foster environments in which employees are encouraged to use new learnt behaviours and operational processes, to achieve a common set of corporate and personal goals.

To conclude, more progressive and farsighted companies (learning organisations) treat their employees as valuable resources, making layoffs the last option rather than the first. They develop "human recycling" programmes through retraining and redeployment (Stuller, 1993:37-41 and Henkoff, 1994:58-64). Emphasis is on skills, very much in tune with today's result-oriented organisations, with employees committed to life-long learning, who work smarter rather than harder, who make their own opportunities, who voice their opinions and who see the new employment contract as a positive situation. These employees take charge of their careers and act more like a partner, and not as an employee (Kreitner et al, 2000:9). This new employment contract is not good news for all employees with an entitlement

mentality. They are the ones who believe the company owes them pay rises and promotions just for showing up at work. They tend to be inflexible, resist change and learning (Kreitner et al. 2000:9). Kreitner et al. (2000:602) on the same note also argue organisations and employees do not consciously resist learning, if they do, it's due to three fundamental problems that plague society at large (Keys et al. 1996:36-49 and Senge, n.d.) namely:

- Firstly, focus on fragmentation rather than systems. Fragmentation involves the tendency to break a problem down into smaller pieces that reinforces the use of an analytic strategy that entails solving complex problems by studying subcomponents rather than wholes. Fragmentation also creates functional walls and silo's that separate people into independent groups that creates internal fiefdoms that battle over power, resources and control in which learning, sharing, cooperation and collaboration are ultimately lost in the organisational battlefield. Senge claims our enchantment with fragmentation starts in early childhood, because we are conditioned to break the world apart and to disconnect ourselves from it. He states that we are taught to memorises isolated facts, study abstract theories, and acquire ideas that are unrelated to life experiences and personal aspirations. He pointed out the danger in this, that when we come across a real life problem we fragment this complex situation into a symptom, treat the symptoms and seldom inquire into the deeper causes. This approach resulted in a process of dominance by the special interest groups, political lobbying and finger pointing to each other
- Secondly, emphasizing on competition rather than collaboration, a general accepted paradigm of the way we view the world. They felt there is nothing intrinsically wrong with competition, but competition can result in scenarios where people compete with the very people with whom they need to collaborate for success. This tendency creates an over emphasis on looking good rather than being good, that prohibits learning because people become reluctant to admit not knowing something. Senge see's nothing wrong with competition, he claims it can be fun and promotional, as long as we can maintain the balance between competition and cooperation at the time we need to learn and work together. The moment this balance is lost we lose cooperation and knowledge sharing, to looking good rather than to be good, resulted in fear; one of learning's greatest

enemies. In response to hiding this fear we develop a defensive system to solve problems in isolation, to never saying, 'I don't know.' This results into skilled incompetence, protecting ourselves from the threat and pain of learning but remaining incompetent and blind for our incompetence's.

- Thirdly, tendency of re-activeness rather than pro-activeness. People are a customised to change only when they need to, because life is less stressful and frustrating when they stay within their comfort zones. This contrasts with the fundamental catalyst of real learning because, the drive for real learning is fuelled by personal interest, curiosity, aspirations, imagination, experimentation and risk taking. The real problem here is that all of us have been conditioned to respond and react to others direction and approval, only to undermine the intrinsic drive to learn. Research shows, when this tendency is coupled with management by fear and crisis, people not only resist learning.... people become paralysed by the fear of risk taking. According to Senge there is nothing wrong with external authority but it's the way in which authority is exercised that undermines a person's intrinsic drive to learn. People and employees get conditioned to crises and problem solving and this approach is a small step away from a management system that is dominated by fear. Management of fear and crisis becomes a self fulfilling prophecy because it shows short term results. Employees grow accustomed to waiting for the next crisis, it becomes a way of life, because fitting in and being accepted is much more important than being yourselves.

Dixon (1999:44) places emphasis on the fact that organisational learning does not occur by simply encouraging people to exchange information; an organisation must actively facilitate 'collective' learning among employees and teams and must "tap into the spring of real learning of aspiration, imagination and experimentation" (Senge, n.d.). Arie de Geus in Swartz (1992) cited in Nel et al. (2001:472) made the observation that learning faster than competitors is the only way to maintain a competitive advantage. He claims that all organisations learn, but the difference between organisations lies in the fact that some organisations learn faster than others learn and do the learning more deliberately and use this knowledge more rapidly.

2.5.3 Facilitation and evaluation of learning in organisations

Learning in organisations is not a simple and a clear-cut process. Ortenblad (1996:14) states the difficulty to understand learning organisation concepts are largely due to two reasons: a) the vagueness of some of the underlying assumptions presented in a lot of literature and b) due to the popularity of some theories presented in literature on learning organisations. He suggests for an organisation to get a clearer picture what it stands for, in terms of the learning organisation concepts, the organisation needs to classify: a) Who is learning and where the knowledge is located within the organisation, b) And whether everybody in the organisation works for the best interest of the organisation. Evers (2002:1) in conjunction with Ortenblad states it is not an easy task to facilitate collective learning and that three types of learning in organisations can take place namely; a) single loop learning, b) double loop learning and the more modern approach, triple-loop learning. Larsen et al. (1996:33) provides the following comparison between single loop and double loop learning; “single loop learning is linear, trying to find better ways of doing something or a process. Single loop learning is comparable to continuous quality improvement. Double loop learning on the other hand goes one step further; asking the question why are we doing what we do in the first place, should we not do some thing else? Thus single loop learning involves sharing knowledge (experiences) about work practices for example about technology or design management. Where double loop learning requires a focus shift from the content (what) to the issue of where people on a more strategically approach learn to acquire and share knowledge with each other (Argyris and Schon in Evers, 2002:3). Then there is “triple loop learning: or what Argyris (1992:63) called multi-loop learning. Multi-loop learning is the process where individuals or a team, not only question what and how they learn, they also question why they are learning from each other (Flood and Romm, 1996:56).

Evers, (2002:3) also described triple loop learning, as a learning process that requires three types of management, namely: a) design the “how” b) debate the “what” and c) might-right management or the “why”. Design management focuses on how to achieve system goals, dealing with finances, markets, operations etc. Debate management focus on achieving a shared understanding through debate i.e. what type of design are the most appropriate, what design decisions is necessary and

what is the role of assumptions in these debates. Might-right management deals with knowledge-power configurations, asking why a particular way of thinking has come to the fore, and how to pursue more effective alternative knowledge areas. Lipshitz, Popper and Friedman (2002:2) also realise this gap between learning organisation theory and its practice. With this realisation they provide us with a working definition on “productive organisational learning” and a description of the conditions under which organisations are likely to learn. They claim “productive” learning entangles thorny conceptual, practical and ethical questions. Huber (1991:89) suggests that an organisation only learns if “the range of its potential behaviours’ changes” and/or if “any of its units requires knowledge that it recognises as potentially useful to the organisation. By taking Huber’s definition into consideration Lipshitz et al. (2002) raise the question of whether learning not only requires a change in potential, insight or actual behaviour. They also claim it’s very difficult to determine at time t_1 what will be the usefulness of acquired knowledge at time t_2 in the future. Rather to provide definite answers to the questions asked above, these academics provide us with two conditions for productive learning. The first condition is: learning is capable of generating valid knowledge: knowledge that is not the wilful distortion of information or unquestioned interpretations, which has the capability to withstand critical evaluations. The second condition, knowledge should lead to action, and those lessons learnt, but not implemented are of little consequence regardless of this knowledge validity. Using these conditions and in support Barnett’s (n.d: 9) overarching definition for organisational learning as “an experience-based process through which knowledge about action-outcome relationships develops is encoded in routines, embedded in organisational memory, that change collective behaviour” Lipshitz et al. (2002:1) provides us with a measuring tool to measure the effectiveness of organisational learning.

This “Multi-Facet Model of Organisational Learning”, is design in such a manner, capable of mapping all the important facets of organisational learning. These facets are: a) the structural facet that addresses the problem of distinguishing between learning by organisations and learning in organisations. It also describe the kind of organisational arrangements necessary for attributing learning to organisations, b) the cultural facet specifies normative behaviours that generate productive learning, c) the psychological facet of this model specifies and discuss psychological

requirements that determines the extent to which individuals enact these behaviours, d) the policy facet of this model specifies how management can facilitate organisational learning and finally e) the contextual facet specifies feature or task in the organisation environment that can promote organisational learning. By using this model, researchers and practitioners are in the favourable position to identify, to study, to experiment and to answer the question “under what conditions are organisation’s more likely to learn?” Let’s consider this multi facet model more closely to create an understand of how these facets integrates with the learning process in organisations

2.6 THE MULTI – FACET MODEL OF ORGANISATIONAL LEARNING

2.6.1 The structural facet of learning in organisational

According to Chester I. Barnard’s classic (1938:73) definition, an organisation is “a system of conscious coordinated activities or forces of two or more persons.” Embodied in the conscious coordination aspect of this definition are four common denominators of all organisations: coordination of efforts, common goals, division of labour and a hierarchy of authority (Schein, 1980:12-15). Organisation theorist refers to these factors as the organisation’s structure (Kreitner et al. 2000:535). Coordination of effort refers to the extent and means by which an organisation integrates its various parts and facilitates their working together to accomplish a common goal. This coordination takes place through mutual adjustment, direct supervision, standardisation of outputs and the standardisation of skills (Gordon, 1993:501). According to Kreitner et al (2000:535) this coordination effort can be achieved through the formulation and enforcement of policies, rules and regulations and division of labour take place where the common goal is pursue by individuals performing separate but related tasks. Kreitner et al (2000:535) also claims the hierarchy of authority, sometimes called the chain of command is a control mechanism dedicated to making sure the right people do the right thing at the right time. Organisational structures as described above seem to be very simple and straightforward, but the complexity of our modern organisations makes it even more difficult to describe. Organisational structures can be described as “metaphors” Marshak, (1993:44-56) and Garud and Kotha, (1994: 671-691) in the sense that a

metaphor is a figure of speech that characterises an object in terms of another (Cameron, 1986:540-541). Four metaphors have evolved over the years that characterises organisations overtime alternatively as military/mechanical systems, biological systems, cognitive systems and ecosystems participants in a continuum ranging from simple closed systems to complex open systems. Closed systems are said to be relatively self-sufficient, very much in contrast with an open system, that depend on constant interaction with the environment for survival (Kreitner et al. 2000:538).

Unlike the military/mechanical organisational structure (a closed system) because it ignores environmental influences and gives the impression of self-efficiency, the biological system characterise the organisation as an open system that transform inputs into various outputs. Outer boundaries in this type of organisation are permeable: people, information, capital, goods and services move back and forth across these boundaries. The five organisational subsystems in this model namely goals and values, technical, psychological, structural and managerial is dependent on each other, allows the organisation via constructive feedback to self-adjust and to survive despite uncertainty and change in its environment (Mitchell, 1992:3-7). Cognitive and ecosystem type of organisations structures are open systems and alive and is characterised in terms of mental functions. According to Daft and Weick (1984:294) this organisation in terms of structure and design whether caused by the environment, technology or size depend on the interpretation of problems or opportunities by key decision makers. Once interpretation occurs the organisation can formulate a response, this interpretation leads to organisational learning and adoption, in fact, to the concept of the learning organisation (McGill, Slocum and Lei, (1992:5-7), Garvin, (1993:78-91), Recardo, Molloy and Pellegrino, (1995-1996:7-13) and Miller, (1996:485-505)). There is little opposition to the premise that organisational learning is a competence that all organisations should develop in fast-changing and competitive environments (Armstrong and Foley, 2003:74). According to Nel et al. (2001:435) organisations recognised the critical roll a skilled and knowledgeable workforce can play in securing a competitive advantage in the global arena. Learning organisation structures are action orientated, geared towards specific diagnostic and evaluative methodological tools to help with the identification, promotion and evaluation of the quality of the learning processes inside the

organisation (McGill et al. 1993; Nonaka, 1991 and Ulrich et al. 1993). Middleton et al. (1993:6) two factors: productivity and flexibility become increasingly important in organisations in a highly and competitive environment. These authors also carry on and state in our modern economies and environments, these employees facilitate the adoption of new technologies, enhance the efficiency and quality of products, processes and systems that supervises and train employees with lesser skills. The main focus of the latter is on individual and group outcomes, which includes production, rewards, tools and techniques such as dialogue and system analysis (Armstrong and Foley, 2003:74). Huysman (1996:6) summarise learning organisation structures as a form of organisation that enables the learning of its members in such a way that it creates positive valued outcomes such as innovation, efficiency, better alignment with the environment and competitive advantage. These underlying structures are called the organisational learning mechanisms (OLM's) and without this OLM's learning organisations are unlikely to emerge (Armstrong and Foley, 2003:74).

Buchanan and McCalman in Morley and Garavan (1995:3) highlight, trends in world markets encourage more and more companies to review their organisational designs, structures, management styles and employment policies in the interest of more effective asset utilisation, greater flexibility, improved decision making, product quality and reliability. The learning structured organisation is flexible, transparent, organic and not bureaucratic. The learning organisational structures allows for flat and decentralised organisations, with a premium on organisational members being able to have meaningful authority in order to make their own decisions in the benefit of the company and themselves. The learning climate in these organisations are design and structured, that it's capable to facilitate learning not as a control mechanism but rather as an outcome between individuals and groups. Learning organisation structures allows for; employee empowerment, collaboration, participation improved feedback and constructive communication that encourage employee loyalty, free flow of information and the sharing of knowledge among employees and co-workers (Ortenblad, 2004:129-144).

2.6.2 The cultural facet of learning in organisations

Learning is part of the organisational culture and learning didn't take place with in people's heads, but within the interaction between people. Culture manifests in the way that people behave and act while working and interact with others (Xenikou and Furnham. 1996:349-371), these learnt behaviours normally forms through the process of socialisation. Fons Trompenaars (1994:8) describe culture as a "union" that comes in many layers and to understand culture we need to peel this union layer by layer. These layers form the values and norms of the culture and the deeper you go into these layers the more difficult it becomes to identify these values and norms. This expression of values and norms are deeper in society and is not directly visible and these values and norms operate outside our awareness (Hall, 1976:69).

The learning process on which an individual or group embarks is based on a particular culture its values and norms, which Schein (1985:9) summarise as the following: "A pattern of basic assumptions, invented, discovered or developed by a given group as it learns to cope with problems of external adaptation and internal integration. West (1994:20) argues, the quest to develop a learning organisation may not only be hampered by existing structures and processes but also by traditional embedded attitudes and cultural dimensions no longer appropriate for the survival of the company. Also according to West, for learning to take place in the organisations it's sometimes necessary to transform patterns of the basic assumptions in the organisation as summarized by Schein above. This transformation requires a process of high levels of trust and commitment directed towards a set of shared objectives and goals. Learning organisations must also avoid situations which forced them to embark on re-activeness and change programs, resulting out of crisis situations that will offer minimal potential for lasting success. This behaviour is very typical of companies in the late 1970's early 1980's responding to Japanese competition in attempting to Japanised their own industries and organisation without fundamental knowledge and understanding about the cultural implications of such change and actions (Ackroyd et al. 1987:11-23). The concept of the learning organisation clearly involves more than the adoption of tactics and reformulation of structures to respond to current crises. This concept implies focus and attention shift to the barriers that might affect the cultural dynamics in the learning organisation. It is also clearly about

rejecting traditional rationalist mentalities, cultural and behaviours norms that prevent the organisation moving towards greater and higher levels of intellectual capacity. It is also interesting to note in West (1995:20), Niccolo Machiavelli in the 1530's already ask the following questions; a) How can a complex, modern pluralist society in an era of change be effectively governed, b) how can it evolve a unity of action out of a diversity of interest, values and institutions, and c) how can it derive strength and cohesion from being surrounded by a multitude of competing powers.

Wang and Ahmed (2003:11) provide most probably the most effective answers to Machiavelli's questions. They claims a learning organisation at the highest stage incorporates three important aspects; a) adapting to their environment, b) learn from their people and c) contribute to the learning of the wider community or context of which they are and forms part of. Wang and Ahmed (2003:11) also highlight the fact that we need not forget to place emphasis on flexibility, innovation, and creativity, to (Kreitner et al. 2000:604) challenge old ways of thinking that worked in the past. Old, paradigms of planning, organising and control must be replaced, with one of vision, values and empowerment. Culture serves as a sense-making mechanism that guide and shape values and behaviours of employees (O'Reilly and Chatman, 1996:157-200). Organisation culture imposes coherent order and meaning that enables the institutionalisation of appropriate sense-making structure to facilitate interpretation of unfamiliar events. The concept of the learning organisation demands the development of a greater self-awareness on issues and variables that influence organisational behaviour, collective and individual learning.

Lipshitz et al. (2002:18) identifies five important norms that are very likely to produce self-awareness of issues and variables that might effect valid information and commitment to corrective action within the learning organisation. These norms are: transparency, integrity, issue-orientation, inquiry and accountability. Transparency is the process of exposing one's thoughts and action to others in order to receive feedback. Integrity defined as a process of collecting and providing information regardless of its implications. Integrity is about encouraging, providing and accepting feedback as accurately as possible and the willingness to accept one's errors and mistakes. Issue-orientation is about focusing on the relevance of information on issues regardless of the recipient's social standing or rank. Inquiry can be defined as

persisting in investigation until full understanding is achieved. It's about willingness to accept a degree of uncertainty and the suspension of judgment until the achievement of satisfactory understandings. It's also about curiosity, intellectual curiosity to questioning the status quo. Accountability is the acceptance of responsibility for both, learning and the implementation of learnt lessons. Transparency, inquiry, issue-orientation and integrity according to Lipshitz et al. (2002:18) support understanding where accountability on the other hand supports both understanding and action. These norms are the observed manifestation of a set of shared values that constitute an organisational culture conducive to learning in the organisation.

2.6.3 The psychological facet of learning in organisations

According to Robinson, Clemson and Keating (1997: 228) all organisations are learning organisations, but the question must be asked if the learning that took place is adequate or not. There are issues surrounding the rate and type of learning in an organisation but whether the case might be learning is a reality in organisations. These authors also claim that incremental improvements in organisational performance only occur when the rate of organisational change exceeds the rate of environmental change. However fundamental performance improvements can only take place when the rate of organisational learning exceeds the rate of organisational change and in addition the rate of organisational change exceeds the rate of environmental change. Appelbaum and Goransson (1997:115-128) claims that learning in organisations takes place at two levels namely: low-level learning and high-level learning. Low-level learning is about behaviours that may or may not be repetitions of past behaviours, often at routine level that forms cognitive associations. High-level learning on the other hand refers to the development of complex rules and associations regarding new actions and the understanding of problems and counter affects in this process. This level of learning affects the entire organisation and refers to the change of mental models and its underlying assumptions. The main distinction between these two approaches is the concern that institutes learning; the ability to separating and eliminate behaviours, actions or any other change that do not constitute learning in the organisation. According to Fiol and Lyles (1985:803-813) this distinction is about the development of insights, knowledge and associations between past actions, the effectiveness of these actions and future actions that might

promote learning. West (1994: 30-38) warns that the development of a learning organisation requires profound realignment of existing structures and social-structures. Pedlar et al (1991) in Garavan (1997:26) suggests that the impetus for transformation must come within clearly defined boundaries for decision-making. Responsibility and accountability is embedded in the social and organisational structures of an organisation and is very difficult to change. Honey (1991:30-33) is of the view that many organisations are unwillingly designed to encourage the acquisition of procedures, processes and behaviours they wish they had less of.

Psychological maturity in many cases does not form part in this procedures, process and human resource behaviours in the learning organisation. These ill designed and developed procedures; systems and processes prevent individuals within the organisation to reach maturity to release their full psychological energy. According to Lipshitz et al (2002:20) this failure is largely due to two main psychological states, which are very difficult to maintain and they are; a) psychological safety and b) organisational commitment. Psychological safety is the state in which people feel safe to make errors, honestly discuss what they think and feel. Without this state, people are very reluctant to take any risk required for learning in the organisation. The psychological safety state is about opportunities, to make errors, rewards for detecting errors and the corrective response to these errors. This state is also about environments that reduce threats and the embarrassing nature of making mistakes and its outcomes (Schein, 1993:87). Organisational commitment refers to the extent to which organisational members identify with organisational goals and values with no distinctions between own and organisational interests. Organisational commitment is particularly important to counterbalance any organisational political considerations and aspirations that inhibits and prevent the promotion of transparency, integrity and accountability. Organisational commitment is also crucial for the promotion of willingness among organisational members to care for and to share their knowledge with other members in the benefit of the organisation. Organisational commitment is also about partnerships between individuals, groups and the organisation; these partnerships are used to overcome obstacles and the creations of solutions. Most important organisational commitment is about a deeper sense of satisfaction in having done “the right thing” rather than “the politically correct” or the “easy way” as in the past (Speitzer and Quinn, 1996:255).

2.6.4 The policy facet of learning in organisations

Organisations are much more than familiar pattern of boxes and lines we see on organisational charts. Charts maybe a necessary starting point, but we need to know more if we are to understand and manage organisations adequately (Kreitner et al. 1999:559). Robert Keidel (1990:35) a well known organisational design scholar and consultant put it this way “Our historical preoccupation with organisational charts – hierarchical displays of reporting relationships is counterproductive. Organisational design is far more a matter of charting direction and navigating among autonomy, control and cooperation than moving boxes around. This process is never ending.” Organisations are more than the sum of its parts, like people who make organisations up, organisations are born, barring early decline, eventually grow and mature and if decline is not reserved the organisation will eventually die. Consistent patterns of organisational development seems to occur in organisations over time, organisational structures, processes and activities in one stage are not the same as the structures, processes and activities present at another stage. This implies that the criteria used to evaluate organisational success in one stage of development may also be different from criteria used at another stage of development (Quinn and Cameron, 1983: 40).

These developments that take place in the organisational life cycle is also about encouraging people and individuals in the organisation to replace old behaviours and attitudes with those desired for the benefit of the organisation and the employee. The policy facets of learning in organisations are the formal and informal steps taken by managers and leaders to reduce barriers that didn't promote learning. These steps involve change and this change involves learning, it's about providing employees with new information, behaviour models and new ways of looking at things. Policies, rules and processes in the learning organisation must assist and help employees to learn new concepts and points of views. These policies, rules and processes should also convey the idea that change is a continuous learning process rather than a once off event (Hendry, 1996:621-641 and Ready, 1995:18-19). This facet of the learning organisation highlights specifically three policies, importance for the facilitation of learning in the organisation (Lipshitz et al. 2002:23). These policies are (a) commitment to learning, (b) tolerance for error, and (c) commitment to the workforce. Commitment to learning, and to become an organisation willing to learning must be a

strategic decision expressed in both rhetoric and action: Rhetoric expresses the belief that learning is essential for the success of the organisation (Lipshitz et al 2002:23). This expression must also highlight the fact that learning is at the heart of the organisation and its ability to adapt to a rapid changing environment. It's the key to identify opportunities that others might not see. It must also create and understanding among all stakeholders that a company has to learn faster and better than it's competitors in order to create extraordinary value for its shareholders. Action on the other hand manifests commitment to learning; this includes investments in training and educations that support experimentation and dissemination of information (Goh, 1998:15-21). According to (Nel et al. 2001:473) the training and educational policies of an organisation must manifest itself in the form of a philosophy. This philosophy must describe the organisations management attitude or perceptions towards their human resources and this resource potential to enhance company goal achievements by means of investing in the training and education efforts of the organisation. This policy should also reflect from a strategic as well as from an operational point of view the reason why the organisation is willing to invest in the training and education of its employees.

The policy tolerance for error is expressed in the message that learning inevitably generates errors and that errors in the service of learning will not be punished, but valued as an opportunity for learning (Lipshitz et al. 2002:24). Tolerance for error can and must be management principal contribution to psychological safety as discussed under the heading psychological faces of organisational learning. This approach was highlighted the well-known founder and legend of I.B.M. Thomas Watson in Garvin. (1993:85-86) "At the heart of learning is a mindset that enables the companies to recognise the value of productive failure as opposed to unproductive success", and elaborate with this example. "A young manager after loosing \$10 million in a risky venture was called in to Thomas Watson's office. The young manager thoroughly intimidated began by saying 'I guess you want my resignation'. Watson replied: 'You can't be serious...after we spent \$10 million on educating you'. Tolerance for error is also about striking a delicate balance between sanctioning errors for the purpose of learning and holding people accountable for mistakes that either serve or do not serve the purpose or reflecting a failure to learn. Commitment to the workforce de-emphasises status differences, fair treatment of employees and guaranteeing

employment security. Commitment to the workforce also promotes psychological safety through employment and generates organisational commitment by virtue of the norm of reciprocity. Reciprocity is a norm in which favours and social obligations are repaid. Reciprocity and fairness are at the heart of a win-win situations to everybody's advantage both the organisation and employee (Prokesch, 1997:154). It is also about employment security which is also, essential for organisational commitment. Employees will not and cannot be expected of, to contribute productively to learning that will result in higher efficiency and performance if the possibility exists that they might loose their jobs.

And lastly organisations are about relationships and the capacity to get things accomplished through the joint effort of people. To create creative energy in an organisation lies not in its buildings, contracts, structures or bureaucratic policies but in the relationships between people. Organisations capable of learning consist of people who appreciate the fact that the organisation and its social interactions are inseparable. People in these organisations learn from each other and the interaction with organisation provides direction. But on the other hand these type of organisations place emphasis on networking and collaboration both inside and outside the organisation rather than meetings and cross functional teams. These organisations values discussions around water coolers and conversations with other employees from other departments (Addleson, n.d. 7).

2.6.5 The contextual facet of learning in organisations

Today's workplace is indeed undergoing immense and permanent change (Keichel, 1993: 38-52), organisations are being re-engineered for greater speed, efficiency and flexibility. Teams are pushing aside the individual as the primary building block in the organisations (Dess et al. 1995:7-20). Command-and-control management gives away to participative management and empowerment; customer-cantered leaders replace egocentric leaders. But in the learning organisation according to Bateman et al. (1993:558 559) participation in the decision making process and control goes hand in hand and it secures people understanding and acceptance of decisions made. This approach also allows employees to participate in the control system decisions that directly affect them and there jobs. These authors also warn that

control functions do not always function smoothly largely due to three main reasons namely: 1) bureaucratic behaviours, 2) also what they call beating the system or manipulation and 3) the lack of performance standards. They believe resistance to control occurs because people are more strictly and accountable for their actions without the necessary authority because their power expertise and social relationships are threatened. Employees are increasingly being viewed as internal customers and important stakeholders. In 1960 McGregor wrote a book entitled the "*Human Side of Enterprise*", which has become an important philosophical base for the modern view of people at work (Kreitner et al. 1999:12). McGregor in this book formulate two contrasting sets of assumptions about the human nature. These assumptions are known as his X and Y theories. The X theory is very pessimistic and negative and according to McGregor this theory is typical of how traditional managers perceived employees. To break this perception and to help managers with this negative tradition, McGregor formulated his Y theory a modern, optimistic and positive set of assumptions about people and employees in particular. The Y theory of McGregor promotes the assumptions that managers could accomplish more through others by viewing people as self-energised, committed, responsible and creative beings. This theory also advises that people will work harder if you give them more attention. Organisations who give their people a chance to express themselves, create a workforce more committed to their work and in return, these workers will produce larger quantity and better quality of work (McHenry, 1997:28-31). Rather than continue to view employees as passive economical beings, modern business leaders need to view these employees as active social beings and need to take steps to create more humane working environments. Deming calls this approach "good management" (Walton in Kreitner et al., 1991:15). According Walton one of Deming's most enduring lessons for managers is his 85/15 rule, specifically when things go wrong. Deming claims through this rule that there are roughly 85% chance that the system, including management and rules, is at fault and only about 15% of the time, is the individual employee at fault and unfortunately as Deming observed once this happens, the typical manager will spend most of his or her time, blaming and punishing the individual employee wrongly, for these system failures.

The discussion above highlights traditional management or command and control management. It also highlights new and modern approaches of management in

which employees are treated as social beings and stakeholders in companies. New approaches to management are about employee participation and empowerment. It's about delegation of authority to the lower ranks of the organisation, to empower none-managerial employees to make their own decisions (Kreitner et al., 1999:309). This delegation can be seen as the distribution of power to those who have traditionally very little or zero legitimate power within the organisation. This shift of power to the lower ranks of the organisation relates to decentralisation of the organisation in which the control function of management is transferred to employees in order to make them more adaptive in changing situations (Huber et al., 1990:11-40, Handy, 1992:59-72 & Schmidt, 1997:45-49). The transfer of power and the decision making process is so crucial for learning to take place bringing us to the contextual facet of organisational learning. This facet deals and focuses on exogenous factors, which, at best are under management's indirect or at worst not under its control at all. This facet at large deals with five important factors that determine the likelihood if organisational learning will evolve or not or if this learning will be productive to the organisation or in one or more of its sub units or systems. These factors are: 1) error criticality, 2) environmental uncertainty, 3) task structures, 4) proximity to the organisation core mission and 5) leadership commitment.

Error criticality refers to both the immediacy and the seriousness of the consequences of errors made and to the cost of these errors to the organisations. According to Lipshitz et al., (2002:27) learning facilitates the likelihood of costly errors either from errors on learning in the past potential errors on learning in the future. These authors also highlight the fact, based on evidence from researchers in the likes of (Wong and Weiner, 1981, Zakay, Ellis and Shevsky, 1998) that people are more likely to learn and to pay attention after they made mistakes and failure aid occur. They also claim organisational learning in many cases takes place if organisations are in a crisis situation or the people in the organisation faces situations in which errors can lead into catastrophic results e.g. the explosion in a nuclear plant. (Ellis et al. in Lipshitz et al., 2002:28) is of the opinion that people who work in organisations with very high cost to errors (i.e. traffic controllers) the learning process is much quicker and produce higher levels of valid information, transparency, accountability and issue-orientation than those who are employed in organisations with a relative low cost to errors. Environmental uncertainty is a function of the rate of

change and the extent and intensity of competition in this environment. Organisations face and encounter different environmental forces for change. These forces come from external forces outside the organisation or from an internal source. These factors lead to the need for change, and change in turn leads to adoption and learning. According to Long and Vickers–Koch (1995:7-22) organisations and employees should build and enhance their learning capabilities. They see these learning capabilities represent a set of core competencies, which are defined as the special knowledge and skill, the technological know-how that differentiate an organisation from its competitors and the processes that enable the organisation to adapt to its ever changing environment. They also believe these learning capabilities equip an organisation to foresee and respond to internal and external changes. According Burgelman et al (2001:956) the learning organisation are skilled at mainly 5 activities namely: 1) systematic problem solving, 2) experimentation with ideas, 3) learning from own experience and past history, 4) learning from experience and best practices from others and 5) transferring this knowledge quickly and effectively through the organisation. Burgelman et al (2001:26) also feel for learning and high tech organisation to succeed the energy and creativity must be tapped. Laudon et al (2002:14) the learning organisation needs to optimise its performance as a whole. In order for the organisation and the individual to take advantage and prosperity of new learnt behaviours and technologies, both the organisation and the individual must change through training, learning and planned organisational change. This means new experimentations and technology changes must be designed in such a way that it fits the organisation and the individual as well. Burgelman et al (2001:27) feels long term employment are also important integrative mechanism and that loyalty and commitment is harvested if employees feel the organisation continuously invest.

Task structure influences the feasibility of obtaining valid information and people's motivation to cooperate with colleagues and fellow employees in learning. Adler & Cole (1993:83-89) in their comparison between Toyota-GM NUMMI and Volvo's Uddevalla auto plants provide us with a workable relationship between task structure and valid information. In both plants, workers were encouraged to seek out improvements with feedback on their task performance over their respective work cycles. At Toyota work cycles were about 60 seconds long and performance of these cycles was very standard. These work cycles made it much easier to identify

problems, to define improvement opportunities and to implement the improved process. It resulted into a scenario in which feedback became more effective in sustaining continuous improvement. Volvo's Uddevalla workers too, had detailed information on their work cycle performance, but the cycle was about 120 minutes long. The length of the work cycle resulted into a situation in which it became very difficult for workers to track their performance at a more detailed level. This problem was also exacerbated by the Volvo's model of work organisation in which these workers were encouraged to believe that they should have considerable latitude in how they perform each cycle. The effects of Volvo's approach lies in the fact that it moderates the influence of task structure on the motivation to cooperate. Thus, task structuring is about organisations that help employees transform inputs into desired outputs, by using performance, monitoring, feedback, support, coaching and consequences. Performance monitoring is used to keep track of performance results, which are then used to conduct feedback and coaching. Support, supply employees with adequate resources, to get the task and job done, where coaching in addition provides employees with direction, advice and guidance. These behaviours include effective listening, furnishing employees with successful role models, showing employees how to complete difficult tasks, helping maintain high self- efficiency and self-esteem (Monoky, 1996:78). According to Sloman (1997: 176) cited in Nel et al. (2002:516) performance systems are successful only if the following issues are considered: 1) a vision of objectives have been communicated to employees, 2) departmental and individual performance targets are set within wider objectives, 3) formal reviews of progress to targets is conducted and 4) the whole process is evaluated to improve over organisational effectiveness. Consequences of performance represent rewards and recognitions used to reinforce effort, behaviours and performance (Kreitner et al., 1999: 182).

Proximity to the organisations core mission increases the likelihood that learning will occur in conjunction with a particular task system. Organisation's mission represent the reason why the organisation exist; where the mission can be seen as the long-term goal that describes what the organisation wants to become. The vision requires the organisation to benchmark itself against other world-class organisations and to create plans to achieve this vision and mission. These plans are known as strategic plans that out-line the organisations long-term direction and actions to achieve

planned results. According to Kreitner et al., (1999:226) employees are more likely to respond positively to participate in goal setting when they have greater task information, higher levels of experience and training and greater level of task involvement. Case (1993:36) sees proximity to the organisations core mission as “No one in this company is just an employee. People have different jobs; making different salaries, have different levels of authority. But all workers will see the same basic information and will have a voice in matters affecting them. And it will be everyone’s responsibility to understand how the business operates, to keep track of its results and to make decisions that contribute its success in the marketplace”. The influence of proximity to the core mission can also be tied to error criticality, as errors related to the core mission are likely to be more costly to organisations than errors in the performance of none-core missions.

Lastly leadership commitment and support is probably one of the most important ingredients for achieving a learning organisation. According Lipshitz et al., (2002:30) leadership commitment and support are essential for successful change of programs and in particular success of cultural change. Leaders set policies and according to Goeser (1996:27–28) leadership play’s a special role in learning because it is “where the exchange of information is launched, becomes systematic and then is monitored and rewarded. Popper & Lipshitz (2000:235– 44) specified three specific roles for leaders in the context of the multi-facet model of organisational learning: 1) making organisational learning a central element in the organisation’s strategy, 2) installing and institutionalising OLM’s and (c) install the values of a learning culture and create conditions that support psychological safety and organisational commitment. According to Edmondson’s (1996:5–28) leadership behaviour influences the way errors are handled, which in turn leads to the shared perceptions of how consequent it is to make mistakes. These perceptions influence peoples’ willingness to report mistakes and can contribute to a climate of fear and openness to identify and discuss problems. Thus, leadership commitment is about giving freedom to teams and individuals together with guiding principles these individuals and teams need to understand (Tait, 1995:105). Leadership commitment must be present in all levels of the organisation; and it depends on a million little things done with obsession, consistency and care, but in all that, little things add up to nothing if the trust, vision and basic belief are not there (Peters & Austin, 1985:35).

2.7 SUMMARY

In summary, the learning organisation is not a clear-cut process nor is there a standard definition for learning in organisations right down to the bone. Theorists, researchers, authors, practitioners and business leaders wrestled for decades between the concepts of organisational learning and learning organisation. They have recognised the commercial significance of organisational learning – and the notion of the ‘learning organisation’ has been a central orienting point in this. Only during the mid 1990’s it was possible for academics to draw a real distinction between these two concepts. Ortenblad (2001:127) provides us probably with the most practical distinctions between these two concepts. He sees organisational learning as a natural process that requires no effort because it exists naturally, in the learning organisation on the other hand there is a need for efforts and activities to be carried out because it doesn’t exist naturally. These distinctions clearly differentiate between the two concepts, in line with Lipshitz et al., (2002) statement: that organisational learning can be categorised as a descriptive and social process with learning organisation on the other end of the scale as prescriptive and a practical process. This classification has been researched and agreed upon by theorists, academics, researchers and authors in the likes of Argyris (1986), Brown and Duguid (1991), Dixon (1994), Nicolini and Mezner (1995), Schein (1996) & Easterby-Smith et al., (1999) that felt organisational learning is based on social, political and cultural aspects in the organisation. People like Senge (1990), Watkins and Marsick (1992), Stuller (1993), Henkoff (1994), Marquardt (1996) & Mumford (1996) see the learning organisation in the sense of an “ideal”, towards which organisations have to evolve in order to be able to respond to the various pressures they face (Finger & Brand, 1999:136). Organisational learning is just a means in order to achieve strategic objectives. The learning organisation is a vision to achieve goals, based on a culture and ability of individuals and collectively learning, and to precondition itself for thriving in the new context of a changing world. The learning organisation differentiates itself as an activity and effort based entity with the capacity to learn as a whole. The learning organisation has a positive attitude towards improving, changing and learning; these organisations learn from their own mistakes, share knowledge and communicate openly with others (Rampersad, 2002:2).

2.8 CONCLUSION

Learning concepts have been widely discussed over many centuries. It's only in the later parts of the 21st Century that companies and organisations have started to experiment with learning concepts to achieve the necessary success in their organisations. It's also important to understand that researchers, academics, authors and business leaders identify two types of learning that can take place in an organisation namely "Organisational Learning" on the one hand and "The Learning Organisation" on the other. But more importantly is the fact that a third group of academics, authors, researchers, and business leaders identify and realised that it's almost impossible for these two types of learning to take place in isolation. They believe that it's important to use these two concepts in support of each other and only then is it possible to create an organisation capable enough to learn. To test the learning process within an organisation is also a very difficult task. Many models have been developed that either test or measure these concepts in isolation of each other. Very recently and only in the 22nd Century the researchers Lipshitz, Popper and Friedman developed a model that not only measure both learning concepts in totality, but it measured also the conditions and arrangements in an organisation that will promote and result in learning. This model forms the foundation of this research and on which the organisation understudy will be measured and analysed. In chapter three this model will be used to describe the current situation in Mondi Cartonboard. This model will also form the basis on which the research questionnaires have been developed. This model together with the literature review in chapter two will be used to analyse the research questionnaires, to derive relevant and suitable findings in assistance of writing the final research report

CHAPTER THREE – MONDI CARTONBOARD’S CURRENT STATUS IN TERMS OF THE COMPANY’S QUEST TO THE DEVELOP A LEARNING CULTURE AND ORGANISATION.

3.1 INTRODUCTION.

After our first democratic elections ever in South-Africa, impediments, such as the maintenance of corporate chimney’s, fixed and tight decision boundaries and controlled power basis, dysfunctional organisational design and structures, unclear policies and cultures, made many South-African companies and businesses far less competitive than its overseas and global counterparts and direct competitors. These distresses are also compounded by structural upheaval in major industries through mergers, acquisitions, competitive shake and industrial and organisational meltdowns.

Mondi Cartonboard was no different from these organisations. The company also suffers from outdated management approaches, high sense of smugness, uncompetitive organisational designs and structures, incomplete strategic thinking, instability and outdated approaches in its labour practices. The years 1996/1997 under the leadership of a management led by a new CEO, can be seen as the turning point in the company’s history. The company realised, to achieve success and sustainability in a fierce and reckless global and local market, it is necessary to change its business approaches in totality. The company realised success could only be achieved through creativity and the development of frame breaking behaviours capable of displaying visionary approaches in every aspect of the company’s business approaches. This realisation directs Mondi Cartonboard on a change and transformational process. This process changed Mondi Cartonboard not only into a company with extraordinary clarity of intent (vision), but also into an organisation capable of mobilising and deploying employee talents and energy to the extent that every single person in the company experienced their roles meaningfully and constructively. Mondi Cartonboard also believed the company progressed to such a level in the development of a learning culture within, that this learning culture enables ordinary people to do and achieve extra-ordinary things. In order to establish the validity of the change process in the company, it’s necessary to evaluate the

company's internal and external in terms of the sub-problems as discussed in chapter one of this research.

3.2 THE STRUCTURAL FACET IN MONDI CARTONBOARD.

Structures play a dominant role in the new and transformed Mondi Cartonboard. Structures and the redesign of structures are derived out of the new vision and mission statement the company sets for itself. The new developed vision and mission statements are designed in such a form that it communicates to all stakeholders what the company stands for and wants to achieve. This vision and mission is supported with a well developed business model of "Customer Intimacy" that enables the company to move away from a "High volume Low cost" company to a focused factory, capable of providing its customers with "Total Solutions". This approach not only creates new focus in the company, but places tremendous pressure on the company's structure and employees. To deal with these pressures, the company revisited all facets of its structure that includes its operations, financial and commercial approaches, support services, its marketing and sales approach and above all the people in the company. In order to understand these changes it's necessary to discuss them very briefly.

Operations in Mondi Cartonboard can be seen as the heart of the company. Old approaches of; "high volumes and low cost" and to "be everything for everybody" (Mondi Cartonboard, 1999) not only forced the company into the red but also created very unsatisfied customers and employees. Understanding that the old operational approach is busy destroying the company, Mondi Cartonboard developed two separate business units (Mondi Cartonboard, 2000) that can cater for two target markets namely a Packaging Business Unit and an Industrial Business Unit. These business units' operations are tasked with the duties to develop new products and to discard any product not profitable for the company. These units are also instructed to reconsider their equipment and machinery in order to achieve higher levels of efficiency and quality. Services such as finance and commercial operate in a matrix formation over these two operational pillars. With this approach new focus is placed on the financial and commercial side of each business unit. This set-up leads to a scenario where the business unit understands exactly what is required to produce a

specific product in terms of raw materials, time and length to produce a product and above all, the cost at which the product is produced. Support devices are responsible for all auxiliaries not core function to these two units. The support services are responsible for the continuous supply of water, steam and electricity in these units. They are also responsible to keep and update quality processes such as ISO 2001, 14000 and 14001 (Mondi Cartonboard, 2001).

This leads us to the employee in the company. To achieve success in this new approach, effective management of employees are key to the process. Therefore people were made responsible for the business they are operating in. These employees are made responsible for a business unit, including its whole value chain from inbound logistics to outbound logistics. It's required from the employee to deal with suppliers of raw materials to get the best quality at the best prices. Mondi Cartonboard employees are also responsible and accountable for its customers. Employees are working very closely with customers to understand their needs. Employees are also responsible to ensure Mondi Cartonboard's products achieve its full potential on the customer's production equipment by providing technical support and expertise where and when required. Mondi Cartonboard's management claims, employees in both business units are empowered and armed with the authority to make decisions to change and adapt the company's operations to achieve the best results possible. Levels of command are very flat with only three layers between the CEO and the employee on the floor. With this flat hierarchy, people are forced to work in self-directed teams to resolve major problems and to initiate new technology, equipment and projects in the company and its operations.

To conclude Mondi Cartonboard (2001) see itself as an open and living system. Structure in the company is designed in such a manner that it allows people, information, capital, goods and services move back and forward over boundaries between the different business units. These structures allow flexibility in which employees having meaningful authority to make their own or in a team context decisions that will benefit the company and themselves. These newly design structures force everybody to work towards a common goal, to collaborate, and to participate in order to achieve the company vision and mission.

3.3 THE CULTURAL FACET IN MONDI CARTONBOARD.

Companies are increasingly being asked to boost productivity, quality and customer satisfaction while reducing cost. These can only be met through the co-operation and the effort of all employees. Mondi Cartonboard was no different from these organizations. Mondi Cartonboard realised the only way to create success is to create a positive works environment in which people felt valued and appreciated. By doing this the company can develop a culture in which people are prepared to learn, to be committed and to perform to the best of their abilities. This might be easier said than done because our country's past history together with many company's history, do not contribute to this quest. As we know due to many injustices, suppressions and unfairness that happened in our past history, people and employees in Mondi Cartonboard developed into stereotypes with their own values, morals, prejudice and hatred towards different groups, individuals and the company.

Mondi Cartonboard (1998 and 2000) realised to manage this type of diversity and to develop a culture that will suite the company's needs, will be a very sensitive, potentially volatile and sometimes uncomfortable issue. The first steps in developing this culture the company realised, it is necessary to adopt a new way of thinking about the differences among its employees rather than putting one group against another. Mondi Cartonboard started to value cultural differences and strived to recognise the unique contribution every employee, individual and group can make to the company's success. The development of a new organisational cultural also provides Mondi Cartonboard an artificial intervention to correct and change the imbalances, injustices and outright discrimination that took place in the companies past history. The new culture is aimed to value diverse differences with emphasis on awareness, recognition and understanding (Mondi Cartonboard, 1998). The new culture in Mondi Cartonboard is developed on the foundation of the new vision and mission of the company. People in the Mondi Cartonboard, (2001) are very informed in what the company stands for and what the company wants to achieve. Employees also understand where and how they fit in this process and that there is no place for intolerance, hostility, political savvy and suppression of any individual, employee or group. The new culture in Mondi Cartonboard place practical focus on preparing employees for greater responsibility, advancements and accountability. These issues

have clearly been seen in the way the company developed structure in order to get employees involved in the decision making process in the company. The company also created systems, structures and policies that create flexibility. A skilled workforce that is empowered and authorised to question management, other employees in different business units and even those in their own groups. The new and transformed culture also achieved high levels of trust and commitment to such an extent where the employees are responsible for: (1) The recruiting, detection and socialisation of new employees (Mondi Cartonboard, 2002); (2) The design of physical workspaces and environments (Mondi Cartonboard, n.d); (3) Slogans, languages, acronyms and sayings; (4) Explicit rewards, status symbols and promotion criteria; (5) Responsible for organisational activities, processes, measure, control and outcomes (Mondi Cartonboard, 1997). Also to be found in support of this culture are managers as mentors to provide advice, support, coaching and protection. The visibility of managers also provides psychological support in terms of role modelling acceptance and confirmation among employees. Thus, new culture also cultivates and initiates ethical behaviours and the development ethical codes acceptable to all in line with the company's culture values and norms (Mondi Cartonboard, 1998)

The company's new values and norm system can be defined with the following acronym: S.I.T. S.I.T stands for speed, innovation and transparency. Speed in the company means do things as quickly as possible. In order to achieve speed employees are encourage to ask question, to question the integrity of outcome and decisions, to create and develop a greater awareness of issues and variables that might influence organisational outcomes, behaviours and collective and individual learning. Innovation can be seen as the sense making structure to facilitate and the interpretation of familiar and unfamiliar events. Innovation also places emphasis on flexibility and creativity and to challenge and question old paradigm's that might tamper the vision, mission and empowerment in the organisation. Transparency is probably the most important aspect in this set of norms. Openness is at the order of the day in Mondi Cartonboard. The left hand always knows what the right hand is doing. There are no hidden agendas between anybody in the organisation, the company, employees and other stakeholders are very well informed about areas of success or failure. This transparency also requires and encourages feedback

whether good or bad on actions taken. The integrity of feedback and the willingness to accept errors, made by a person himself or by others. The last and very important issue that supports transparency is accountability. Employees are in Mondi Cartonboard to encourage accepting the accountability for their actions and decisions. These employees also understand they are responsible for their own learning and the implementation of this learnt lesson.

To conclude, Mondi Cartonboard's culture is no longer a culture of mistrust and stereotypes with their own agendas. The new culture provides management and employees the insight to see the bigger picture that will operate success for the organisation. Employees share the same set of values and norms in the organisation that enables them to operate as a whole. People in the company also value the differences among them and use these differences to support each others strengths and weaknesses. Employees in Mondi Cartonboard use their intellectual capital to adapt to their ever-changing physical environment pro-actively to learn from each other and to contribute to the learning of the wider community of which they form a part.

3.4 THE PSYCHOLOGICAL FACET IN MONDI CARTONBOARD.

In our present post-industrial society, knowledge is a key organisational resource. Unlike physical resources such as land, labour and capital, knowledge is not a structurally identifiable entity. Knowledge can be generated but without meaning, it is inert and static. Traditional ideas such as control, choice and adaptation become less appropriate for the understanding of complex behaviours in organisations and its employees. These traditional ideas are presently replaced with concepts such as sense of direction, creativity, portfolios of skills with people at the centre of all organisational activities. This complexity of our present environment resulted into a scenario in which belief and value systems did not remain static. The systems revolved into a continuous flux and readjustment of social and psychological interactions between the organisation and its employees. So far in this background information discussion, we have learnt Mondi Cartonboard has put into place all the building blocks to develop a true transformed and learning organisation. These building blocks provide a window for improved employee empowerment,

participation, decision-making and a shift in the organisational power base to the lower ranks of the organisation. In order to complete the circle Mondi Cartonboard realised to pull all the different facets in the organisation together, it is necessary to develop a psychological climate that will allow employees to change their basic patterns of thinking and interactions. The company recognised it is necessary to equip organisational members with sustainable values, knowledge, skills and security that will promote effective responses to the company's transformational process. These recognitions dictate the need for a high trust culture, responsive system and knowledgeable workers who are capable of participating in decision making and problem solving without the reliance of a complex command and control system. This approach involves moving from the security of culturally established and specific patterns of behaviour based on bureaucratic regimes and management control mechanisms towards a climate in which employees are flexible, skilled, well informed and committed to organisational goals. By doing this the company felt employees will start to understand the need and direction for change, they will become clear about what the new developed values, processes, structures, policies and skills stand for. They will also understand why and where relevant changes need to take place. On the bases of these assumptions, Mondi Cartonboard (1998) developed a psychological climate that shifts from power and control towards one of interpretation with emphasis on coordination and self-awareness.

By doing this Mondi Cartonboard moved away from repetitive behaviours and routines towards a system that derives strength and cohesion amongst employees. Designed procedures, structures, policies and contexts have been redesigned in order to improve the psychological maturity across the organisation. Command and control systems made way for a new approach of psychological safety. This approach provides a climate in which people can act and react in what they are allowed to experiment and to make mistakes without the fear of punishment for errors made in the process. The management team in Mondi Cartonboard (1998 -), under the leadership of the new CEO, continues to promote creativity, innovation and experimentation amongst employees. The only requirement for this process on employees is: "If you made a mistake or error, do not try and hide the error. Come forth, speak up and discuss this mistake or error. Do not be afraid of failure or embarrassment of what supervisors, peers or colleagues might think. Discuss these

mistakes, find the root cause but most important learn through your mistakes.” A result of this process is the development of an electronic process in the company for the capturing of all these learnt lessons across the organisations. This business information system is available for everybody in the organisation to capture his/her experience and how success has been created or how errors have been rectified. This system is also available for those who have similar problems to study and to learn what has been done to rectify those difficult situations. Thus, based on the above, Mondi Cartonboard creates a climate in which organisational members are not afraid to experiment. People are allowed to make mistakes without the fear of capital punishment and embarrassment. These employees are well informed and operate in an environment that is capable to provide psychological safety and maturity. This level of maturity did not take place overnight; it is the result of organisational commitment and persistence over a period of time. A critical factor in this process is the way in which everybody in the organisation share information and the collaboration of work activities throughout the entire organisation. Information, organisational goals and values are collective issues that are discussed and shared openly, timelessly and accurately as possible. Leaders, managers, supervisors and even informal leaders play a critical role in this process. Their main function is the facilitation and the creation of a shared vision amongst members and to keep the organisation aligned with this vision. They are responsible to develop formal and informal channels of communication for free and open communication, the need to promote sharing, experimenting and learning without the fear of criticism and punishment. By doing this they assist in creating an environment of social responsibilities that incorporates the nurturing of the human being. Nurturing the human being, Mondi Cartonboard creates a sustainable environment in which employees are committed to the organisation and in which these people want to stay and to invest their passions and energies.

To conclude Mondi Cartonboard (1998) see itself as an employer of “choice”. The company claims people are employed in the company because they want to be employed by the company. The company claims it is transparent in every facet of its business. They believe they created an environment of integrity and accountability that is capable of promoting organisational commitment. The company also believes

the company itself and its employees would do “the right thing” rather than doing “the political correct,” as in the past.

3.5 THE POLICY FACET IN MONDI CARTONBOARD.

The process of re-design and transformation of an organisation may look like a jigsaw puzzle. In many cases as in the case of Mondi Cartonboard (1999) this re-design and transformation process was necessary because of the misfits between the constituencies and the functionality of the organisations. It is also true if an organisation wants to succeed there must be awareness across the organisation, amongst all, not only on management level but all levels that every single individual and group can benefit from their own and others experience both positively or negatively.

Mondi Cartonboard realised in order to succeed in their transformational quest from a traditional bureaucratic hierarchy toward a participative and learning entity its necessary to develop a flexible, delayer organic organisation in which the locus of control shifts from the manager to the worker. This empowerment of workers does not make managers in Mondi redundant but their roles shift from controlling every aspect in the organisation to one of encouragement, enthusing, facilitating and coordinating. This change was also directed and necessary for the managers in Cartonboard to promote the company’s new philosophy, to help and shape the new culture to the organisation, to encourage openness and reflectivity and to learn and teach others to accept errors and uncertainty. This step change also encourages the normal employee on floor level to question decisions and the status quo without the fear of reprimand or reprisal. Employees now in Mondi Cartonboard are empowered and operate in an environment that appreciates their skills, values and work. Their opinions are treated equally and with respect, they are aware of their importance to the organisation. Another important aspect in Mondi Cartonboard policy faces is the company’s commitment to learning. This objective is seen as one of the main cornerstones in the company’s strategic orientation. This objective places emphasis on learning. The company invests large amounts in improving the skills of individuals, teams and the organisation itself. The company also invests large amounts in an artificial intelligence for the capturing of lessons learned and experiences

electronically. Not only is Mondi committed to learning in the organisation but also to learning outside the organisation. One of the company's strategic objectives in terms of its social responsibility to the community in which the company operates is to bring the learning experience to the community. The company did earmark several community projects, for one the KwaThema Crèche Project. KwaThema occupants try to cater for working parents by establishing the KwaThema Crèche. But as time evolved the crèche was not self-sustainable due to the lack of qualified and skilled people to run and manage this none-profitable body. In the face of closing down Mondi Cartonboard took this crèche under its wing not by handouts but in terms of training and education. The company assists stakeholders in electing a governing body and provides for them via training and education basic managerial skills. Mondi guides this crèche and its governing body to become self-sustainable and to cope with day-to-day difficulties. The company also involves other stakeholders such as parents by teaching them the abilities and skills to look after and maintain the crèche and other equipment. The crèche is currently very well established and has expanded extensively to provide the necessary care for kids and siblings so desperately needed by the working parents of this particular community.

Policies in Mondi Cartonboard is also designed and developed with emphasis on tolerance for error. The company and its employees strongly believe that if people experiment that innovative mistakes will be made. The company continuously promotes among the people to try new and creative things and if mistakes are made, to learn out of these experiences. One major stride in Mondi Cartonboard (1998) is the transformation of the company's disciplinary process. This process has been developed in a cumulative effort between management, employees, workers organisations and unions. This process is very unique and most probably the only of its kind in South Africa. The uniqueness of this process lies in the fact that it puts the employee in charge, in the sense that employees in the company are seen as the gatekeepers of discipline. The most important aspect of this process is that it is not designed to punish but to correct unacceptable behaviours and actions. This process tries to teach and educate wrong doers with a major emphasis on tolerance for error and psychological safety.

The last important aspect of Mondi's policy approach is education and training (Mondi Cartonboard, 2003). The company moved away from the traditional approach "You will do as you have been told". By doing this, the company realised the upliftment of employee's skill and ability is very important for its success. The company also realised empowered employees need to be trained and educated before more accountability and responsibilities can be directed to them. In order to overcome this problem the company developed learning and training processes that suite their needs. This process is developed in such a manner that it caters both for the social and technical needs of the employees of the company. The program also caters for the old and new employee and is designed in such a way that a person would not stagnate in one direction for years. The company also promotes cross functional learning among its employees, people need to know how other departments and constituencies operates and what it takes to achieve the company's goals. Another important aspect of this education and training program is Mondi's vision about the future. Mondi believes the future lies in new and young blood and the only way to achieve sustainability in the Pulp and Paper Industry, young and energetic people need to be trained and educated in these industries. The company embarked on a program called "Production Trainees" (Mondi Cartonboard, 2001) that took young and bright youngsters on 2 to 3 year contract basis in employment. Whilst in employment these candidates are extensively trained and educated in all the dynamics and concepts of board and papermaking. This training and education took place in house, on the job, in Technical Colleges, Technikon's and Universities. At the end of their training period, if there are any possibilities in the company, these trainees can apply within or they can apply outside as skilled and able individuals.

To conclude, Mondi Cartonboard's policy approach might be different and very contradictory as the norm in the business world. But the company believes they are successful in what they are doing and this can be seen in the company's bottom line. The company not only sees itself as a learning organisation but as a learning organisation in a learning society in which it operates. The company is designed in such a manner and with policies in support that it promotes not only learning amongst members but also to its social communities. Policies in the company teach people to be tolerant towards errors and mistakes and promote the notion that if people did not try different things, people would not make mistakes. The policy also teaches and

educates people that if mistakes and errors are made to learn out of these errors and mistakes and not make these errors and mistakes in the future. These policies also promote psychological safety because people would not be reprimanded if they made mistakes and errors, but if mistakes and errors are made through negligence, then it is not part of the learning process and in an organisation that is continuously learning.

3.6 THE CONTEXTUAL FACET IN MONDICARTONBOARD

The revolution of change in organisations has been well documented over the years. The major source of this change is the growing realisation that tight controls, greater working pressures, more clearly defined jobs and tighter supervision in many cases crippled organisational productivity gains. New strategic imperatives in recent years enlighten more flexible and empowered organisational design and structures. These imperatives have challenged management to review their organisational designs, management styles, employment policies in the interest of more effective asset utilisation, greater flexibility and product quality and reliability.

The issues mentioned above plays a critical role in Mondi Cartonboard's transformational process. As we already have noticed a total focus shift in the company took place, the company moved from a traditional control and command hierarchy towards a participative and empowered organic system. Mondi Cartonboard (2005) is in a process of developing a new workforce that is skilled, flexible, committed and motivated. The company becomes leaner, flatter and more responsive. The committed workforce in the company is no longer seen as an extension of machinery and effort has been made by Mondi to appreciate and to value this intellectual capital within. The company no longer sees its workforce as an economical and financial burden but as sensitive beings able to make mistakes, who can be uncertain and fearing the unknown that the environment might lay on them. One very important aspect in Mondi's contextual facet of transformation is the realisation that employees are allowed to make mistakes in their process of learning and experimenting. One major consequence of mistake is the criticality of these mistakes. Mistakes in many cases are very expensive and costly to the organisation and the person who made the mistake. Criticality of errors in most cases has a major psychological effect on the wrongdoer. The wrongdoer starts to live in fear for the

consequence of his mistake. Mondi also realises that errors can be critical for the organisation. The company promotes openness and transparency if such critical errors were made. Looking at the policy side of the organisation these policies are hand in hand with the contextual side that tries to reduce defensive routines and behaviours amongst employees. People are encouraged to be more accountable, more willing and to be transparent. Employees learn to be more fact and issue orientated, with more freedom from the tendency to avoid personal responsibility. In order to promote openness and to inform people how critical errors can be, Mondi developed an open communication system with an open door policy. People receive all kinds of information from the biggest financial achievements to the smallest operation issue possible in the organisation. Through training and education, employees are informed and skilled to understand what their action might have on the organisation. People and employees in Cartonboard are allowed to make a mistake and to discuss these mistakes with others in order to achieve other perspectives on these issues.

Looking at the contextual facet as a whole, leadership and the commitment of the leaders are critical in this process. The leaders in Mondi, guided by the CEO, are built on a foundation of trust. The leaders in Mondi operate from a basis of several variables namely: consistency, keeping promises, discretion, morality, fairness, openness and accessibility. Leaders in Mondi speak highly and openly about organisational ideologies and the impact their decisions might have on the people and the organisation. Leaders in Mondi have the ability to formulate and demonstrate simply and clearly the aims and objectives of the organisation. These leaders treat every single employee as a unique individual that have needs and aspirations, they assist and help to develop their workers strong sides. They also spend a lot of time training and guiding their employees. Leaders in Mondi monitor their workers performance via performance agreements, give feedback and provide guidance and assistance in areas where performances is of a sub-standard. The leaders in Mondi also see the learning process in the organisation as a central issue. Employees are continuously being encouraged to learn and to find new ways of improvement.

3.7 SUMMARY.

Change has always been an organisational and management challenge. However, Mondi Cartonboard realised in the late 1996 early 1997, it is necessary to make a distinction between what could be described as routine or programmed change and more revolutionary or none-programmed change. Mondi recognised, for success its members must be equipped to create and sustain values, processes, skills and systems that will promote efficiency and effectiveness. The company realised the phrase “learning” is a complex mix of ideas in which people need direction to be clear about new values, processes, structures and policies. It is also clear to the company that organisational effectiveness is increasingly dependant on the development of an environment that fosters learning and the sharing of information as the foundation to deal with uncertainty.



CHAPTER 4 – RESEARCH METHODOLOGY

4.1 INTRODUCTION

Chapter no. 4 is dedicated to the research methodology to be used in this research, for the investigation and analysis of the learning process in Mondi Cartonboard. Before going into any detail it is important to consider the following statement by Mouton (2001:33) “Researchers often confuse “research design” and “research methodology” which are two very different aspects of a research project”. Mouton states, research design focuses on the end result, what kind of study is planned and what kind of result is aimed at. The departure point of the research design is the research problem or question and focus on the logic of the research and what kind of evidence is required to answer the research question adequately. Research methodology focuses on the research process tools and procedures to be used in the research. The point of departure in this process is the specific tasks (data collection or sampling) at hand. This process focuses on the individual steps in the research process and most objective (unbiased) procedures to be employed to derive the desired results. The Methodology chapter (Hall, 2003:2) will be used to justify the choice of methods employed in this research. It will also demonstrate the researchers understanding that there are various options for conducting a research. For this reasoning the researcher will refer back to concepts learnt in research method classes, text books and articles read. Although much of this chapter will focus on data collection it is also necessary to acknowledge the techniques used for other activities related to the research project such as population, sampling, research design selection, data analysis and analysing techniques. Chapter 4 will also consider the trustworthiness, reliability and validity of questions asked, the questionnaires developed, to cover organisational concepts and approaches in the study itself.

4.2 THE RESEARCH PROBLEM

The purpose of this study is to uncover and to describe the relationship between the employee and the organisation in a change and transformational process towards a learning culture. The research starts with the question: “Did the transformational

process achieve its objective in developing Mondi as a learning organisation?” This inquiry led to the understanding of the influence the learning process has on the organisation and its employees. It also places focus on organisational designs such as structures, cultures, policies, context and psychological natures. Since these issues expose different orientations, values and understanding, five research questions were asked in the form of sub-problems to address every facet of the organisation:

- The structural question to address problems between learning by the organisation and learning in the organisation
- The cultural question that addresses normative behaviours that generate and create generative productive learning
- The psychological question that addresses the psychological or state of the organisation that determine the extent to which individuals enact these new learnt behaviours
- The policy question which address issues of how management facilitates learning in the organisation
- And lastly the contextual question that address issues and features in the organisation that promote and inhibit learning in the organisation

Instead of a single focus research problem, overlapping problems were found to create increase focus in this study. The overarching concern is the creation of a valid and reliable understanding of how individuals perceive and learn in a transformed organisation. According to Cullen (1999:1) the concept of learning, when applied in organisations, logically focuses on the learning qualities of collectives or groups. In contrast, until recently psychological research on learning has been concerned with the individual learner and the conditions in which learning is promoted. Schools of thoughts has moved from learning as a change behaviour, to a cognitive view of learning characterised by the learners cognitive activity “in the head”, to the study of learning in a social context (Bereiter, 1990:603-24). The learning process underpins the following principles, adapted from Brown, (1994:4-28) “Learning is active, strategic, self conscious, self-motivated and purposeful. It guides the discovered process towards a form of disciplined inquiry that would not be reached without expert guidance to push for the upper bounds. Individual differences in the

distribution of expertise and interest are recognised and valued. Active exchange and reciprocity of dialogue fosters interpretive communities, where collaborative learning creates an atmosphere of joint responsibilities, mutual respect and a sense of personal and group identity. These underlying assumptions in a parallel argument in the corporate context are important in the sense". Effective corporate leaders do not simply deliver mission statements or strategic plans, but they create an organisation that learns what visions and plans are socially constructed.

4.3 DESCRIPTION OF THE METHODOLOGY TO BE USED

Habermas (1972) in Jones (2004:3) claims that interests and values motivate a research. Jones (2004) states that social, personal and political interest form part of the researcher's context and is folded into their research. Garson (2004:1) see case studies as a time-honoured traditional approach to study topics in social science and management. In a case study, the researcher will discover and uncover more variables he or she has data points, which make statistical control such as multiple regressions impossible. These discoveries may be considered as the strength of this type of studies because these capabilities uncover casual paths and mechanisms through the richness of details, the influences and interactions of effects that might not be treated as organisational variables in a statistical study. A frequent criticism of the case study is its dependence on a single case. That renders it incapable of providing a generalised conclusion. Yin (1993) in Tellis (1997:3), view case studies as microscopic because it lacks a sufficient number of cases. Hamel et al (1993) also in Tellis (1997:3) was careful to reject these criticisms of case as poorly founded and the goal of the study should establish the parameters of the researchers. Once these parameters have been established it should be applied throughout the research and in this way even a single case should be considered as acceptable, provided it met the established objective.

This research study will be in the form of a case study, but in a single case study form. This case study represents the original research of this case; it will be analytic, systematic and explicitly related to literature in the field of learning in organisations. It will also test propositions that are relevant to significant theoretical issues. To test the proposition driven from learning in organisation theory, the researcher developed five

sub problem questions to create a variance and focus in the dependant variable (the learning process in Mondi Cartonboard) under study. This case study will be of the nature of a “pre-post case study”. Jensen and Rogers (2001:237-239) define this type of study as a “study of one research entity at two time points by a critical event”. The critical event in this case is the transformation process that took place in Mondi Cartonboard. Using this method the research of this document will try to compare five organisational facets in the company before and after the transformed process. By doing this, the study will also strive to create a holistic understanding of what has been achieved or not. This study will also be characterised by protocols such as field procedures, questions, overview of the project and guide of the report for professionalism and accuracy of findings and outcomes. It is also important to highlight this last, but not least objective of this study, this study is designed and developed to consider the voices and perspective of not only one group in Mondi Cartonboard. It will consider both management and none-managerial voices and perspectives and the interactions between these groups. This approach has the characteristics to give a voice to the traditionally, powerless and voiceless in the organisations.



4.4 DESIGN OF THE STUDY

Mertens (1998:2) defined research as a process of systematic inquiry that is designed to collect, analyse, interpret and use data to understand, describe predict or control an educational or psychological phenomenon or to empower individuals in such contexts. Mertens also described research as a systematic and organised effort to investigate specific problems that needs solutions. Parasuraman (unknown: 3) states the choice of the most appropriate methods or techniques used in a particular research strategy depend on several factors. The decision is over which research design involves the various strengths and weaknesses inherent in the use of different approaches as well as the epistemological approach of the research. In this case, the qualitative approach in a case study framework was deemed the most appropriate.

Much is sometimes made of the distinction between qualitative and quantitative research design. According to Lloyd-Jones (2003:3) qualitative research honours the logic of experimentation or correlation methods adhering to agreed rules and

predetermined sequences, irrespective of new emerging data and analysis. In the quantitative process the role of the researcher is detached from the field of enquiry. But in contrast to the qualitative research design, this type of design displays an interactive dynamic and emergent characteristic in which the aims, strategies, data, analysis and validity are wound into the research process. The researcher in the qualitative process is the key to the process and it is required from the researcher to deploy on continuous basis reflexivity, the evaluation of skills to data analysis, and decisions concerning the direction of the study. This type of study method was also chosen for this research to elicit in depth information. This type of research was also chosen due to its nature to take into account all substantive problems to be investigated as well as available resources with its potential ethical dilemmas. The qualitative approach was also considered due to its uniqueness to elicit in-depth information and this type of research appropriateness to create participation among all parties concern.

Therefore using the qualitative approach allows the examination of a wider range of organisational and employee related issues in a company. It also allows greater participation within the organisational boundaries and Gollan and Markey (2001:339) conclude: "National surveys offers only part of the story and are stronger in structural areas that result from state or multi-state legislation such as work councils. They also provide evidence on broad variations of participative practice but they cannot provide qualitative or detailed data at the level of the firm...consequently we still require firm based case studies in explaining recent patterns and diversity in changing organisational structure, processes and context".

4.5 RESEARCH POPULATION

Garson (2004) warns, unlike random sample surveys, case studies cannot and are not representatives of entire populations. He also warns that the case study researcher should take extra care not to generalise beyond the case under study. He also states that we cannot view case study research as methodologically invalid because the selected case cannot presume to be representative to entire populations. The main difference between a statistical research and a case study lies in the fact that a statistical research is one that generalise to a population that is

based on a sample on which this sample is representative to that population. The case study on the other hand is theory based and the case is selected to represent dimensions of that theory.

This research is based and revolves around the problem statement. “Did the transformation process in Mondi Cartonboard achieve its objective in developing Mondi into an organisation capable of learning?” Based on this question, the research develops five sub-problems that cover all the business facets of the organisation. These facets have been considered in the research literature review to establish dimensions that create focus that is necessary to achieve success in each and every facet. Having done this and having a better understanding of the theory surrounding these facets, the researcher decided to narrow the population to be used in this research only to the company on which the research is concluded. The researcher also understands that not every member in a population is observable for reasons mainly describe to time and cost. Due to these reasons, the researcher decided to use only subjects of the population on which the observations of this research will take place. These subjects (groups) will be discussed under the heading “Research Sample Design”.

4.6 RESEARCH SAMPLE DESIGN

The sampling process in this research is critical to the success of this research. We have learnt out of the discussion under the heading “Research Population” that a sample should represent a population and the population should be representative to that sample. We also learnt that a sample is largely related to quantitative statistical research that yields numerical responses (Wegner, 1993:7). This research takes the form and is largely theoretical base. Even in theoretical sense it is important for the research to derive two subsets or sample units for analysing and observation purposes. The two sample units will consist out of: none-managerial employees and managerial employees in Mondi Cartonboard. The total population in Mondi Cartonboard consist out of ± 475 people. The total sample out of this population will consist out of 80 employees or $\pm 16\%$ of the total population. This sample will then divide in two equal portions of 40 people in each subset. Individuals in these subsets

will be selected from an unbiased and neutral approach. This approach is necessary to prevent prejudice and the nature dictation of this research.

4.7 RESEARCH DATA

Data is the raw material of statistical analysis (Wegner, 1993:7). It is necessary in any statistical analysis, whether quantitative or qualitative to understand the factors that might influence the data or its quality. It is also important to understand the data type gathered, determines the type of analysis to be performed. Certain statistical methods are valid for specific data types and applied incorrectly to a statistical method can render findings invalid and incorrect (Wegner, 1993:7). Data to be issued in this research will be of qualitative value.

4.8 DATA COLLECTION

Data collection can take the form of several approaches for example, direct observations, interviews or experimentations (Wegner, 1993:14). The approach to be used to collect data in this study will be in the form of personal interviews supported with proper designed questionnaires. This approach will ensure the appropriateness of the data collected and that will provide the foundation to compare the theoretical issues discussed in the literature review of this research, and what actually took place in the practice. Other advantages of this approach are a higher response rate, data collection is immediate and responses are spontaneous.

4.9 RESEARCH QUESTIONNAIRES

According to Wegner (1993:17) is the research questionnaire a data collection tool/instrument to gather data in all interview situations? He also claims a questionnaire should consist out of three sections namely: the administrative section, the demographic or classification section and lastly the information sought section. The administrative section is not applicable to the research. This research is confidential of nature and consists out of two sample units' namely managerial and none-managerial employees. Due to this approach, demographic selection is applicable to this research. It will be required from individuals in the different subsets

to indicate in which demographic areas they fall either managerial or non-managerial area. This is necessary because this study is based on perceptions among these groups and will have a major affect on the outcome of this research if respondents' neglected to indicate in which category they fall. The information-sought section forms an integral part of the questionnaire design. Special attention has been paid to the following, type of questions, order of the questions and lastly the structure and wording of the questions.

Questions asked in this research are based on five different categories to cover all the sub-problems stated in this research. Questions in the questionnaires are also developed along the Multi-Facet Model described in the literature review of this research to analyse the Mondi Cartonboard in line with the sub-problems and the current situation in the company. Each of the five question categories is sub-divided into eight short and direct questions. In order to establish clarity from all the individuals in each response group, a short in-depth definition is provided with each question category. Questions asked are based on proven methods, models and literature learnt out of the literature review in this research. Each question is also provided with a Likert rating scale from 1–5. By using this method, respondents are asked to indicate a preference/perception on a scale. Preferences/perceptions will be measured on a continuum from one extreme to an opposite extreme. It will also be assumed in this research that the differences between the different ratings will reflect equal difference between perceptions or expressed preferences. It is also true when using the Likert rating scale a wide range of statistical techniques to interpret internal scaled data as it provide qualitative data numeric measurement properties.

4.10 DISTRIBUTION OF QUESTIONNAIRES

Questionnaires will be distributed among two sample units' namely non-managerial employees and managerial employees. These two sample units will account for \pm 15% of the population in Mondi Cartonboard. It is assumed that each sample unit will consist out of 40 individuals in each group. The process of distribution will take place along the approach of the personal interview process. The research will be present but the personal interview will take the form of a group approach. The research will explain the nature of the process and that the process is absolute confidential and

that no names will be mentioned in person or in any report to another. Another reason why this type of distribution should take place and why the researcher should be present is to provide clarity if a question is not understood. It is important to understand that especially among the none-managerial sample units there could be individuals without education or the ability to read and write. For the success of this research it is important that everybody understand and interpret each question for what it stands and asked and only the researcher can provide this clarity.

4.11 ANALYSIS OF QUESTIONNAIRES

Statistical findings are only of value if they can be effectively communicated. Graphical techniques are commonly used to convey statistical results and can convey information more vividly and quickly than any other means such as numerical tables and written reports. There is much truth in the adage "A picture is worth a thousand words" (Wegner, 1993:28). In order to assist and to simplify the analysis and interpretation of the results the following tools will be used: graphs, histograms and frequent distribution table. For example charts can be used to indicate response in the different sample units together with a percentage who failed to respond.

CHAPTER 5 – FINDINGS AND ANALYSES OF QUESTIONNAIRES'

5.1 INTRODUCTION

Good decisions are born out of good information (Arnold, 2002:97) this principle applies to all types of decisions we make whether in the interest of our personal or business life. It is also true that information varies greatly in reliability and depends mostly on the source of the information. For this reason its imperative to receive high quality information before any decision is made because high quality information reduces the risk of poor quality decisions we anticipate making. The discussion above is very relevant to this Chapter of analysis and findings because the openness and honesty in which the questionnaires have been answered will determine the outcome quality of this study. In order to achieve a high level of information quality, openness and honesty from the sample units', the researcher undertook in writing the participant's name, gender, status, race etc. and will be held in total confidence and not to be mentioned anywhere in this research, to the other response group under study, or to any other group, individual or manager in Mondi Cartonboard or any other organisation at any time or place now and in the future.

5.2 FINDINGS AND ANALYSES OF RESEARCH QUESTIONNAIRES

The questionnaires of this research consist out of five main categories based on the sub-problems discussed in Chapter 2 of this study. These five main categories are then sub-divided in eight short questions related to a specific main category. In order to achieve the relevant answering of the questionnaires two sample units' were selected for this purpose namely: "none-managerial employees and managerial employees" within Mondi Cartonboard. Both sample units' have been provided with an identical set of questionnaires because peoples' opinions are based on preferences and perceptions. By adapting this approach the researcher of this study tries to create a holistic view of what both these sample units' prefer and perceive as reality and the real situation in Mondi Cartonboard. Each question, in every main category of both sample units' will be analysed simultaneously with the assistance of charts i.e. Pie charts, histograms etc. Once a finding has been derived for each question in every main category in terms of both sample units, the findings will be

discussed with the support of the literature as reviewed in Chapter no.2. Once all the findings have been derived for every single question in terms of both response groups in a main category, a discussion in the sense of a conclusion will be used to highlight the overall outcome of that specific main category.

5.2.1 Question no.1 - The structural facet of learning in organisations

The structural facet of learning deals with all the structural arrangements in the organisation necessary to promote learning in the organisation. The questions are as follow:

5.2.1.(i) Mondi Cartonboard ignores environmental changes such as, new technologies, products, competitors and markets?"

The organisational environment and how the company deal with this environment plays a critical role in the learning process that takes place in the organisation. A positive organisational environment only exist when the company has done everything possible to establish conditions that encourage success and to remove any potential and existing issues that might lead to organisational failure.

Findings of Question no1 (i) - Mondi Cartonboard ignores environmental changes such as new technologies, products, competitors and markets.

Analysis of question no1 (i) indicates among the non-supervisory and non-managerial group at 7.5% agree and 10% strongly agree Mondi Cartonboard ignore environmental influences upon the company. 2.5% of this group is undecided regarding this statement. Table no.5.1 also indicates that 40% and 50% of respondents in this group disagree and strongly disagree that Mondi ignores environmental influences such as new technologies, products, competitors and markets on the company. On the supervisory and managerial response group as per table no.5.1, 2.5% respondents' agree and another 2.5% respondents' strongly agree with this statement. 27.5% and 67.5% respondents' disagree and strongly disagree that Mondi Cartonboard ignore environmental influences on the company. By adding

both respondent groups together as per table no.5.1, 87.5% or 70 respondents' out of 80 respondents' are in agreement that Mondi Cartonboard considers all the

Table no. 5.1. - Mondi Cartonboard ignores environmental changes such as new technologies, products, competitors and markets

Response category	Non-Supervisory and non-managerial response group		Supervisory and managerial response group		Both response groups added together	
	Total	Percentage	Total	Percentage	Total	Percentage
Strongly Agree	3	7.50%	1	2.50%	4	5.00%
Agree	4	10.00%	1	2.50%	5	6.25%
Undecided	1	2.50%	0	0.00%	1	1.25%
Disagree	12	40.00%	11	27.50%	23	28.75%
Strongly Disagree	20	50.00%	27	67.50%	47	58.75%
Total	40	100.00%	40	100.00%	80	100.00%

influences that the environment might impose on the company. Only 12.5% or 10 respondents" of this all the respondents' are undecided whether Mondi Cartonboard considers environmental influences on the company or not.

Analysis of Question no1 (i) in terms of the literature review in Chapter no.2

Using Garvin's (1993:78-91) discussion and definition of a learning organisation as an "organisation that proactively creates, acquires and transfers knowledge." This discussion and definition highlight the fact that new ideas are a prerequisite for learning. Organisations that continuous learn on the basis of new knowledge try to infuse their organisations with new ideas and information. They are constantly scanning their external environments, hiring new talents and expertise when needed and devote significant resources for training and development of their employees. Mumford (1996:27) after examining the nature of learning in organisation in this dynamic new world, he suggests, the only way for organisation's to learn and adapt faster, it's necessary for the organisations to create an environment that will actively encourage the continuous development of new behaviours and practices within. Drew and Smith (1995:4-14) on the same note as Mumford felt the learning organisation is a social system where members learn consciously communal processes to leverage collective learning for the improved performance of all

organisational systems and at the same token to monitor improved performance at all times.

5.2.1.(ii) Learning in Mondi Cartonboard is seen as a competitive advantage?

Competitive advantages of yesterday become the minimum entrance requirement for staying in business today. Researchers, academics, authors, practicing leaders and managers are in agreement that an organisations ability to learn is a key strategical weapon and a competitive advantage. A competitive advantage not only equips the organisation to foresee and to respond to environmental uncertainty but represent a set of core competencies that differentiate the organisation from it competitors.

Findings of Question no1 (ii) - Learning in Mondi Cartonboard is seen as a competitive advantage

Table no. 5.2 - Learning in Mondi Cartonboard is seen as a competitive advantage.

Response category	Non-Supervisory and non-managerial response group		Supervisory and managerial response group		Both response groups added together	
	Total	Percentage	Total	Percentage	Total	Percentage
Strongly Agree	12	30.00%	11	27.50%	23	28.75%
Agree	22	55.00%	28	70.00%	50	62.50%
Undecided	3	7.50%	1	2.50%	4	5.00%
Disagree	2	5.00%	0	0.00%	2	2.50%
Strongly Disagree	1	2.50%	0	0.00%	1	1.25%
Total	40	100.00%	40	100.00%	80	100.00%

Taking the responses to question no1 (ii) in consideration both response groups, the non-supervisory and non-managerial group at 55% agree and 30% strongly agree 27.5% and 70% of the supervisory and managerial respondent group strongly agree and agree respectively that Mondi Cartonboard considers learning as a competitive advantage to the company. Adding the responses in terms of agreement and strongly agreeing to the two response groups together its founded that 73 or 91.25% respondents' out of a total of 80 respondents' in both groups are in agreement that Mondi Cartonboard consider learning as a competitive advantage for the organisation. Only 7 respondents' or 8.75% of the total respondent group are

undecided or not in agreement that Mondi Cartonboard didn't consider or see learning as a competitive advantage.

Analysis of Question no1 (ii) in terms of the literature review in Chapter no.2

Many organisations realise the learning capabilities of these organisations is the key index to their effectiveness, potential, innovation and growth" (Garavan, 1997:1). Organisations' find yesterday's competitive advantage becomes the minimum entrance requirement for staying in business today. This puts tremendous pressure on organisations to learn, how to improve and how to stay ahead of competitors; in fact both researchers and practicing managers agree that an organisations capability to learn is a key strategic weapon (Kreitner et al. 2000:598). Dodgson (1993:377) summarise organisational learning developments and concepts as: "The way firms build, supplement and organise knowledge and routines around their activities and within their cultures and adapt and develop organisational efficiency by improving the use of the broad skills of their workforce". According to Armstrong and Foley (2003: 74) there is little opposition to the premise that organisational learning is a competence that all organisations should develop in fast-changing and competitive environments?

5.2.1.(iii) I am controlled on the basis 'you will do as told'.

Trends in the new business world and especially in organisations that learn continuously, believe the best management is self management with fewer organisational layers. This approach reduces hierarchies and bureaucracies, it promotes higher involvement in which employees take greater control of their destinies and organisational lives.

Findings of Question no1 (iii) - I am controlled on the basis "you will do as told".

Table no.5.3 indicates among the non-supervisory and non-managerial response group that 37.5% disagree and 15% strongly disagree they are not controlled on the basis "you will do as told". On the other side of the equilibrium 15% of these respondents' strongly agree, another 22.5% agree they are controlled on the basis

that “you will do as told”. Adding the agree and strongly agree responses together its founded that 53.5% of this group feel they are not controlled and monitored, 37.5% believe they are controlled and monitored. On the supervisory and managerial respondent level see table no. 5.3, 50% and 20% respondents’ disagree and strongly disagree respectively that they are not controlled on the basis “you will do as told”. Interesting to note higher levels of uncertainty exist in this group at 18% undecided responses in comparison with the non-supervisory and non-managerial group’s 10%

Table no. 5.3 - I am controlled on the basis “you will do as told”.

Response category	Non-Supervisory and non-managerial response group		Supervisory and managerial response group		Both response groups added together	
	Total	Percentage	Total	Percentage	Total	Percentage
Strongly Agree	6	15.00%	0	0.00%	6	7.50%
Agree	9	22.50%	5	12.50%	14	17.50%
Undecided	4	10.00%	7	17.50%	11	13.75%
Disagree	15	37.50%	20	50.00%	35	43.75%
Strongly Disagree	6	15.00%	8	20.00%	14	17.50%
Total	40	100.00%	40	100.00%	80	100.00%

undecided responses. Table no. 5.3 indicates by adding the disagree and strongly disagree responses for both groups together its founded that a total of 49 respondents’ out of a total of 80 possible respondents’ at 61.25% are in agreement they have a meaningful say in Mondi Cartonboard’s business processes and is not controlled on the basis “you will do as been told”. 20 or 25% of the respondents’ in both groups is of the perception that they are controlled on the basis “you will do as told”, where 11 or 13.75% of the respondents’ are uncertain on which basis they operate.

Analysis of Question no1 (iii) in terms of the literature review in Chapter no.2

Learning organisation structures allows for; employee empowerment, collaboration, participation improved feedback and constructive communication that encourage employee loyalty, free flow of information and the sharing of knowledge among employees and co-workers (Ortenblad, 2004:129-144). Senge, (1990:1) describes learning organisations as places “where people expand their capacity to create the results they truly desire, where new and expansive patterns of thinking are nurtured,

where collective aspirations are set free and where people are continually learning how to learn together”. Garvin (1993:78-91) takes Senge’s description of a learning organisation one step further and defines a learning organisation as an “organisation that proactively creates, acquires and transfers knowledge and that changes behaviour on the basis of new knowledge and insights”. Learning is a new form of labour, and no longer a separate activity that occurs either before one enters the workplace or in remote classroom settings – learning is the heart of all productive activities (Zuboff. 1988:395).

5.2.1.(iv) I am allowed to participate in the over-all decision making process in Mondi Cartonboard.

Decision-making takes place at all levels in an organisation. Skills, knowledge and expertise play important roles in the overall decision making process in organisations. Organisation that promotes learning, fosters a decentralised decision making process. Trade marks of these organisations are the delegation of responsibilities and authorities to enable decision making at the lower levels in the organisation. By doing this the organisation allows people to make decisions who have intimate knowledge about the problems at face level and who are the most affected by these problems as they arise.

Findings of Question no1 (iv) - I am allowed to participate in the over-all decision making process in Mondi Cartonboard.

Analysing this question, it’s founded among the non supervisory and managerial response group [table no. 5.4] that 12.5% and 37.5% respondents’ respectively strongly agree and agree that they form part of the overall decision making process in Mondi Cartonboard. On the other side of the equilibrium 12.5% and 25% of respondents’ are respectively of the opinion that they are not allowed to participate in the overall decision making process in Mondi Cartonboard. 12.5% of these respondents’ are undecided on their position. In the supervisory and managerial response group level [table no. 5.4] 12.5% and 42.5% of the respondents’ strongly agree and agree respectively that they are allowed to participate in the overall decision making process in Mondi Cartonboard. On the other hand 30% respondents’

disagree and 2.5% strongly disagree that they form part of the overall decision making process in Mondi Cartonboard. 12.5% respondents' in this category is undecided of their position in this process. Table no. 5.4 also indicates by adding both respondent groups together that 42 respondents' or 52.5% out of the 80

Table no. 5.4 - I am allowed to participate in the over-all decision making process in Mondi Cartonboard.

Response category	Non-Supervisory and non-managerial response group		Supervisory and managerial response group		Both response groups added together	
	Total	Percentage	Total	Percentage	Total	Percentage
Strongly Agree	5	12.50%	5	12.50%	10	12.50%
Agree	15	37.50%	17	42.50%	32	40.00%
Undecided	5	12.50%	5	12.50%	10	12.50%
Disagree	10	25.00%	12	30.00%	22	27.50%
Strongly Disagree	5	12.50%	1	2.50%	6	7.50%
Total	40	100.00%	40	100.00%	80	100.00%

respondents', are strongly in agreement and in agreement of their participation in the overall decision making process in Mondi Cartonboard. 28 respondents' or 35% of the total group respondents' strongly disagree and disagree that they form part of the decision making process in Mondi Cartonboard. 12.5% of the total respondent group is undecided on their position in this process.

Analysis of Question no1 (iv) in terms of the literature review in Chapter no.2

According to Chester I. Barnard's classic (1938:73) definition, an organisation is "a system of conscious coordinated activities or forces of two or more persons." Embodied in the conscious coordination aspect of this definition are four common denominators of all organisations: coordination of effort, a common goal, a division of labour and a hierarchy of authority (Schein, 1980:12-15). Kreitner et al (2000:535) state the hierarchy of authority is sometimes called the chain of command, a control mechanism dedicated to making sure the right people do the right thing at the right time. Nicolini and Meznar (1995:740) provide us with the following definition at a broader organisational level how knowledge gets reconstructed according to perceived discontinuities in the organisation function: "Organisations through the actions of those in charge, construe their identity by transforming changed past

choices, past experiments, inventions and so on, into rational accounts of knowledge. In such a way, they symbolically shape the organisation, transforming knowledge into the web of experiential constraints that members perceive as the objective aspect of the organisation (that is the constitutive order which transcends the individual power to act).” Buchanan and McCalman in Morley and Garavan (1995:3) highlight, trends in world markets encourage more and more companies to review their organisational designs, structures, management styles and employment policies in the interest of more effective asset utilisation, greater flexibility, improved decision making, product quality and reliability

5.2.1.(v) Everybody in Mondi Cartonboard works towards a common goal.

Common goals focus attention, provides a rationale for organisational activities, goals provide a standard for performance assessment and measurements, and it provides an identity to the individual employee which is a valuable tool to communicate management’s philosophies and intentions to the rest of the organisation.

Findings of Question no1 (v) - Everybody in Mondi Cartonboard works towards a common goal.

Looking at this question it’s founded that among the non supervisory and non managerial respondent group [see table no. 5.5] that 27.5% and 52.5% respondents’

Table no. 5.5 - Everybody in Mondi Cartonboard works towards a common goal.

Response category	Non-Supervisory and non-managerial response group		Supervisory and managerial response group		Both response groups added together	
	Total	Percentage	Total	Percentage	Total	Percentage
Strongly Agree	11	27.50%	10	25.00%	21	26.25%
Agree	21	52.50%	22	55.00%	43	53.75%
Undecided	2	5.00%	3	7.50%	5	6.25%
Disagree	5	12.50%	4	10.00%	9	11.25%
Strongly Disagree	1	2.50%	1	2.50%	2	2.50%
Total	40	100.00%	40	100.00%	80	100.00%

strongly agree and agreed, Mondi Cartonboard works towards a common goal. On the other side of the equilibrium only 12.5% and 2.5% of respondents’ respectively

disagree and strongly disagree there is not a common goal approach in Mondi Cartonboard. 5% of these respondents' are undecided on their position. In the supervisory and managerial response group level [as per table no. 5.5] 25% and 55% of the respondents' strongly agree and agree respectively that there is a common goal approach in Mondi Cartonboard. On the other hand 10% respondents' disagree and 2.5% strongly disagree that there is a common goal approach in Mondi Cartonboard. 7.5% respondents' in this category is undecided of their position in this process. Taking table no. 5.5 further into consideration 64 respondents' or 80% out of the 80 respondents' in are strongly in agreement and also in agreement that everybody in Mondi Cartonboard works towards a common goal. Only 11 respondents' or 13.75% in both respondent groups strongly disagree and disagree that there is not a common goal approach in Mondi Cartonboard. 6.25% of the total respondent group is undecided on their position in this process.

Analysis of Question no1 (v) in terms of the literature review in Chapter no.2

Dodgson (1993:380) provides us with the following definition: "The 'learning organisation' can be distinguished as one that moves beyond this 'natural' learning, and whose goals are to thrive by systematically using its learning progress beyond mere adaptations. BAA's director (1996) in Teare and Dealtry (1998:49-48) made the following statement: "In BAA we have come to realise that every one of our business strategies will require continuous upgrading and this will impact on the competencies and skills of our people... the company's mission statement aims and enables all our employees to develop their potential and to make a direct contribution to the company's success... these goals can only be achieved if the company takes positive steps to encourage and support learning and this means that every employee accepts the need to adopt the habits of lifelong learning and see skill demands as opportunities not threats." Using Miller et al. (1996: 88-99) discussion on the learning organisations and Garvin's (1993:78-91) definition of the learning organisation the learning process in an organisation can be broken up into three important components. The third component of his discussion is about behaviour in organisation, he claims behaviours must change because learning organisations are result orientated. They foster environments in which employees are encouraged to

use new learnt behaviours and operational processes to achieve a common set of corporate and personal goals.

5.2.1.(vi) I have meaningful authority in Mondi Cartonboard.

The learning organisations delegates’ authority to the lower ranks in the organisation, by doing this, the total decision making process move to the lower levels in the organisation. It’s at this level where most of the problems take place, and where the need exists to rectify these problems as quickly and effectively as possible.

Findings Question no1 (vi) - I have meaningful authority in Mondi Cartonboard.

Analysis of this question shown among the non-supervisory and non- managerial response group [see table no. 5.6] that 0% and 55% respondents’ strongly agree and agreed respectively that they having meaningful authority in Mondi Cartonboard. Only 17.5% and 5% of these respondents’ respectively disagree and strongly disagree that they didn’t have meaningful authority in Mondi Cartonboard. Quite a high percentage of respondents’ at 22.5% are undecided regarding this statement. In the supervisory and managerial response group level [table no. 5.6], 10% and 70% of the respondents’ strongly agree and agree respectively, they have meaningful authority

Table no. 5.6 - I have meaningful authority in Mondi Cartonboard.

Response category	Non-Supervisory and non-managerial response group		Supervisory and managerial reponse group		Both response groups added together	
	Total	Percentage	Total	Percentage	Total	Percentage
Strongly Agree	0	0.00%	4	10.00%	4	5.00%
Agree	22	55.00%	28	70.00%	50	62.50%
Undecided	9	22.50%	4	10.00%	13	16.25%
Disagree	7	17.50%	4	10.00%	11	13.75%
Strongly Disagree	2	5.00%	0	0.00%	2	2.50%
Total	40	100.00%	40	100.00%	80	100.00%

in Mondi Cartonboard. On the other hand 10% respondents’ disagree and 0% strongly disagrees with this statement. 10% of these respondents’ are undecided of their position in this process. Table no. 5.6 indicates by adding both respondents

groups together that 54 respondents' or 67.5% of the 80 respondents' in total, strongly agree and agree they have meaningful authority in Mondi Cartonboard. 13 respondents' or 16.25% in both respondent groups strongly disagree and disagree they do not have meaningful authority in Mondi Cartonboard. 16.25% of the total respondent group is undecided on their position in this process.

Analysis of Question no1 (vi) in terms of the literature review in Chapter no.2

The biological system characterise organisations as an open system that transform inputs into various outputs. Outer boundaries in this organisation are permeable: people, information, capital, goods and services move back and forth across these boundaries. Five organisational subsystems in this model namely goals and values, technical, psychological, structural and managerial is dependent on each other, allows the organisation via constructive feedback to self-adjust and to survive despite uncertainty and change in its environment (Mitchell, 1992:3-7). According to Daft and Weick (1984:294) this organisations in terms of structure and design whether caused by the environment, technology or size depend on the interpretation of problems or opportunities by key decision makers. The type of learning organisation is flexible, transparent, organic and not bureaucratic. Huysman (1996:6) summarises learning organisation structures as a form of organisations that enable the learning of its members in such a way that it creates positive valued outcomes such as innovation, creativity, efficiency, better alignment with the environment and provides organisational members meaningful authority in order to make their own decisions for the benefit of the company

5.2.1.(vii) Structure design in Mondi Cartonboard encourages knowledge sharing between employees.

Structures' in organisations willing to learn allows for flexibility , social networks, interactions and knowledge sharing between all organisational members. This new type of organisational structure ensures communication and knowledge sharing taking place through advice and information rather than orders and instructions. These structures task employees to use their own judgement more frequently, rather than rely on laid down and cast in concrete rules. It also allows for higher levels of

knowledge sharing among employees with systems in which their expertise is highly valued.

Findings of Question no1 (vii) - Structure design in Mondi Cartonboard encourages knowledge sharing between employees.

In analysis of this question it's founded among non-supervisory and non-managerial response group, [table no. 5.7] that 25% and 52.5% respondents' strongly agree and agree respectively that the structure design in Mondi Cartonboard encourages knowledge sharing between employees. Only 10% and 0% of these respondents' disagree and strongly disagree respectively that structure designs in Mondi Cartonboard does not allow for the sharing of knowledge between employees. 12.5%

Table no. 5.7 - Structure design in Mondi Cartonboard encourages knowledge sharing between employees.

Response category	Non-Supervisory and non-managerial response group		Supervisory and managerial response group		Both response groups added together	
	Total	Percentage	Total	Percentage	Total	Percentage
Strongly Agree	10	25.00%	5	12.50%	15	18.75%
Agree	21	52.50%	25	62.50%	46	57.50%
Undecided	5	12.50%	4	10.00%	9	11.25%
Disagree	4	10.00%	6	15.00%	10	12.50%
Strongly Disagree	0	0.00%	0	0.00%	0	0.00%
Total	40	100.00%	40	100.00%	80	100.00%

of this group is undecided regarding this statement. In the supervisory and managerial response group shown in table no. 5.7, 12.5% and 62.5%, of the respondents' strongly agree and agree respectively that structure designs in Mondi Cartonboard encourage and allow knowledge sharing between employees. On the other hand 15% respondents' disagree and 0% respondents' strongly disagree with this statement. 10% of these respondents' are undecided regarding the design of structures in Mondi Cartonboard. Table no. 5.7 also indicates to us by adding both response groups together that a total of 61 respondents' or 76.25% out of 80 respondents' are strongly in agreement and in agreement that the structure design in Mondi Cartonboard encourage them to share their knowledge with other employees

in the company. Only 10 respondents' or 12.5% in both respondent groups strongly disagree and disagree that the structure design in the company does not encourage them to share their knowledge with others. 11.25% or 9 respondents' of the total respondent group is undecided if structure designs in Mondi Cartonboard encourage knowledge sharing or not in the company.

Analysis of Question no1 (vii) in terms of the literature review in Chapter no.2

Learning is a new form of labour - learning is the heart of productive activities (Zuboff. 1988:395). Brown and Duguid (1991:40-57) strongly believe that formal information about how to do jobs are always inadequate and it's important for new entrants in the organisation to read unwritten information on how to perform effectively. This can only be achieved through informal exchanges between experienced and less experienced people in the organisation. Easterby-Smith et al. (1999: 5) feels crucial organisational knowledge didn't exist on paper, or in the head of individuals, but within the organisational community as a whole. Learning organisation structures allows for; employee empowerment, collaboration, participation, improved feedback and constructive communication that encourage employee loyalty, free flow of information and the sharing of knowledge among employees and co-workers (Ortenblad, 2004:129-144). To conclude and using Miller et al. (1996: 88-99) discussion on the learning organisations and Garvin's (1993:78-91) definition of the learning organisation the learning process in an organisation can be broken up into three important components. One of the components highlights; that new knowledge must be transferred throughout an organisation. Learning organisations strive to redesign structures, processes and policies to reduce interpersonal barriers in order to share information, ideas and knowledge among all organisational members

5.2.1.(viii) Question no1 (viii) - "The learning process in Mondi Cartonboard focuses on outcomes such as production reviews, rewards systems and performance measurements".

The learning organisation is result driven in which employees are encourage to make use of new learnt behaviours and operational processes to achieve organisational goals and objectives. These organisations are also concerned with measurements and focus on outcomes or measurement management. They are willing to spend

considerable time and effort in defining and the measuring of key factors when going into new areas and discourse over metrics is seen as a learning activity.

Findings of Question no1 (viii) - The learning process in Mondi Cartonboard focuses on outcomes such as production reviews, rewards systems and performance measurements.

Analysis of question no.1 (viii) indicates among the non-supervisory and non-managerial response group [see table no. 5.8] that 25% and 57.5% respondents' strongly agree and agree respectively that the learning process in Mondi Cartonboard focuses on outcomes such as production reviews, reward systems and performance measurements. On the other hand only 10% and 0% of respondents' respectively disagree and strongly disagree with this statement. 7.5% of the non-supervisory and non-managerial respondent group is undecided regarding this statement. In the supervisory and managerial response group as shown in table no. 5.8 30% and 62.5% of the respondents' strongly agree and agree respectively that the learning

Table no. 5.8 - The learning process in Mondi Cartonboard focuses on outcomes such as production reviews, rewards systems and performance measurements.

Response category	Non-Supervisory and non-managerial response group		Supervisory and managerial response group		Both response groups added together	
	Total	Percentage	Total	Percentage	Total	Percentage
Strongly Agree	10	25.00%	12	30.00%	22	27.50%
Agree	23	57.50%	25	62.50%	48	60.00%
Undecided	3	7.50%	2	5.00%	5	6.25%
Disagree	4	10.00%	0	0.00%	4	5.00%
Strongly Disagree	0	0.00%	1	2.50%	1	1.25%
Total	40	100.00%	40	100.00%	80	100.00%

process in Mondi Cartonboard focuses on outcomes such as production reviews, reward systems and performance measurements. On the other hand 0% respondents' disagree and 2.5% respondents' strongly disagree with this statement. 5% of these respondents' are undecided regarding their position in this process. Table no. 5.8 also indicates to us by adding both response groups together that a total of 70 respondents' or 87.5% out of the 80 respondents' is strongly in agreement and in agreement that the learning process in Mondi Cartonboard focuses on

outcomes such as production reviews, reward systems and performance measurements. Only 5 respondents' or 6.25% in both respondent groups strongly disagree and disagree that the learning process in Mondi Cartonboard does not focus on outcomes such as production reviews, reward systems and performance measurements. 6.25% or 5 respondents' of the total respondent group of 80 respondents' is undecided whether the learning process in Mondi Cartonboard focuses on outcomes such as production reviews, reward systems and performance measurements or not.

Analysis of Question no1 (viii) in terms of the literature review in Chapter no.2

According to Gibson, (1997:213) suddenly, size no longer mattered and technique did, "bigness is no longer measured in their mainframes but in networks". Smit (2001) it is therefore important for organisations to enhance and nurture their capabilities to learn. Organisations are finding that yesterday's competitive advantage is becoming the minimum entrance requirement for staying in business today. Learning organisation structures are action orientated, geared towards specific diagnostic and evaluative methodological tools to help with the identification, promotion and evaluation of the quality of the learning processes inside the organisation (McGill et al. 1993; Noneaka, 1991 and Ulrich et al. 1993). The main focus of the latter is on individual and group outcomes, which includes production, rewards, tools and techniques such as dialogue and system analysis (Armstrong and Foley, 2003:74). Huysman (1996:6) summarise learning organisation structures as a form of organisation that enables the learning of its members in such a way that it creates positive valued outcomes such as innovation, efficiency, better alignment with the environment and competitive advantage.

5.2.2 Question no.2 - The cultural facet of leaning in organisations.

The cultural facet of learning in the organisation addresses normative behaviours and norms that creates and encourage productive learning in the organisation.

5.2.2.(i) Mondi Cartonboard is transparent?

Transparency is guided by a set underlying corporate and individual values and in most cases, these values are principles such as honesty, caring, accountability, responsibility, pursuit of excellence, fairness, integrity and respect for others etc. It's critical that corporate decision makers must blend their personal values and norms with those values and performance measures of the organisation because any decisions taken may and can affect the organisation, individuals and other groups of people in profound ways.

Findings of Question no.2 (i) - Mondi Cartonboard is transparent?

Analysis of question no.2 (i) indicates among the non-supervisory and non-managerial respondent group [table no. 5.9] that 12.5% and 45% respondents' strongly agree and agree respectively that Mondi Cartonboard is transparent. On the other hand 15% and 7.5% of respondents' respectively disagree and strongly disagree with this statement. 20% of this is undecided whether there is transparency in Mondi Cartonboard or not. In the supervisory and managerial response group shown in table no. 5.9, 15% and 50% of the respondents' strongly agree and agree

Table no. 5.9 - Mondi Cartonboard is transparent?

Response category	Non-Supervisory and non-managerial response group		Supervisory and managerial response group		Both response groups added together	
	Total	Percentage	Total	Percentage	Total	Percentage
Strongly Agree	5	12.50%	6	15.00%	11	13.75%
Agree	18	45.00%	20	50.00%	38	47.50%
Undecided	8	20.00%	7	17.50%	15	18.75%
Disagree	6	15.00%	7	17.50%	13	16.25%
Strongly Disagree	3	7.50%	0	0.00%	3	3.75%
Total	40	100.00%	40	100.00%	80	100.00%

respectively that Mondi Cartonboard is transparent. On the other hand 17.5% respondents' disagree and 0% respondents' strongly disagree with the statement Mondi Cartonboard is transparent. 17.5% of this respondents' is undecided regarding their perceptions of transparency in Mondi Cartonboard. Table no. 5.9 also indicates

to us by adding both response groups together that a total of 49 respondents' or 61.25% out of the 80 respondents' is strongly in agreement and in agreement that Mondi Cartonboard is transparent. Only 16 respondents' or 20% in both respondent groups strongly disagree and disagree that Mondi Cartonboard is a transparent company. 18.75% or 15 respondents' of the total respondent group of 80 respondents' are undecided about the transparency situation in Mondi Cartonboard.

Analysis of Question no 2 (i) in terms of the literature review in Chapter no.2

Niccolo Machiavelli in the 1530's already asked the following questions; a) How can a complex, modern pluralist society in an era of change be effectively governed, b) how can it evolve a unity of action out of a diversity of interest, values and institutions, and c) how can it derive strength and cohesion from being surrounded by a multitude of competing powers (West, 1995:20). Learning didn't take place within people's heads, but within the interaction between people and is manifested in the ways that people behave and act while working and interact with others (Xenikou and Furnham. 1996:349-371). The concept of the learning organisation demands the development of a greater self-awareness on issues and variables that influence organisational behaviour, collective and individual learning. Lipshitz et al. (2002:18) identifies five important norms that are very likely to produce self-awareness of issues and variables that might effect valid information and commitment to corrective action within the learning organisation. One of these norms is transparency; the process of exposing one's thoughts and action to others in order to receive feedback and its a planned process of cultural change aimed at the increasing of the organisations health and effectiveness (Mendoza: n.d).

5.2.2.(ii) My opinion is valuable on critical business issues in Mondi Cartonboard.

The only way an organisation can get the employee to release this potential is to allow the employee to participate in every facet of the organisation's business processes. Allowing people to participate with more freedom instil positive beliefs and behaviours. Empowerment allows employees to participate in the decision making process, it also expresses confidence in the employee's capabilities to perform at higher levels and applaud outstanding performances.

Findings of Question no.2 (ii) - My opinion is valuable on critical business issues in Mondi Cartonboard.

Analysis of question no.2 (ii) indicates the non-supervisory and non- managerial respondent group [see table no. 5.10] at 7.5% and 35% respondents' strongly agree and agree respectively that Mondi Cartonboard value their opinions on critical business issues On the other hand 15% and 7.5% of respondents' respectively disagree and strongly disagree with this statement. Alarmingly high at 35% this group is undecided whether Mondi Cartonboard values their opinions on critical issues or not. Adding the undecided, disagree and strongly disagree responses in the non-supervisory and non-managerial response group together an alarming 57.5% or 23

Table no. 5.10 - My opinion is valuable on critical business issues in Mondi Cartonboard.

Response category	Non-Supervisory and non-managerial response group		Supervisory and managerial response group		Both response groups added together	
	Total	Percentage	Total	Percentage	Total	Percentage
Strongly Agree	3	7.50%	4	10.00%	7	8.75%
Agree	14	35.00%	25	62.50%	39	48.75%
Undecided	14	35.00%	6	15.00%	20	25.00%
Disagree	6	15.00%	5	12.50%	11	13.75%
Strongly Disagree	3	7.50%	0	0.00%	3	3.75%
Total	40	100.00%	40	100.00%	80	100.00%

respondents' do not agree that their opinions are valued on critical business issues in Mondi Cartonboard. On the supervisory and managerial response group shown in table no. 5.10, 10% and 62.5% of the respondents' strongly agree and agree respectively that Mondi Cartonboard consider their opinions valuable on critical business issues. On the other hand 12.5% respondents' disagree and 0% respondents' strongly disagree with the statement that Mondi Cartonboard considers their opinion on critical business issues. 15% of respondents' are undecided about their perceptions regarding this statement. Table no. 5.10 also indicates to us by adding both response groups together that a total of 46 respondents' or 57.5% out of 80 respondents' strongly agree and agree that Mondi Cartonboard considers their opinion on critical business issues. Only 14 respondents' or 17.5% in both respondent groups strongly disagree and disagree that Mondi Cartonboard with the statement that their opinions are considered on critical business issues. Adding this

17.5% respondents' that disagree with this statement together with the 25% undecided response and it's founded that an alarming 42.5% or 34 out of 80 respondent's nearly half of the total respondent group is not in agreement with this statement and they see themselves not part in the decision-making process on critical business issues. This question needs further investigation.

Analysis of Question no 2 (ii) in terms of the literature review in Chapter no.2

Nicolini and Mezner (1995:740) provide us with the following: "Organisations through the actions of those in charge, construe their identity by transforming changed past choices, past experiments, inventions and so on, into rational accounts of knowledge. In such a way, they symbolically shape the organisation, transforming knowledge into the web of experiential constrains that members perceive as the objective aspect of the organisation (that is the constitutive order which transcends the individual power to act)." Mumford (1996:27) after examining the nature of the learning organisation in this new world, he suggests, the only way for organisations to learn and adapt faster it is necessary for the organisations to create an environment that will actively encourage the continuous development of new behaviours and practices within. The learning structured organisation is flexible, transparent, organic and not bureaucratic. Learning organisation structures allows for; employee empowerment, collaboration, participation improved feedback and constructive communication that encourage employee loyalty, free flow of information and the sharing of knowledge among employees and co-workers (Ortenblad, 2004:129-144).

5.2.2.(iii) I am encouraged to accept responsibilities for my mistakes.

Responsibility is one's obligation to perform the functions assigned to the best of one's abilities in accordance with directions received. With responsibilities is accountability; the answerability for one's performance. Then authority; the right to decide what must be done, and how it should be done. And lastly the process of feedback; feedback provides information and direction to keep the employee focused on tasks, activities and goals to be achieved.

Findings of Question no.2 (iii) - I am encouraged to accept responsibilities for my mistakes.

Analysis of question no.2 (iii) indicates among the non-supervisory and non-managerial respondent group [see table no. 5.11] that 20% and 67.5% respondents' strongly agree and agree that they are encouraged to take responsibility for their mistakes. 10% respondents' disagree with this statement. 2.5% of this group is undecided regarding this statement. In the supervisory and managerial response group shown in table no. 5.11 indicates that 22.5% and 60% of the respondents' strongly agree and agree that they are encouraged to take responsibilities for their mistakes. On the other hand 11.25% respondents' disagree with this statement. Table no. 5.11 also indicates to us by adding both response groups together that 68 respondents' or 85.% of the 80 respondents' strongly agree and agree that they are encouraged to take responsibility for their mistakes. Only 9 respondents' or 11.25%

Table no. 511 - I am encouraged to accept responsibilities for my mistakes.

Response category	Non-Supervisory and non-managerial response group		Supervisory and managerial response group		Both response groups added together	
	Total	Percentage	Total	Percentage	Total	Percentage
Strongly Agree	8	20.00%	9	22.50%	17	21.25%
Agree	27	67.50%	24	60.00%	51	63.75%
Undecided	1	2.50%	2	5.00%	3	3.75%
Disagree	4	10.00%	5	12.50%	9	11.25%
Strongly Disagree	0	0.00%	0	0.00%	0	0.00%
Total	40	100.00%	40	100.00%	80	100.00%

in both respondent groups disagree with this statement and 3 or 3.75% respondents' are undecided regarding this statement.

Analysis of Question no 2 (iii) in terms of the literature review in Chapter no.2

Argyris (1986:541-555) indicates there are organisational defensive routines that have the tendency to reduce the learning capacity of an organisation because people need to protect themselves from political threats. Schein (1996:229-240) sees political activities as a major constraint and emphasise focus on the need for dialogue amongst different cultures within the organisation rather than to acknowledge the

political nature of organisational life. Buchanan and McCalman in Morley and Garavan (1995:3) highlight, trends in world markets encourage more and more companies to review their organisational designs, structures, management styles and employment policies in the interest of more effective asset utilisation, greater flexibility, improved decision making, product quality and reliability. Learning organisation structures allows for; employee empowerment, collaboration, participation improved feedback and constructive communication that encourage employee loyalty, free flow of information and the sharing of knowledge among employees and co-workers (Ortenblad, 2004:129-144). This new approach is about employee participation and empowerment. It's about delegation of authority to the lower ranks of the organisation, to empower non-managerial employees to make their own decisions (Kreitner et al., 1999:309). This shift of power to the lower ranks of the organisation relates to decentralisation of the organisation in which the control function of management is transferred to employees in order to make them more adaptive in changing situations (Huber et al., 1990:11-40, Handy, 1992:59-72 & Schmidt, 1997:45-49).

5.2.2.(iv) I am encouraged to question any information provided regardless of the provider's rank in Mondi Cartonboard.

Effective communication and feedback is the cornerstones of survival in the competitive business environment today. In the modern organisation information tends to travel also lateral, from one employee to another, from one department to another in order to get the message through and the work done. This principle allows for a two way communication system in which anybody can question the status quo

Findings Question no.2 (iv) - I am encourage to question any information provided regardless the provider's rank in Mondi Cartonboard.

Analysis of question no.2 (iv) indicates among the non-supervisory and non-managerial respondent group [see table no. 5.12] that 17.5% and 57.5% respondents' strongly agree and agree that they are encouraged to question any information regardless of the providers rank or status. On the other hand 10% and 5% of respondents' disagree and strongly disagree with this statement. Only 10% of

Table no .5.12 - I am encouraged to question any information provided regardless the provider's rank in Mondi Cartonboard.

Response category	Non-Supervisory and non-managerial response group		Supervisory and managerial response group		Both response groups added together	
	Total	Percentage	Total	Percentage	Total	Percentage
Strongly Agree	7	17.50%	6	15.00%	13	16.25%
Agree	23	57.50%	26	65.00%	49	61.25%
Undecided	4	10.00%	4	10.00%	8	10.00%
Disagree	4	10.00%	4	10.00%	8	10.00%
Strongly Disagree	2	5.00%	0	0.00%	2	2.50%
Total	40	100.00%	40	100.00%	80	100.00%

this respondent group is undecided regarding this statement. On the supervisory and managerial response group see table no. 5.12, 15% and 65% of the respondents' strongly agree and agree they are encouraged to question any information provided. On the other hand 10% respondents' disagree; another 10% are undecided regarding this statement. Table no. 5.12 indicates, by adding both response groups together that a total of 62 or 77.5% out of 80 respondents' strongly agree and agree, Mondi Cartonboard encourage them to question any information provided regardless the providers status nor rank. Only 8 or 10% respondents' disagree, other 2 or 2.5% out of 80 respondents' strongly disagree with this statement and 8 or 10% respondents' are undecided regarding this statement.

Analysis of Question no 2 (iv) in terms of the literature review in Chapter no.2

Focus is gradually shifting from individual learning to organisational learning (Balasubramanian, 2004), that organisational learning is more than the sum of the parts of individual learning and means the process of improving actions through better knowledge and understanding (Fiol and Lyles, 1985: 803-813). McDermott in Murphy 1999:17 felt learning is no longer measured on the assumption, he describes learning as relationships between people that provide conditions for bringing people together. This learning process organises points of contact that allows for particular pieces of information to take on relevance; without the points of contact, without the system of relevancies, there is no learning, and there is little memory. Learning no longer belongs only to individual persons, but to the various conversations of which it is part of. These activities maybe important in learning but constitute only a part of a

larger process, but real is a wheel in which questions lead to ideas, which lead to the testing of those ideas to produce reflections, which in turn lead to new questions”. Lipshitz et al. (2002:18) sees it as the process of integrity allowing for the collecting and providing of information regardless of its implications, in which issue-orientation is about focusing on the relevance of information on issues regardless of the recipient’s social standing or rank.

5.2.2.(v) The value system in Mondi Cartonboard challenge old ways of thinking that worked in the past.

The centre issue that underlies a set of values revolves around the identifying of the main goal pursued by the organisation. Its sometimes necessary for organisations to transform there patterns of the basic assumptions, old and outdated paradigms of planning, organising and control must be replaced with one of vision, values and empowerment, only then its possible for learning to take place.

Findings of Question no.2 (v) - The value system in Mondi Cartonboard challenge old ways of thinking that worked in the past.

Analysis of question no.2 (v) indicates among the non-supervisory and non-

Table no 5.13 - The value system in Mondi Cartonboard challenge old ways of thinking that worked in the past.

Response category	Non-Supervisory and non-managerial response group		Supervisory and managerial reponse group		Both response groups added together	
	Total	Percentage	Total	Percentage	Total	Percentage
Strongly Agree	4	10.00%	7	17.50%	11	13.75%
Agree	13	32.50%	17	42.50%	30	37.50%
Undecided	9	22.50%	5	12.50%	14	17.50%
Disagree	11	27.50%	9	22.50%	20	25.00%
Strongly Disagree	3	7.50%	2	5.00%	5	6.25%
Total	40	100.00%	40	100.00%	80	100.00%

managerial respondent group [see table no. 5.13] that 10% and 32.5% respondents’ strongly agree and agree the new developed value system in Mondi Cartonboard

challenge old ways of thinking that worked in the past. On the other hand 27.5% and 7.5% of respondents' respectively disagree and strongly disagree with this statement. Remarkably high at 22.5% or 13 respondents' in this group is undecided whether the value system in Mondi Cartonboard really challenge old ways of thinking that worked in the past. Founded in the supervisory and managerial response group shown by table no. 5.13 is that 17.5% and 42.5% of the respondents' strongly agree and agree respectively that the value system in Mondi Cartonboard challenge old ways of thinking of the past. On the other hand 22.5% respondents' disagree and 5% respondents' strongly disagree with this statement. Table no. 5.13 also indicates to us by adding both response groups together that a total of 41 respondents' or 51.25% out of 80 respondents' strongly agree and agree that Mondi Cartonboard's value system is capable of challenging old ways of thinking that work in the past. On a high side is this group of 25 or 31.25% respondents' that believe the value system in Mondi Cartonboard didn't challenge old ways of thinking in the organisation. Then there are 14 or 17.5% of the total respondent group that is undecided whether the value system achieves what it's designed for.

Analysis of Question no 2 (v) in terms of the literature review in Chapter no.2

Learning is seen as a part of the organisational culture and learning didn't take place within people's heads, but within the interaction between people. Culture is manifested in the ways that people behave and act while working and interact with others (Xenikou and Furnham. 1996:349-371) and these behaviours are normally learnt through a process of socialisation. West (1994:20) argues, for learning to take place in the organisations, it's sometimes necessary to transform patterns of the basic assumptions in the organisation. The transformation process requires high levels of trust and commitment towards shared objectives. The concept of the learning organisation clearly involves more than the adoption of tactics and reformulation of structures to respond to current crises. It is also clearly about rejecting traditional rationalist mentalities, cultural and behaviours norms that prevent the organisation moving towards greater and higher levels of intellectual capacity. Wang and Ahmed (2003:11) highlight the fact that we need not forget to place emphasis on flexibility, innovation, and creativity. Kreitner et al. (2000:604) challenge old ways of thinking that worked in the past and old paradigms of planning;

organising and control must be replaced with one of vision, values and empowerment.

5.2.2.(vi) Mondi Cartonboard is responsible for my training, education and development.

Learning leads to the testing of ideas which in turn lead to new questions; it's a socio-economical form of training, education and development in order to carry out specific functions or to educate in minimum standards for future employment at a particular age.

Findings of Question no.2 (vi) - Mondi Cartonboard is responsible for my training, education and development.

Analysis of question no.2 (vi) it's founded among the non-supervisory and non-managerial respondent group [see table no. 5.14] that 15% and 37.5% respondents' strongly agree and agree respectively that the company is responsible for their

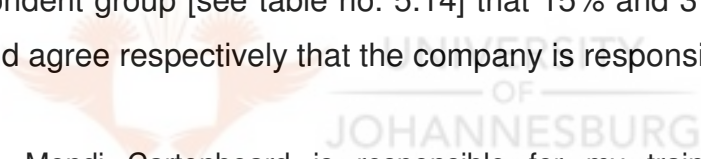


Table no .5.14 - Mondi Cartonboard is responsible for my training education and development.

Response category	Non-Supervisory and non-managerial response group		Supervisory and managerial response group		Both response groups added together	
	Total	Percentage	Total	Percentage	Total	Percentage
Strongly Agree	6	15.00%	6	15.00%	12	15.00%
Agree	15	37.50%	8	20.00%	23	28.75%
Undecided	5	12.50%	2	5.00%	7	8.75%
Disagree	13	32.50%	19	47.50%	32	40.00%
Strongly Disagree	1	2.50%	5	12.50%	6	7.50%
Total	40	100.00%	40	100.00%	80	100.00%

training, education and development. On the other hand 32.5% and 2.5% of this group of respondents' respectively disagree and strongly disagree with the statement that Mondi Cartonboard is responsible for their training, education and development. 12.5% of this respondent group is undecided whether the company is responsible or not for their training, education and development. Looking at the supervisory and managerial response group shown by table no. 5.14, 15% and 20% respondents'

strongly agree and agree respectively that the Mondi Cartonboard is responsible for their training, education and on the other hand 42.5% respondents' disagree and 12.5% respondents' strongly disagree with the statement that the company is responsible for their training, education and development. Table no. 5.14 indicates by adding both response groups together that a total of 35 respondents' or 43.75% out of the 80 respondents' is strongly in agreement and of the opinion that Mondi Cartonboard is responsible for their training, education and training. On the other hand a group of 39 respondents' out of 80 at 47.5% is of the understanding that Mondi Cartonboard is not responsible for their training, education and development. Then there are 7 or 8.75% of the total respondent group which is undecided of their position regarding this question. This question needs more investigation.

Analysis of Question no 2 (vi) in terms of the literature review in Chapter no.2

Learning is a new form of labour, and no longer a separate activity that occurs either before one enters the workplace or in remote classroom setting – learning is the heart of productive activities (Zuboff. 1988:395). Charles Handy in Longworth and Davies (1997:9) describe learning as follow: Real learning is not what many of us grew up thinking it was, it is not simply memorising facts, learning drills or soaking up traditional wisdom. According to Longworth and Davies (1997:9) learning at the level Handy describe is no longer a utilitarian, socio–economical form of training, education and development in order to carry out specific functions or to educate in minimum standards for future employment at a particular age. They classify this process as lifelong learning that is continuous with a holistic and visionary view on education; this education is not something imposed from above but carried out by an individual or a group of individuals. Jan Comenius (1609) in Longworth and Davies (1997:8) wrote the following: We must say 'Every age is destined to learn, nor is a person given other goals in learning than in life itself', and it is the minimum survival level of the human race (Clarke, 1963). People own their own development and the drive to learn and to develop is fuelled by personal interest, curiosity, aspiration, imagination, experimentation and risk-taking (Kreitner et al. 1999:603). Therefore the critical challenge for all of us, individually and organisationally is to get the learning process right.

5.2.2.(vii) High levels of entitlement exist in Mondi Cartonboard.

Emphasis is on skills, very much in tune with today's results-oriented organisations with employees committed to life-long learning who work smarter rather than harder, who make their own opportunities, who voice their opinions and who see the new employment environment as a positive situation. But this new employment environment and conditions is not good news for all employees. There are still those ones who believe the company owes them pay rises and promotions just for showing up at work. These employees are those not willing to change and to transform past choices, past experiments, inventions and working habits into rational accounts of knowledge and acceptance for the new.

Findings of Question no.2 (vii) - High levels of entitlement exist in Mondi Cartonboard.

Analysis of question no.2 (vii) it's founded among the non-supervisory and non-

Table no.5.15 - High levels of entitlement exist in Mondi Cartonboard.

Response category	Non-Supervisory and non-managerial response group		Supervisory and managerial response group		Both response groups added together	
	Total	Percentage	Total	Percentage	Total	Percentage
Strongly Agree	4	10.00%	3	7.50%	7	8.75%
Agree	20	50.00%	13	32.50%	33	41.25%
Undecided	4	10.00%	8	20.00%	12	15.00%
Disagree	9	22.50%	15	37.50%	24	30.00%
Strongly Disagree	3	7.50%	1	2.50%	4	5.00%
Total	40	100.00%	40	100.00%	80	100.00%

managerial respondent group [see table no. 5.15] that 10% and 50% respondents' strongly agree and agree respectively that high levels of entitlement exist in Mondi Cartonboard. On the other hand 22.5% and 7.5% of these respondents' respectively disagree and strongly disagree that high levels of entitlement exist in Mondi Cartonboard. 10% of this respondent group is undecided whether entitlement exist or not in the company. Founded on the supervisory and managerial response group shown by table no. 5.15, 7.5% and 32.5% of all the respondents' strongly agree and agree respectively that entitlement exist in Mondi Cartonboard. On the other hand

37.5% and 2.5% of this respondents' disagree and strongly disagree respectively that entitlement exists in the company. Table no. 5.15 indicates by adding both response groups together that a total of 40 respondents' or 50% out of the 80 respondents' is strongly in agreement and of the opinion that high levels of entitlement exists in Mondi Cartonboard. On the other hand 28 or 35% respondents' out of 80 believes there is not an entitlement mentality in Mondi Cartonboard. 12 or 15% of the total respondent group is undecided of their position regarding this question. This question needs further investigation because the majority of respondents' are in agreement at 50% that high levels of entitlement exist in Mondi Cartonboard.

Analysis of Question no 2 (vii) in terms of the literature review in Chapter no.2

Mumford (1996:27) after examining the nature of the learning organisation in this new world he suggest the only way for organisations to learn and adapt faster, it is necessary for the organisations to create an environment that will actively encourage the continuous development of new behaviours and practices within. The more progressive and farsighted companies (learning organisations) treat their employees as valuable resources, making layoffs the last option rather than the first. They develop "human recycling" programmes through retraining and redeployment (Stuller, 1993:37-41 and Henkoff, 1994:58-64). Emphasis is on skills, very much in tune with today's results-oriented organisations in which employees are committed to life-long learning who works smarter rather than harder, who make their own opportunities, who voice their opinions and who see the new employment contract as a positive situation. These employees take charge of their careers and act more like a partner than an employee (Kreitner et al, 2000:9). This new employment contract is not good news for all employees with an entitlement mentality. They are the ones who believe the company owes them pay rises and promotions just for showing up at work, they tend to be inflexible, resist change and learning (Kreitner et al. 2000:9).

5.2.2.(viii) The value system in Mondi Cartonboard forms the foundation for a learning workforce.


Organisational values and norms are the foundation of an organisation's culture and play a key role in influencing ethical behaviour. It's important that values are

consistent and supportive towards corporate goals and initiatives especially in a change process. If the organisational values are inconstant with those of the employee it's very unlikely that the change process will succeed in the organisation.

Findings of Question no.2 (viii) - The value system in Mondi Cartonboard forms the foundation for a learning workforce.

Analysis of question no.2 (viii) indicates among the non-supervisory and non-managerial respondent group [table no. 5.16] that 12.5% and 57.5% respondents' strongly agree and agree respectively that the value system in Mondi Cartonboard forms the foundation of the learning workforce in the company. On the other hand 17.5% and 7.5% respondents' respectively disagree and strongly disagree that the value system in the organisation forms the foundation for a learning workforce. 17.5% respondents' are undecided regarding this statement. Founded in the supervisory

Table no .5.16 - The value system in Mondi Cartonboard forms the foundation for a learning workforce.



Response category	Non-Supervisory and non-managerial response group		Supervisory and managerial response group		Both response groups added together	
	Total	Percentage	Total	Percentage	Total	Percentage
Strongly Agree	5	12.50%	4	10.00%	9	11.25%
Agree	23	57.50%	30	75.00%	53	66.25%
Undecided	7	17.50%	4	10.00%	11	13.75%
Disagree	3	7.50%	2	5.00%	5	6.25%
Strongly Disagree	2	5.00%	0	0.00%	2	2.50%
Total	40	100.00%	40	100.00%	80	100.00%

and managerial response group shown by table no. 5.16 is that 10% and 75% of all the respondents' strongly agree and agree respectively that the value system in Mondi Cartonboard is the foundation for a learning workforce. On the other hand 5% respondents' disagree and 0% respondents' strongly disagree with this statement. Table no. 5.16 also indicates to us by adding both response groups together that a total of 62 respondents' or 77.5% out of the 80 respondents' strongly agree and agree Mondi Cartonboard's value system is the foundation for the learning workforce in the company. On the other side of the equilibrium there is a group of 7 respondents' at 8.75% that believe the value system in Mondi Cartonboard didn't

form the foundation for the learning workforce in the company. Then there are 11 or 13.75% of the total respondent group that is undecided whether the value system achieves what it is designed for.

Analysis of Question no 2 (viii) in terms of the literature review in Chapter no.2

Fons Trompenaars (1994:8) describe culture as a “union” that comes in many layers and to understand culture we need to peel this union layer by layer. This expression of values and norms are deeper in society and is not directly visible and these value and norms operate outside our awareness (Hall, 1976:69). The learning process on which an individual or group embarks is based on a particular culture, its values and norms, which Schein (1985:9) summarise as: “A pattern of basic assumptions, invented, discovered or developed by a given group as it learns to cope with problems of external adaptation and internal integration. West (1994:20) argues, the quest to develop a learning organisation may not only be hampered by existing structures and processes but also by traditional embedded attitudes and cultural dimensions no longer appropriate for the survival of the company. Heracleous (1995:24-27) describe learning in an organisation as a process by which organisations change their cultures and systems in relation to market conditions. He claims organisations must do this in order to improve their competitiveness and achieve a sustainable competitive advantage. He suggests organisational learning is about having the appropriate culture, structure and systems to encourage people to develop continually and sharing knowledge with others.

5.2.3 Question no.3 – The psychological facet of learning in organisations.

The psychological facet of learning in the organisation addresses the psychological state in the organisation that determines the extent to which individuals enact certain psychological behaviours.

5.2.3.(i) High levels of fear exist in Mondi Cartonboard.

Positive environment strives on commitment and cooperation, the valuing and appreciation of employees but unfortunately many organisations do not consider

these important requirements. The result of this approach is people neglect to leave their values, stereotypes and hate at the building or company entrance. Situations of politicking and power struggles start to exist between dominant and smaller groups, people start to loose their identities and fear becomes the order of the day.

Findings Question no.3 (i) - High levels of fear exist in Mondi Cartonboard.

Analysis of question no.3 (i) indicates among the non-supervisory and non-managerial respondent group [see table no. 5.17] that 2.5% and 17.5% respondents' strongly agree and agree respectively that high levels of fear exist in Mondi Cartonboard. On the other side of the equilibrium only 55% and 12.5% of the respondents' respectively disagree and strongly disagree that high levels of fear exists. 2.5% of this respondent group is undecided whether high levels of fear exist in Mondi Cartonboard. Founded in the supervisory and managerial response group shown by table no. 5.17 is that 5% and 20% of all the respondents' strongly agree and agree respectively that high levels of fear exist in Mondi Cartonboard. On the other hand 7.5% respondents' disagree and 55% respondents' strongly disagree with

Table no. 3.17 - High levels of fear exist in Mondi Cartonboard.

Response category	Non-Supervisory and non-managerial response group		Supervisory and managerial response group		Both response groups added together	
	Total	Percentage	Total	Percentage	Total	Percentage
Strongly Agree	1	2.50%	2	5.00%	3	3.75%
Agree	7	17.50%	8	20.00%	15	18.75%
Undecided	5	12.50%	5	12.50%	10	12.50%
Disagree	22	55.00%	22	55.00%	44	55.00%
Strongly Disagree	5	12.50%	3	7.50%	8	10.00%
Total	40	100.00%	40	100.00%	80	100.00%

this statement. Table no. 5.17 also indicates to us by adding both response groups together that a total of 18 respondents' or 22.5% out of the 80 respondents' is strongly in agreement and in agreement that Mondi Cartonboard's high levels of fear exist. On the other side of the equilibrium is a group of 52 respondents' at 65% that believes that fear is not an issue in Mondi Cartonboard. 10 or 12.5% of the total respondent group is undecided whether fear exists or not, in Mondi Cartonboard.

Analysis of Question no 3 (i) in terms of the literature review in Chapter no.2

Kreitner et al. (2000:602) argue organisations and employees do not consciously resist learning, if they do, it's due to three fundamental problems that plague society at large (Keys et al. 1996:36-49 and Senge, n.d.) namely: Firstly the focusing on fragmentation rather than systems. Fragmentation creates functional walls and silo's that separate people into independent groups that creates internal fiefdoms that battle over power, resources and control in which learning, sharing, cooperation and collaboration are ultimately lost in the organisational battlefield. This approach resulted into dominance by the special interest groups, political lobbying and finger pointing to each other. Secondly the emphasising on competition rather than collaboration, a general accepted paradigm of the way we view the world. Keys et al. (1996:36-49) felt there is nothing intrinsically wrong with competition, but competition can result in scenarios where people compete with the very people with whom they need to collaborate for success. Senge (n.d) claims the moment this balance is lost we loose cooperation and knowledge sharing and this results into fear; one of learning's greatest enemies. In response to hiding this fear, people develop defensive systems to solve problems in isolation and to never say I don't know. Lastly re-activeness than rather pro-activeness, is shown in research that when this tendency is coupled with management by fear and crisis, people not only resist learning.... people become paralysed by the fear of risk taking. Senge see nothing wrong with external authority but the problem is in the manner in which authority is exercised. Employees get conditioned to crises and problem solving, a small step away from a management system dominated by fear. Management of fear and crisis becomes a self fulfilling prophecy to show short term results, employees grow accustomed to wait for the next crisis , it becomes a way of life because fitting in and being accepted becomes much more important than being yourselves.

5.2.3.(ii) I am encouraged to experiment with new ideas.

Creativeness and experimentation is the seed of all innovations. The psychological perception of creativeness and experimentation of ideas can have a negative impact on the organisation therefore also on the generating of new and exciting ideas and experimentation. The learning organisation promotes higher levels of creativity,

innovations and experimentation through systems of dialogue, allowing employees to develop new and creative ideas.

Findings Question no.3 (ii) - I am encouraged to experiment with new ideas.

Analysis of question no.3 (ii) indicates among the non-supervisory and non-managerial respondent group [see table no. 5.18] that 10% and 67.5% respondents' strongly agree and agree respectively that they are encouraged to experiment with new ideas in Mondi Cartonboard. On the other hand only 15% and 0% of the respondents' respectively disagree and strongly disagree with this statement. Only 7.5% of this respondent group are undecided regarding this statement. On the

Table no. 3.18 - I am encouraged to experiment with new ideas.

Response category	Non-Supervisory and non-managerial response group		Supervisory and managerial response group		Both response groups added together	
	Total	Percentage	Total	Percentage	Total	Percentage
Strongly Agree	4	10.00%	9	22.50%	13	16.25%
Agree	27	67.50%	25	62.50%	52	65.00%
Undecided	3	7.50%	4	10.00%	7	8.75%
Disagree	6	15.00%	2	5.00%	8	10.00%
Strongly Disagree	0	0.00%	0	0.00%	0	0.00%
Total	40	100.00%	40	100.00%	80	100.00%

supervisory and managerial response group it's founded that as shown in table 3.18 is that 22.5% and 62.5% of all the respondents' strongly agree and agree respectively that they are encouraged to experiment with new ideas in Mondi Cartonboard. Only 5% respondents' disagree and 0% respondents' strongly disagree with this statement. Table no. 5.18 also indicates to us by adding both response groups together that a total of 65 respondents' or 81.25% of the 80 respondents' strongly agree and agree that Mondi Cartonboard encouraged the experimentation of new ideas. On the other side of the equilibrium a group of only 8 or 10% respondents' believe Mondi Cartonboard did not encourage experimentations of new ideas. Only 7 respondents' or 12.5% of the total respondent group is undecided whether Mondi Cartonboard encourages experimentation or not.

Analysis of Question no 3 (ii) in terms of the literature review in Chapter no.2

According to Bennett and O'Brien (1994) cited in Griego et al (2001:8) the learning organisation should seek ways to develop their organisations and employees and reinvent their work. Griego et al (2001:6) sees the learning organisation as an organisation that learns powerfully, collectively and continuously transforming itself to better collect, manage and use of knowledge for organisational success. Senior management in many organisations have come to the belief that the way organisations learn is the key index to their organisation's effectiveness, potential, innovation and growth" (Garavan, 1997:1). Having these developments, Teare and Dealtry (1998:49) argue the point that organisational learning literature tells us that organisations experimenting with "new" approaches to learning, find the challenge is often to "do more with less" and to "be smarter and act smarter" in order to respond more proactively to the complexity of change.

5.2.3.(iii) I am allowed to make mistakes.

In an organisational context mistakes can be a very expensive exercise that not only cost the company large amounts of money but it have the characteristics' to take peoples dignity away. Mistakes are also associated with fear, fear of punishment and above all fear for admitting 'I have done something wrong', because it will affect my stance in the organisation or society in the sense of what will my family think of me, what will my colleagues think of me and what will my superiors think of me, what will the punishment be.

Findings Question no.3 (iii) - I am allowed to make mistakes.

Analysis of question no.3 (iii) it's founded among the non-supervisory and non-managerial respondent group [see table no. 5.19] that 0% and 37.5% respondents' strongly agree and agree respectively they are allowed to make mistakes. On the other hand 37.5% and 12.5% of the respondents' disagree and strongly disagree respectively with this statement. 12.5% of this group is undecided regarding this statement. On the supervisory and managerial response group, it's founded as shown in table 3.19, that 5% and 42.5% of all the respondents' strongly agree and

agree respectively that they are allowed to make mistakes. On the other hand 30% respondents' disagree and 5% respondents' strongly disagree with this statement. 17.5% of this respondent group is undecided regarding this statement. Table no. 5.19 also indicates to us by adding both response groups together that a total of 34

Table no. 3.19 - I am allowed to make mistakes.

Response category	Non-Supervisory and non-managerial response group		Supervisory and managerial response group		Both response groups added together	
	Total	Percentage	Total	Percentage	Total	Percentage
Strongly Agree	0	0.00%	2	5.00%	2	2.50%
Agree	15	37.50%	17	42.50%	32	40.00%
Undecided	5	12.50%	7	17.50%	12	15.00%
Disagree	15	37.50%	12	30.00%	27	33.75%
Strongly Disagree	5	12.50%	2	5.00%	7	8.75%
Total	40	100.00%	40	100.00%	80	100.00%

respondents' or 42.5% out of the 80 respondents' strongly agree and agree that they are allowed to make mistakes. On the other hand the same amount of respondents' at 34 out of 80 at 42.5% believes they are not allowed to make mistakes. 12 or 15% respondents' of the total respondent group is undecided whether Mondi Cartonboard allows for employees to make mistakes. This question needs further investigation.

Analysis of Question no 3 (iii) in terms of the literature review in Chapter no.2

Each of us is born as individuals with instincts for self-preservation and as Comenius (1609) in Longworth and Davies (1997:8) put it we can only learn through a notion of mutual interest. According to Fiol and Lyles (1985:803-813) this distinction is about the development of insight, knowledge and associations between past actions, the effectiveness of these actions and future actions that might promote learning. Pedlar et al (1991) in Garavan (1997:26) suggests that the impetus for transformation must come within clearly defined boundaries for decision-making. Lipshitz et al (2002:20) is of the understanding this failure is largely due to the psychological state in an organisation. Psychological safety is the state in which people feel safe to make errors, honestly discuss what they think and feel. Without psychological safety people are very reluctant to take any risk required for learning in the organisation. Lipshitz et al (2002:20) see psychological safety as an opportunity to practice and to make

errors, rewards for detecting errors and the corrective response to these errors. Schein, (1993:87) feels psychological safety is about environments that reduce threats and the embarrassing nature of making mistakes and its outcomes.

5.2.3.(iv) I willingly accept the accountabilities for my mistakes.

Accountability is the right to expect a task or job performed correctly and that the necessary corrective action will be taken to do so. But accountability is submitted to three important pre-conditions before it can succeed namely: meaningfulness, experienced responsibility and knowledge of results. Meaningfulness means an employee must see and perceive his work worthwhile in terms of a value system acceptable by him. Experienced responsibility can be described as the belief system of an employee that he/she is responsible for the desired outcomes. And lastly knowledge of results is the process of putting a person in the position determined on a fair basis whether or not the result of his/her work is satisfactory or not.

Findings Question no.3 (iv) - I willingly accept the accountabilities for my mistakes.

Analysis of question no.3 (iv) it's founded among the non-supervisory and non-managerial respondent group [see table no. 5.20] that 12.5% and 75% respondents'

Table no. 3.20 - I willingly accept the accountabilities for my mistakes.

Response category	Non-Supervisory and non-managerial response group		Supervisory and managerial response group		Both response groups added together	
	Total	Percentage	Total	Percentage	Total	Percentage
Strongly Agree	5	12.50%	9	22.50%	14	17.50%
Agree	30	75.00%	30	75.00%	60	75.00%
Undecided	1	2.50%	0	0.00%	1	1.25%
Disagree	2	5.00%	1	2.50%	3	3.75%
Strongly Disagree	2	5.00%	0	0.00%	2	2.50%
Total	40	100.00%	40	100.00%	80	100.00%

strongly agree and agree respectively that they willingly accept accountabilities for their mistakes. On the other hand 5% respondents' disagree and strongly disagree respectively that they are not willing to accept accountabilities for their mistakes. Only 2.5% of this respondent group are undecided regarding this statement. On the

supervisory and managerial response group it's founded as shown in table 3.20 that 22.5% and 75% of all the respondents' strongly agree and agree respectively that they accept accountabilities for their mistakes. On the other hand only 2.5% respondents' disagree and 0% respondents' strongly disagree with this statement. There are no undecided responses regarding this statement. Table no. 5.20 indicates by adding both response groups together that a total of 74 respondents' or 92.5% out of 80 respondents' strongly agree and agree they willingly accept accountabilities for their mistakes. On the other hand 6 or 7.5% respondents' out of 80 are not in favour with this statement, 2 respondents' disagree, 3 respondents' strongly disagree and only one respondent is undecided regarding his/her status in this process.

Analysis of Question no 3 (iv) in terms of the literature review in Chapter no.2

According to Robinson, Clemson and Keating (1997: 228) all organisations are learning organisations, but the question must be asked if the learning that took place is adequate or not. The concept of the learning organisation demands the development of a greater self-awareness on issues and variables that influence organisational behaviour, collective and individual learning. Lipshitz et al. (2002:18) identifies five important norms that are very likely to produce self-awareness of issues and variables that might effect valid information and commitment to corrective action within the learning organisation. These norms are: transparency, integrity, issue-orientation, inquiry and accountability. Transparency is the process of exposing one's thoughts and action to others in order to receive feedback. Integrity is the process of collecting and providing information regardless of its implications. Integrity is about the encouragement to provide and accept feedback as accurate as possible with the willingness to accept errors and mistakes. Issue-orientation is focusing on the relevance of information on issues regardless of the recipient's social standing or rank. Inquiry can be defined as persisting in investigation until full understanding is achieved. It's about willingness to accept a degree of uncertainty and the suspension of judgment until a satisfactory understanding is achieved. It's also about curiosity, intellectual curiosity to questioning the status quo. Accountability can be defined as accepting responsibility for both, learning and the implementation of learned lessons. Transparency, inquiry, issue-orientation and integrity according to Lipshitz et al.

(2002:18) support understanding where accountability on the other hand supports both understanding and action.

5.2.3.(v) High levels of trust in Mondi Cartonboard exist between management and employees.

Trust is about our faith in other people’s intentions and behaviours. When we see others acting in a way that they trusting us, we become more trusting to them. But conversely we become more distrusting in those whose actions try violating our trust in them or to distrust us. To conclude the process of trusting somebody else carries the risk of inherent betrayal, but the outcomes of interpersonal trust outweigh any risk of trust betrayal.

Findings of Question no.3 (v) - High levels of trust in Mondi Cartonboard exist between management and employees.

In the analysis of question no.3 (v) it’s founded that among the non-supervisory and non-managerial respondent group [see table no. 5.21] 5% and 40% respondents’ strongly agree and agree respectively that high levels of trust exist between

Table no. 3.21 - High levels of trust in Mondi Cartonboard exist between management and employees.

Response category	Non-Supervisory and non-managerial response group		Supervisory and managerial response group		Both response groups added together	
	Total	Percentage	Total	Percentage	Total	Percentage
Strongly Agree	2	5.00%	3	7.50%	5	6.25%
Agree	16	40.00%	21	52.50%	37	46.25%
Undecided	7	17.50%	6	15.00%	13	16.25%
Disagree	11	27.50%	6	15.00%	17	21.25%
Strongly Disagree	4	10.00%	4	10.00%	8	10.00%
Total	40	100.00%	40	100.00%	80	100.00%

management and employees in Mondi Cartonboard. On the other side of the equilibrium only 27.5% and 10% of the respondents’ disagree and strongly disagree respectively that there is no trust between Mondi Cartonboard management and employees. 17.5% of this respondent group are undecided regarding this statement.

On the supervisory and managerial response group it's founded as shown in table 3.21 that 7.5% and 52.5% of all the respondents' strongly agree and agree respectively that the high levels of trust exist between Mondi Cartonboard management and employees. On the other hand only 15% respondents' disagree and 10% respondents' strongly disagree with this statement. 15% of this group of respondents' are undecided regarding this statement. Table no. 5.21 indicates by adding both response groups together that a total of 42 respondents' or 52.5% out of 80 respondents' strongly agree and agree high levels of trust exist between Mondi Cartonboard's' management and employees. On the other hand 25 or 31.25% respondents' out of 80 are in disfavour with this statement, 17 respondents' disagree, 8 respondents' strongly disagree that high levels of trust exist between management and employees in Mondi Cartonboard. 16.25% or 13 out of 80 respondents' are undecided regarding the trust status in Mondi Cartonboard.

Analysis of Question no 3 (iv) in terms of the literature review in Chapter no.2

New approaches in management are about employee participation and empowerment. It's about delegation of authority to the lower ranks of the organisation, to empower non-managerial employees to make their own decisions (Kreitner et al., 1999:309). According to West (1994:20) for learning to take place in the organisations it's sometimes necessary to transform patterns of the basic assumptions in the organisation, this transformation also requires a process in which high levels of trust and commitment towards shared objectives can be developed. Bartolome in Kreitner et al. (2002: 384) provides us with the following insights regarding trust in a learning organisation: Trust is about communication and accurate feedback regarding policies and decisions in the company. It's about telling the truth no matter the consequences. It's about help, advice, coaching, support for other's ideas, to be available and approachable. Trust is also about respect, delegation and real decision-making authority. These issues are the most important aspect of managements respect. Trust is about fairness, to provide credit and recognition to those who deserve it. Trust is about predictability and to be constant, to keep expressed and implied promises. And lastly trust is about competence, to enhance credibility, to demonstrate good business sense, technical ability and

professionalism. Trust is to be earned, trust can't be demanded, and it's to treat employees as adults in the learning organisation (P Berry in Caudron. 1995, 28:36).

5.2.3.(vi) I willingly share my knowledge with other employees.

A learning organisation continuously creates, acquires and transfer knowledge to change accepted behaviours and norms on the basis of this new knowledge and insights. These organisations infuse the organisation with new ideas and information and promote knowledge sharing and transfers throughout the organisation

Findings Question no.3 (vi) – I willingly share my knowledge with other employees.

Analysis of question no.3 (vi) indicates among the non-supervisory and non-managerial respondent group [see table no. 5.22] that 22,5% and 65% respondents'

Table no. 3.22 - I willingly share my knowledge with other employees.

Response category	Non-Supervisory and non-managerial response group		Supervisory and managerial response group		Both response groups added together	
	Total	Percentage	Total	Percentage	Total	Percentage
Strongly Agree	9	22.50%	16	40.00%	25	31.25%
Agree	26	65.00%	22	55.00%	48	60.00%
Undecided	2	5.00%	1	2.50%	3	3.75%
Disagree	1	2.50%	1	2.50%	2	2.50%
Strongly Disagree	2	5.00%	0	0.00%	2	2.50%
Total	40	100.00%	40	100.00%	80	100.00%

strongly agree and agree respectively that they willingly sharing their knowledge with other employees. On the other hand 2.5% and 5% of the respondents' disagree and strongly disagree respectively with this statement. 5% of this group are undecided regarding this statement. On the supervisory and managerial response group it's founded as shown in table 3.22. 40% and 55% of all the respondents' strongly agree and agree respectively that they are willing to share their knowledge with other employees in Mondi Cartonboard. On the other hand only 2.5% respondents' disagree and 0% respondents' strongly disagree with this statement. 3.75% of this group of respondents' are undecided regarding this statement. Table no. 5.22 indicates by adding both response groups together that a total of 73 respondents' or

91.25% out of 80 respondents' is strongly in agreement and in agreement that sharing of knowledge takes place between employees. On the other hand 4 or 5% respondents' out of 80 are not in favour with this statement, 2 respondents' disagree, 2 respondents' strongly disagree that knowledge sharing between employees exist in Mondi Cartonboard. 3.75% or 3 out of 80 respondents' are undecided regarding knowledge sharing in Mondi Cartonboard.

Analysis of Question no 3 (vi) in terms of the literature review in Chapter no.2

Dixon (1999:44) describes, organisational learning does not occur by simply encouraging people to exchange information; an organisation must actively facilitate 'collective' learning among employees and teams and must "tap into the spring of real learning of aspiration, imagination and experimentation" (Senge, n.d.). Learning organisation structures allows for; employee empowerment, collaboration, participation, improved feedback and constructive communication that encourage employee loyalty, free flow of information and the sharing of knowledge among employees and co-workers (Ortenblad, 2004:129-144). Marshak, (1993:44-56) and Garud and Kotha, (1994: 671-691) see an organisation as a metaphor in the sense that a metaphor is a figure of speech that characterises an object in terms of another (Cameron, 1986:540-541). Using Miller et al. (1996: 88-99) discussion on the learning organisations and Garvin's (1993:78-91) definition of the learning organisation, the learning process in an organisation can be highlighted as: organisations strive to redesign structures, processes and policies to reduce interpersonal barriers in order to share information, ideas and knowledge among all organisational members.

5.2.3.(vii) There is no distinctions between my own and organisational interest.

People enter an organisation with certain aspirations and needs that need fulfilment. Organisations on the other hand hire people to fulfil certain task and activities in order to achieve success in terms of profitability and effectiveness. But in many cases the employment contract does not clearly stipulate requirements for both sides resulting in a scenario in which both parties embarks onto a path of unhappiness and destruction of relationships. It's therefore that both the company and employee

participate in a process that creates a system of mutual interest acceptable to both parties.

Findings Question no.3 (vii) - There is no distinction between my own and organisational interest.

Analysis of question no.3 (vii) indicates among the non-supervisory and non-managerial respondent group [see table no. 5.23] that 2.5% and 45% respondents' strongly agree and agree respectively that there are no distinction between their own interest and those of Mondi Cartonboard. On the other hand 20% and 2.5% of the respondents' respectively disagree and strongly disagree with this statement. 30% of

Table no. 3.23 - There is no distinctions between my own and organisational interest.

Response category	Non-Supervisory and non-managerial response group		Supervisory and managerial response group		Both response groups added together	
	Total	Percentage	Total	Percentage	Total	Percentage
Strongly Agree	1	2.50%	4	10.00%	5	6.25%
Agree	18	45.00%	26	65.00%	44	55.00%
Undecided	12	30.00%	6	15.00%	18	22.50%
Disagree	8	20.00%	3	7.50%	11	13.75%
Strongly Disagree	1	2.50%	1	2.50%	2	2.50%
Total	40	100.00%	40	100.00%	80	100.00%

this group is undecided regarding this statement. On the supervisory and managerial response group, it's founded as shown in table 3.23 that 10% and 65% of all the respondents' strongly agree and agree respectively that there is no distinction between their own interest and those of Mondi Cartonboard. On the other hand 7.5% respondents' disagree and 2.5% respondents' strongly disagree with this statement. 15% of this group of respondents' are undecided regarding this statement. Table no. 5.23 indicates by adding both response groups together that a total of 49 respondents' or 61.25% out of 80 respondents' strongly agree and agree that there is no distinction between their interest and those of Mondi Cartonboard. On the other hand 31 or 48.75% respondents' out of 80 are in disfavour with this statement, 11 or 13.75% respondents' disagree, 2 or 2.5% respondents' strongly disagree and 22.5% or 18 are undecided regarding the distinction of interests in Mondi Cartonboard.

Analysis of Question no 3 (vii) in terms of the literature review in Chapter no.2

Learning in organisations is not a simple and a clear-cut process. Ortenblad (1996:14) states the difficulty to understand learning organisation concepts are largely due to two reasons: a) the vagueness of some of the underlying assumptions presented in many literatures and b) due to the popularity of some theories presented in literature on learning organisations. He suggests for an organisation to get a clearer picture of where it stands in terms of the learning organisation concepts, the organisation needs to: a) Classify who is learning and where the knowledge is located within the organisation and, b) They should state any and the level of uncertainty, whether everybody in the organisation work for the best interest of the organisation. Huber (1991:89) suggests that an organisation only learns if “the range of its potential behaviours’ changes” and/or if “any of its units requires knowledge that it recognises as potentially useful to the organisation. Once this is achieved and employees take charge of their careers, they act more like a partner than an employee (Kreitner et al, 2000:9). Lipshitz et al. (2002:2) sees this process as organisational commitment. Organisational commitment refers to the extent to which organisational members identify with organisational goals and values with no distinctions between our own and organisational interests.

5.2.3.(viii) I achieve greater satisfaction in doing the “right thing” rather than the “political correct.”

The complexity of our present environment results into a scenario in which belief and value systems do not remain static. Companies moved away from repetitive behaviours and routines, towards a system that derives strength and cohesion amongst employees. Employees in the new business world are encouraged to be more accountable, more willing and to be transparent, employees learn to be more fact and issue orientated with more freedom, and to move away from the tendency to avoid personal responsibility. Employees are also continuously being encouraged to learn and to find new ways of improvement.

Findings Question no. 3 (viii) - I achieve greater satisfaction in doing the “right thing” rather than the “political correct.”

Analysis of question no.3 (viii) indicates among the non-supervisory and non-managerial respondent group [see table no. 5.24] that 27.5% and 60% respondents’ strongly agree and agree respectively that they achieve greater satisfaction in doing the right thing rather than the politically correct. On the other hand only 5% and 2.5% of the respondents’ disagree and strongly disagree respectively that they achieve greater satisfaction in doing the right thing rather the politically correct. 5% of this respondent group is undecided regarding this statement. On the supervisory and managerial response group it’s founded as shown in table 3.24 that 30% and 65% of

Table no. 3.24 - I achieve greater satisfaction in doing the “right thing” rather than the “political correct.”

Response category	Non-Supervisory and non-managerial response group		Supervisory and managerial response group		Both response groups added together	
	Total	Percentage	Total	Percentage	Total	Percentage
Strongly Agree	11	27.50%	12	30.00%	23	28.75%
Agree	24	60.00%	26	65.00%	50	62.50%
Undecided	2	5.00%	1	2.50%	3	3.75%
Disagree	2	5.00%	1	2.50%	3	3.75%
Strongly Disagree	1	2.50%	0	0.00%	1	1.25%
Total	40	100.00%	40	100.00%	80	100.00%

all the respondents’ strongly agree and agree respectively that there is greater satisfaction achieved in doing the correct thing rather that the ‘ political correct’. On the other hand only 2.5% respondents’ disagree and another 0% respondents’ strongly disagree with this statement. 2.5% of this group of respondents’ are undecided regarding this statement. Table no. 5.24 indicates to us by adding both response groups together that a total of 73 respondents’ or 91.25% out of the 80 respondents’ are strongly in agreement and in agreement that greater satisfaction is achieved by doing the correct thing rather than the ‘political correct’. On the other hand 7 or 8.75% respondents’ out of 80 are not in favour with this statement, 3 or 3.75% respondents’ disagree, another 1 or 1.25% respondents’ strongly disagree with this statement and 3.75% or 3 out of 80 respondents’ are undecided regarding this statement.

Analysis of Question no 3 (viii) in terms of the literature review in Chapter no.2

Garvin's (1993:78-91) definition of the learning organisation highlights an important component of the learning process in an organisation and that is, behaviours must change, learning organisations are result orientated. Mumford (1996:27) after examining the nature of the learning organisation in this new world, he suggest the only way for organisations to learn and adapt faster, it is necessary for the organisations to create an environment that will actively encourage the continuous development of new behaviours and practices within. Lipshitz et al (2002:20) sees this process also as a part of organisational commitment. They believe organisational commitment is crucial for the promotion of willingness among organisational members to care for and to share their knowledge with other members in the benefit of the organisation. Organisational commitment is also about partnerships between individuals, groups and the organisation; these partnerships are used to overcome obstacles and the creations of solutions. Most important organisational commitment is about a deeper sense of satisfaction in having done "the right thing" rather than "the political correct" or the "easy way" as in the past (Speitzer and Quinn, 1996:255).

5.2.4 Question no.4 – The policy facet of learning in organisations.

The policy facet of learning in the organisation addresses issues of how management facilitates for learning in the organisation.

5.2.4.(i) Policies in Mondi Cartonboard assist employees to learn and experiment with new ideas and concepts?

Policies in the new age of businesses and organisations are design to encourage people to see the world anew. Once new ideas and concepts are discovered policy designs in the new world companies encourage and promote experimenting and risk taking to create new insights, competitive advantages and strongholds for the organisation

Findings of Question no.4 (i) - Policies in Mondi Cartonboard assist employees to learn and experiment with new ideas and concepts.

Analysis of question no.4 (i) indicates among the non-supervisory and non - managerial respondent group [see table no. 5.25] that 7.5% and 67.5% respondents' strongly agree and agree respectively that the policies in Mondi Cartonboard assist them to learn and experiment with new ideas and concepts. On the other hand 10%

Table no. 3.25 - Policies in Mondi Cartonboard assist employees to learn and experiment with new ideas and concepts.

Response category	Non-Supervisory and non-managerial response group		Supervisory and managerial response group		Both response groups added together	
	Total	Percentage	Total	Percentage	Total	Percentage
Strongly Agree	3	7.50%	7	17.50%	10	12.50%
Agree	27	67.50%	17	42.50%	44	55.00%
Undecided	6	15.00%	7	17.50%	13	16.25%
Disagree	4	10.00%	8	20.00%	12	15.00%
Strongly Disagree	0	0.00%	1	2.50%	1	1.25%
Total	40	100.00%	40	100.00%	80	100.00%

and 0% of the respondents' disagree and strongly disagree respectively that policy designs assist them to learn and experiment with new ideas and concepts. 15% of this respondent group is undecided regarding this statement. On the supervisory and managerial response group it's founded as shown in table 3.25 that 17.5% and 42.5% of all the respondents' strongly agree and agree respectively that policies in Mondi Cartonboard assists them to learn and experiment with new ideas and concepts. On the other hand only 20% respondents' disagree and another 2.5% respondents' strongly disagree with this statement. 17.5% of this group of respondents' are undecided regarding this statement. Table no. 5.25 indicates by adding both response groups together that a total of 54 respondents' or 67.5% out of the 80 respondents' strongly agree and agree that policies in Mondi Cartonboard indeed encourage learning and experimentation with new ideas and concepts. On the other hand 26 or 32.5% respondents' out of 80 are not in favour with this statement, 12 or 15% respondents' disagree, another 1 or 1.25% respondents' strongly disagree with this statement and 16.25% or 13 out of 80 respondents' are undecided whether

the policies in Mondi Cartonboard assists them to learn and experiment with new ideas and concepts or not.

Analysis of Question no 4 (i) in terms of the literature review in Chapter no.2

Consistent patterns of organisational development seems to occur in organisations over time, organisational structure processes and activities at one stage are not the same as the structures, processes and activities present at another stage. This implies that the criteria used to evaluate organisational success at one stage of development may also be different from criteria's used at another stage of development (Quinn and Cameron, 1983: 40). Organisational life cycle and policies is also about encouraging people and individuals in the organisation to replace old behaviours and attitudes with those desired in the benefit of the organisation and the employee. Teare and Dealtry (1998:49) argues that organisational learning literature tells us that organisations experimenting with "new" approaches to learning, but the challenge is often to "do more with less" and to "be smarter and act smarter" in order to respond more proactively to the complexity of change. In support of Teare and Dealtry, Garavan (1997:18) suggest organisational learning can be treated as a variable, which can be designed into an organisation with significant influence on other organisational outcomes. Out of this learning discussion it becomes very clear that people on own it to them self to learn and to develop. According to Keys et al. 1996:36-49 and Senge, n.d. real learning is fuelled by personal interest, curiosity, aspirations, imagination, experimentation and risk taking.

5.2.4.(ii) Mondi Cartonboard continuously evaluates its business processes to create new insights on the designs of policies?

Organisational and policy redesign are likely to remedy and improve problems such as innovation failures, low productivity, redundant work efforts, extensive red tape and procedures, failures to respond quick enough to environmental changes, and the inability to use the skills of employees effectively. The redesign must explicitly consider management and employees abilities to function in the new proposed environment and deal with the resistance it might create. This is an ongoing and

continuous process in an organisation and process, structural and policy adjustment, is a prerequisite where and when necessary.

Findings of Question no.4 (ii) - Mondi Cartonboard continuously evaluates its business processes to create new insights on the designs of policies.

Analysis of question no.4 (ii) indicates among the non-supervisory and non - managerial respondent group [see table no. 5.26], 17.5% and 55% respondents'

Table no. 3.26 - Mondi Cartonboard continuously evaluates its business processes to create new insights on the designs of its policies?

Response category	Non-Supervisory and non-managerial response group		Supervisory and managerial response group		Both response groups added together	
	Total	Percentage	Total	Percentage	Total	Percentage
Strongly Agree	7	17.50%	8	20.00%	15	18.75%
Agree	22	55.00%	27	67.50%	49	61.25%
Undecided	10	25.00%	5	12.50%	15	18.75%
Disagree	1	2.50%	0	0.00%	1	1.25%
Strongly Disagree	0	0.00%	0	0.00%	0	0.00%
Total	40	100.00%	40	100.00%	80	100.00%

strongly agree and agree respectively that Mondi Cartonboard continuously evaluate its business processes to create new insight on the design of its policies. On the other hand 2.5% and 0% of the respondents' respectively disagree and strongly disagree that Mondi Cartonboard continuously evaluates its business processes to create new insights on the design of its policies. 25% of this respondent group is undecided regarding this statement. On the supervisory and managerial response group, it's founded as shown in table 3.26 that 20% and 67.5% respondents' strongly agree and agree respectively, Mondi Cartonboard continuously evaluate its business processes. On the other hand there are 0% disagreements and strongly disagreements to this statement. 12.5% of the respondents' are undecided regarding this statement. Table no. 5.26 indicates to us by adding both response groups together that a total of 64 respondents' or 80% out of 80 respondents' strongly agree and agree Mondi Cartonboard continuously evaluate its business processes to create new insights on its policy designs. On the other hand 16 or 20% respondents' out of

80 are not in favour with this statement, 1 or 1.25% respondents' disagree, another 0% respondents' strongly disagree with this statement and 18.75% or 15 out of 80 respondents' are undecided whether Mondi Cartonboard continuously evaluate its business processes or not to create new insights on its policy designs.

Analysis of Question no 4 (ii) in terms of the literature review in Chapter no.2

According to Zuboff, (1988:395) learning is a new form of labour; learning is the heart of productive activities. The more our world and environments change, the greater the need to get learning attitudes and structures right. It is important to understand if the rate of change is greater than the rate of effective learning the chances of progress are also limited. Therefore the critical challenge for all of us, individually and organisationally is to get the learning process right. Dodgson (1993:377) summarise organisational learning developments and concepts as: "The way firms build, supplement and organise knowledge and routines around their activities and within their cultures and adapt and develop organisational efficiency by improving the use of the broad skills of their workforce." Using Miller et al. (1996: 88-99) discussion on the learning organisations and Garvin's (1993:78-91) definition of the learning organisation and the learning process in an organisation can be broken up into two important components: Firstly new ideas are a prerequisite for learning; therefore learning organisations actively tried to infuse their organisations with new ideas and information. Secondly new knowledge must be transferred throughout the organisation. Learning organisation's strived to redesign structures, processes and policies to reduce interpersonal barriers in order to share information, ideas and knowledge among all organisational members. Buchanan and McCalman in Morley and Garavan (1995:3) highlight, trends in world markets encourage more and more companies to review their organisational designs, structures, management styles and employment policies in the interest of more effective asset utilisation, greater flexibility, improved decision making, product quality and reliability. To conclude policies, rules and processes should also convey the idea that change is a continuous learning process rather than a once off event (Hendry, 1996:621-641 and Ready, 1995:18-19).

5.2.4.(iii) Mondi Cartonboard are committed to the upliftment of its employee's skills education and development?

The only way for an organisation to overcome this challenge is the strategically alignment of employee's potential according to demands identified from a proactive business strategy. Education, development and training policies should reflect management's perceptions why employees potential are important to achieve corporate goals and from a strategic point of view why the organisation is willing to invest in people's skills, development, education and training.

Findings of Question no.4 (iii) - Mondi Cartonboard are committed to the upliftment of its employee's skills education and development.

Analysis of question no.4 (iii) indicates among the non-supervisory and non-

Table no. 3.27 - Mondi Cartonboard are committed to the upliftment of its employee's skills education and development.

Response category	Non-Supervisory and non-managerial response group		Supervisory and managerial response group		Both response groups added together	
	Total	Percentage	Total	Percentage	Total	Percentage
Strongly Agree	11	27.50%	19	47.50%	30	37.50%
Agree	21	52.50%	17	42.50%	38	47.50%
Undecided	3	7.50%	1	2.50%	4	5.00%
Disagree	4	10.00%	2	5.00%	6	7.50%
Strongly Disagree	1	2.50%	1	2.50%	2	2.50%
Total	40	100.00%	40	100.00%	80	100.00%

managerial respondent group [see table no. 5.27] that 27.5% and 52.5% respondents' strongly agree and agree respectively that Mondi Cartonboard is committed to the upliftment of employee's skills and development. On the other hand 10% and 2.5% of the respondents' disagree and strongly disagree respectively that Mondi Cartonboard is committed to the upliftment of their skills and education. 7.5% of this respondent group is undecided regarding this statement. On the supervisory and managerial response group it's founded as shown in table 3.27 that 47.5% and 42.5% of all the respondents' strongly agree and agree respectively that Mondi Cartonboard is committed to the upliftment of their skills and development. On the

other hand only 5% respondents' disagree and another 2.5% respondents' strongly disagree with this statement. 2.5% of this group of respondents' are regarding this statement. Table no. 5.27 indicates by adding both response groups together that a total of 68 respondents' or 85% out of 80 respondents' strongly agree and agree that Mondi Cartonboard is committed to the upliftment of their skills, education and development. On the other hand 12 or 15% respondents' out of 80 are not in favour with this statement, 6 or 7.6% respondents' disagree, another 2 or 2.5% respondents' strongly disagree with this statement and 5% or 4 out of 80 respondents' are undecided whether Mondi Cartonboard is committed to the upliftment of employee skills, education and education.

Analysis of Question no 4 (iii) in terms of the literature review in Chapter no.2

Emphasis is on skills, very much in tune with today's results-oriented organisations with employees committed to life-long learning who work smarter rather than harder, who make their own opportunities, who voice their opinions. Progressive and farsighted companies (learning organisations) treat their employees as valuable resources, making layoffs the last option rather than the first. They develop "human recycling" programmes through retraining and redeployment (Stuller, 1993:37-41 and Henkoff, 1994:58-64). This learning facet in an organisation, highlights specifically three policies, important for the facilitation of learning in the organisation. One of the policies is commitment to learning, commitment to learning is a strategic decision expressed in both rhetoric and action: Rhetoric is the key to identify opportunities that others might not see and to create and understanding among all stakeholders that a company has to learn faster and better than it's competitors in order to create extraordinary value for its shareholders. Action manifests commitment to learning that includes investments in training and education that support experimentation and dissemination of information (Goh, 1998:15-21). Nel et al. (2001:473) feels the training and educational policies of an organisation must manifest itself in the form of a philosophy. This philosophy must describe managements' perceptions towards their human resources and their potential to enhance the company's goals, achievement investing in the training and education efforts of the organisation. This policy should also reflect from a strategically and from an operational point of view,

the reason why the organisation is willing to invest in the training and education of its employees.

5.2.4.(iv) Mondi Cartonboard’s commitment to learning is an important strategic decision to achieve business success?

The overall goal in every organisation today is to do more with less, to be smarter than competitors. Business leaders realise their employee’s talents and potential is the only key to this quest. To develop these potentials and talents organisational leaders commit themselves to the learning process in their organisations. This commitment is seen in the process how these leaders change and re-engineer their organisational structures, policies and business processes to accommodate new lines of thought, behaviours and knowledge sharing among their employees.

Findings of Question no.4 (iv) – Mondi Cartonboard’s commitment to learning is an important strategic decision to achieve business success.

Analysis of question no.4 (iv) indicates among the non-supervisory and non-managerial respondent group [see table no. 5.28] that 37.5% and 52.5%

Table no. 3.28 - Mondi Cartonboard’s commitment to learning is an important strategic decision to achieve business success.

Response category	Non-Supervisory and non-managerial response group		Supervisory and managerial response group		Both response groups added together	
	Total	Percentage	Total	Percentage	Total	Percentage
Strongly Agree	15	37.50%	19	47.50%	34	42.50%
Agree	21	52.50%	20	50.00%	41	51.25%
Undecided	3	7.50%	1	2.50%	4	5.00%
Disagree	1	2.50%	0	0.00%	1	1.25%
Strongly Disagree	0	0.00%	0	0.00%	0	0.00%
Total	40	100.00%	40	100.00%	80	100.00%

respondents’ strongly agree and agree respectively that Mondi Cartonboard’s committed to learning is an important strategic decision to achieve business success. On the other hand only 2.5% and 0% of the respondents’ disagree and strongly disagree that Mondi Cartonboard’s is committed to learning not as a strategic

decision to achieve business success. 7.5% of this respondent group is undecided regarding their status in terms of this statement. On the supervisory and managerial response group it's founded as shown in table 3.28 that 47.5% and 50% of all the respondents' strongly agree and agree that Mondi Cartonboard's committed to learning is a strategic decision to achieve business success. On the other hand only 0% respondents' disagree and respondents' strongly disagree with this statement. 2.5% of this group of respondents' are undecided regarding this statement. Table no. 5.28 indicates by adding both response groups together that a total of 75 respondents' or 93.75% out of the 80 respondents' strongly agree and agree that Mondi Cartonboard's commitment to learning is a strategic decision to achieve business success. On the other hand 5 or 6.25% respondents' out of 80 are not in favour with this statement, 1 or 1.25% respondents' disagree, another 0% respondents' strongly disagree and 5% or 4 out of 80 respondents' are undecided whether Mondi Cartonboard is committed to learning is a strategic decision to achieve business success or not.

Analysis of Question no 4 (iv) in terms of the literature review in Chapter no.2

Strategists and scholars have realised the ability of an organisation to learn faster and better than its competitors, may be the key to long-term success (Collins, 1994:143-152 and Grant, 1996:375-387 Organisations are under tremendous pressure to learn how to improve and stay ahead of competitors; in fact both researchers and practicing managers agree that an organisation's capability to learn is a key strategic weapon (Kreitner et al. 2000:598). These organisations leaders have also come to the belief that the way organisations learn is the key index to their organisations effectiveness, potential, innovation and growth" (Garavan, 1997:1). Arie de Geus in Swartz (1992) cited in Nel et al. (2001:472) made the observation that learning faster than competitors is the only way to maintain a competitive advantage. He claims that all organisations learn but the difference between organisations, lies in the fact that some organisations learn faster than others and do the learning more deliberately and use this knowledge more rapidly. The concept of the learning organisation, demands the development of a greater self-awareness on issues and variables that influence organisational behaviours, collective and individual learning. These developments that take place in the organisational life cycle is also about

encouraging people and individuals in the organisation to replace old behaviours and attitudes with those desired for the benefit of the organisation and the employee. Policies, rules and processes in the learning organisation must assist and help employees to learn new concepts and points of views, policies, rules and processes should also convey the idea that change is a continuous learning process rather than a once off event (Hendry, 1996:621-641 and Ready, 1995:18-19).

5.2.4.(v) Tolerance for error is seen in Mondi Cartonboard as management’s contribution to the learning process in the company?

People will make mistakes; the question, how would others, especially leaders of organisations perceive these errors. Would they see it as an experiment that failed, would they see it as a punishable offence or would they see it as part of the learning process in the organisation?

Findings of Question no.4 (v) – Tolerance for error is seen in Mondi Cartonboard as management’s contribution to the learning process in the company.

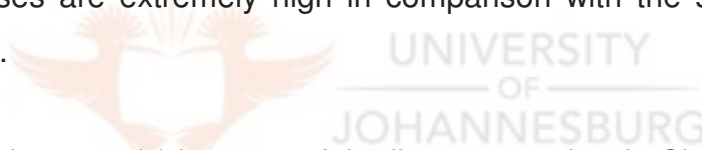
Analysis of question no.4 (v) indicates among the non-supervisory and non-managerial respondent group [see table no. 5.29] that 7.5% and 50% respondents’

Table no. 3.29 - Tolerance for error is seen in Mondi Cartonboard as management’s contribution to the learning process in the company.

Response category	Non-Supervisory and non-managerial response group		Supervisory and managerial response group		Both response groups added together	
	Total	Percentage	Total	Percentage	Total	Percentage
Strongly Agree	3	7.50%	1	2.50%	4	5.00%
Agree	20	50.00%	22	55.00%	42	52.50%
Undecided	9	22.50%	11	27.50%	20	25.00%
Disagree	7	17.50%	3	7.50%	10	12.50%
Strongly Disagree	1	2.50%	3	7.50%	4	5.00%
Total	40	100.00%	40	100.00%	80	100.00%

strongly agree and agree, tolerance for error in Mondi Cartonboard is managements’ contribution to the learning process. On the other hand only 17.5% and 2.5% of the respondents’ disagree and strongly disagree with this statement. 22.5% of this

respondent group is undecided regarding this statement. On the supervisory and managerial response group it's founded as shown in table 3.29 that 2.5% and 55% of the respondents' strongly agree and agree that tolerance for error is seen as the managements' contribution to the learning process in the company. On the other hand only 7.5% respondents' disagree and another 7.5% respondents' strongly disagree with this statement. A high level of 27.5% of this group of respondents' is undecided regarding this statement. Table no. 5.29 indicates by adding both response groups together that a total of 46 respondents' or 57.5% out of 80 respondents' strongly agree and agree that tolerance for error in Mondi Cartonboard is managements' commitment to the learning process. On the other hand 5 or 6.25% respondents' out of 80 are not in favour with this statement, 10 or 12.5% respondents' disagree, another 4 or 5% respondents' strongly disagree and another 20% or 10 out of 80 respondents' are undecided regarding this statement. This question needs further investigation because in both response groups and in the collective assessment the findings regarding undecided, disagree and strongly disagree responses are extremely high in comparison with the strongly agree and agree responses.



Analysis of Question no 4 (v) in terms of the literature review in Chapter no.2

The concept of the learning organisation demands the development of a greater self-awareness on issues and variables that influence organisational behaviours, collective and individual learning. According to Fiol and Lyles (1985:803-813) the distinction is about the development of insights, knowledge and associations between past actions, the effectiveness of these actions and future actions that might promote learning. Lipshitz et al (2002:20) sees it as the psychological state of psychological safety in an organisation. The psychological safety state is also about opportunities to practices and to make errors, rewards for detecting errors and the corrective response to these errors. This state is also about environments that reduce threats and the embarrassing nature of making mistakes and its outcomes (Schein, 1993:87). The policy tolerance for error is expressed in the message that learning inevitably generates errors and that errors in the service of learning will not be punished, but valued as an opportunity for learning (Lipshitz et al.2002: 24). Tolerance for error is also about striking a delicate balance between sanctioning

errors for the purpose of learning and holding people accountable for mistakes that either do not serve this purpose or reflect a failure to learn.

5.2.4.(vi) Mondi Cartonboard recognises the value of productive failure as opposed to those of unproductive success?

The value recognition of productive failure opposed to the value of unproductive success is about challenging old paradigms, actions and behaviours. It's also about the questioning of information received, it's about questioning status quo and to be different from others and competitors. It's about learning faster quicker, using this new learnt behaviour and knowledge more rapidly, than stagnating competitors and looking for new opportunities and using our ever changing environments in the benefit of the bigger whole.

Findings of Question no.4 (vi) – Mondi Cartonboard recognises the value of productive failure as opposed to those of unproductive success.

Analysis of question no.4 (vi) indicates among the non-supervisory and non-managerial respondent group [see table no. 5.30] that 5% and 45% respondents'

Table no. 3.30 - Mondi Cartonboard recognises the value of productive failure as opposed to those of unproductive success.

Response category	Non-Supervisory and non-managerial response group		Supervisory and managerial response group		Both response groups added together	
	Total	Percentage	Total	Percentage	Total	Percentage
Strongly Agree	2	5.00%	2	5.00%	4	5.00%
Agree	18	45.00%	23	57.50%	41	51.25%
Undecided	12	30.00%	10	25.00%	22	27.50%
Disagree	7	17.50%	5	12.50%	12	15.00%
Strongly Disagree	1	2.50%	0	0.00%	1	1.25%
Total	40	100.00%	40	100.00%	80	100.00%

strongly agree and agree that Mondi Cartonboard would rather recognised the value of productive failure opposed to this of unproductive success. 30% respondents' is undecided if Mondi Cartonboard recognises the value of productive failure opposed to those of unproductive success. 17.5% respondents' disagree and 2.5%

respondents' strongly disagree with this statement. On the supervisory and managerial response group as shown in table 3.30 is that 5% and 57.5% of the respondents' strongly agree and agree that Mondi Cartonboard would rather value productive failure than those of unproductive success. On the other hand 12.5% respondents' disagree and 0% respondents' strongly disagree with this statement. A high level of 25% of this group of respondents' is undecided regarding this statement. Table no. 5.30 indicates by adding both response groups together that a total of 45 respondents' or 56.25% out of 80 respondents' strongly agree and agree that Mondi Cartonboard appreciate the higher value of productive oppose to those of unproductive success. On the other hand a high level of 35 or 43.75% respondents' out of 80 are not in favour with this statement, 12 or 15% respondents' disagree, another 1 or 1.25% respondent' strongly disagree with this statement and 27.5% or 22 out of 80 respondents' are undecided whether Mondi Cartonboard values productive failure higher than those of unproductive success or not. This question needs further investigation because in both response groups and in the collective assessment the findings regarding undecided, disagree and strongly disagree responses are extremely high in comparison with the strongly agree and agree responses.

Analysis of Question no 4 (vi) in terms of the literature review in Chapter no.2

Albert Einstein cited in Marquardt, (1996:15) wrote, "No problem can be solved from the same consciousness that it created it; we must learn to see the world anew". Changes over time take place mainly in four areas: our environment, workplace, customers and workers. Over the past ten years significant economical, social and technological changes have seriously altered the business world and we have arrived at a new age of rapidly changing idea, concepts and information. Organisations that learn faster are more capable of adapting quicker and gain significant advantage in the business world. Mumford (1996:27) after examining the nature of the learning organisation in this new world he suggest the only way for organisation's to learn and adapt faster it is necessary for the organisations to create an environment that actively encourage continuous developments of new behaviours and practices within. According to Watkins and Marsick (1992:118) total employee involvement in processes of collaboration directed collectively towards a set of shared values and

principles is one of the main characteristics of a learning organisation. Other characteristics of a learning organisation are one of a vision of what might be possible, not brought about by simply training individuals but as a result of learning by the organisation as a whole. A learning organisation facilitates the learning of all its members and continuously transforms itself (Pedler et. al. 1991:1) and draws its strengths from diverse knowledge, experiences, capabilities and ways of doing things that people businesses and communities can have and use (Addleson, n.d.). It's about a deeper sense of satisfaction in having done "the right thing" rather than "the political correct" or the "easy way out" as in the past (Speitzer and Quinn, 1996:255).

5.2.4.(vii) The fair treatment of employees is a commitment from Mondi Cartonboard to its workforce?

Organisations exist because they involve people in activities together for a specific purpose but in many case organisations do things that are not useful to people. But by working together people can do things they can't accomplish in isolation. This is also relevant for the organisation; if the organisation builds collaborative relationships it's possible for the organisation to draw its strength from the diverse knowledge, experience, capabilities and ways of doing things that people are capable of.

Findings of Question no.4 (vii) – The fair treatment of employees is a commitment from Mondi Cartonboard to its workforce.

Analysis of question no.4 (vii) indicates among the non-supervisory and non-managerial respondent group [see table no. 5.31] that 7.5% and 57.5% respondents' strongly agree and agree the fair treatment of employees is Mondi Cartonboard's commitment to its workforce. On the other hand 20% and 2.5% of the respondents' disagree and strongly disagree with this statement. 12.5% of this respondent is undecided if the fair treatment of employees is a commitment from Mondi Cartonboard to its workforce. On the supervisory and managerial response group as shown in table 3.31 is that 15% and 65% of all the respondents' strongly agree and agree the fair treatment of employees is Mondi Cartonboard's commitment to its workforce. On the other hand only 5% respondents' disagree and 2.5% respondents'

Table no. 3.31 – The fair treatment of employees is a commitment from Mondi Cartonboard to its workforce.

Response category	Non-Supervisory and non-managerial response group		Supervisory and managerial response group		Both response groups added together	
	Total	Percentage	Total	Percentage	Total	Percentage
Strongly Agree	3	7.50%	6	15.00%	9	11.25%
Agree	23	57.50%	26	65.00%	49	61.25%
Undecided	5	12.50%	5	12.50%	10	12.50%
Disagree	8	20.00%	2	5.00%	10	12.50%
Strongly Disagree	1	2.50%	1	2.50%	2	2.50%
Total	40	100.00%	40	100.00%	80	100.00%

strongly disagree with this statement. 12.5% respondents' is undecided regarding this statement. Table no. 5.31 also indicates by adding both response groups together that a total of 58 respondents' or 72.5% out of 80 respondents' strongly agree and agree that Mondi Cartonboard is committed to the fair treatment of it's employees. On the other hand 12 or 15% respondents' out of 80 are not in favour with this statement, 10 or 12.5% respondents' disagree, another 2 or 2.5% respondent' strongly disagree with this statement and 12.5% or 10 out of 80 respondents' are undecided whether Mondi Cartonboard is committed to the fair treatment of its employees or not.

Analysis of Question no 4 (vii) in terms of the literature review in Chapter no.2

Pedlar et al (1991) in Garavan (1997:26) suggests that the impetus for transformation must come within clearly defined boundaries for decision-making. Responsibility and accountability is embedded in the social and organisational structures of an organisation and is very difficult to change. According to Fiol and Lyles (1985:803-813) this distinctions is about the development of insights, knowledge and associations between past actions, the effectiveness of these actions and future actions that might promote learning. This process is never ending, organisations are more than the sum of its parts, like people who make organisations up, organisations are born, barring early decline, eventually grow and mature and if decline is not reserved the organisation will eventually die. Consistent patterns of organisational development seems to occur in organisations over time, organisational structures processes and activities in one stage are not the same as the structures, processes

and activities present at another stage. According to Lipshitz et al. (2002:23) one of these developments is commitment to the workforce. Commitment to the workforce de-emphasises status differences, fair treatment of employees and guaranteeing employment security. Commitment to the workforce also promotes psychological safety through employment and generates organisational commitment by virtue of the norm of reciprocity in which favours are returned and social obligations are repaid. Reciprocity and fairness are at the heart of a win-win situations to everybody's advantage both the organisation and employee (Prokesch, 1997:154).

5.2.4.(viii) Productive learning is not a threat to employees regarding job losses and unemployment?

Learning organisations are aware of the delicate balance between the needs of the individual employee and the demands of the organisation. There is a growing demand to stay ahead of competitors, companies need to invest in new technologies, capital equipment and process changes but these inputs can't do without the matching investment in people. By investing in people the learning organisation combat fearsome uncertainties and take positive steps to avoid job losses and to protect the continuity of employment.

Findings of Question no.4 (viii) – Productive learning is not a threat to employees regarding job losses and unemployment.

Analysis of question no.4 (viii) indicates that among the non-supervisory and non-managerial respondent group [see table no. 5.32] that 7.5% and 35% respondents' strongly agree and agree productive learning is not seen as a threat regarding job losses and unemployment. On the other hand only 17.5% and 5% respondents' disagree and strongly disagree with this statement. 35% of this respondent group is undecided if whether productive learning is a threat to employees regarding job losses and unemployment or not. On the supervisory and managerial response group as shown in table 3.32 is that 12.5% and 62.5% of the respondents' strongly agree and agree productive learning is not a threat regarding job losses and unemployment in Mondi Cartonboard. On the other hand 5% respondents' disagree and 2.5% respondents' strongly disagree with this statement and see productive learning as a

Table no. 3.32 – Productive learning is not a threat to employees regarding job losses and unemployment.

Response category	Non-Supervisory and non-managerial response group		Supervisory and managerial response group		Both response groups added together	
	Total	Percentage	Total	Percentage	Total	Percentage
Strongly Agree	3	7.50%	5	12.50%	8	10.00%
Agree	14	35.00%	25	62.50%	39	48.75%
Undecided	14	35.00%	7	17.50%	21	26.25%
Disagree	7	17.50%	2	5.00%	9	11.25%
Strongly Disagree	2	5.00%	1	2.50%	3	3.75%
Total	40	100.00%	40	100.00%	80	100.00%

threat to employees regarding job losses and unemployment. 17.5% of this group of respondents' is undecided regarding this statement. Table no. 5.32 also indicates by adding both response groups together that a total of 37 respondents' or 58.75% out of the 80 respondents' strongly agree and agree that productive learning in Mondi Cartonboard is not seen as a threat to employees. On the other hand a high level of 35 or 43.75% respondents' out of 80 are not in favour with this statement, 9 or 5% respondents' disagree, another 3 or 2.5% respondent' strongly disagree and 26.25% or 21 out of 80 respondents' are totally undecided whether value productive learning is a threat to employees or not. This question needs further investigation.

Analysis of Question no 4 (viii) in terms of the literature review in Chapter no.2

Charles Handy in Longworth and Davies (1997:9) describe learning as follow: Real learning is not what many of us grew up thinking it was, it is not simply memorising facts, learning drills or soaking up traditional wisdom. Longworth and Davies (1997:9) classify this process as lifelong learning that is continuous with a holistic and visionary view on education; this education is not something imposed from above but carried out by an individual or a group of individuals. Tamkin (1997:184-185) describes lifelong learning as "a question of privilege", an essential survival tool which all of us should do and it's essential for individual and organisational prosperity. Learning is a new form of labour, and no longer a separate activity that occurs either before one enters the workplace or in remote classroom setting – learning is the heart of productive activities (Zuboff. 1988:395). The more our world

and environments change, the greater the need to get learning attitudes and structures right. Therefore the critical challenge for all of us, individually and organisationally is to get the learning process right. The learning organisation looks at productive and lifelong learning as a potential to bring mutual benefits such as adaptability, quality and commitment for more than those with the power to demand Tamkin (1997:186). But productive learning is about commitment to the workforce in the sense of fairness and about employment security in which employees can't be expected to contribute to productive learning, if the possibility exists that they might lose their jobs

5.2.5 Question no.5 – The contextual facet of learning in organisations.

The contextual facet of learning in the organisation addresses and deals with issues and features that promotes and inhibits learning in the organisation.

5.2.5.(i) The control function in Mondi Cartonboard has been transferred to employees.

Many would confuse control and power with each other. Power is the ability to influence others, but in many cases, power is used for the wrong reasons. Power is used to get things done or to accomplish goals despite resistance for others meaning one person has the power over something or somebody. Control means measurement of progress towards a planned performance or goal it's about to make planned activities happen. Control is not a hindrance but a positive and exists in every facet of an organisation.

Findings of Question no.5 (i) - The control function in Mondi Cartonboard has been transferred to employees.

Analysis of question no.5 (i) indicates among the non-supervisory and non-managerial respondent group [see table no. 5.33] that 5% and 47.5% respondents' strongly agree and agree that the control function in Mondi Cartonboard has been transferred to employees. On the other hand 30% and 5% of the respondents' respectively disagree and strongly disagree with this statement. 12.5% of this

respondent group is undecided if whether the control function has been transferred or not. On the supervisory and managerial response group as shown in table 3.33, 7.5% and 50% of all the respondents' strongly agree and agree that the control function has been transferred to them. On the other hand 35% respondents' disagree and 0% respondents' strongly disagree with this statement and feel the control function has not been transferred to employees in Mondi Cartonboard. 7.5% of this group of

Table no. 3.33 – The control function in Mondi Cartonboard has been transferred to employees.

Response category	Non-Supervisory and non-managerial response group		Supervisory and managerial response group		Both response groups added together	
	Total	Percentage	Total	Percentage	Total	Percentage
Strongly Agree	2	5.00%	3	7.50%	5	6.25%
Agree	19	47.50%	20	50.00%	39	48.75%
Undecided	5	12.50%	3	7.50%	8	10.00%
Disagree	12	30.00%	14	35.00%	26	32.50%
Strongly Disagree	2	5.00%	0	0.00%	2	2.50%
Total	40	100.00%	40	100.00%	80	100.00%

respondents' are undecided regarding their response to this statement. Table no. 5.33 also indicates to us by adding both response groups together that a total of 44 respondents' or 55% out of the 80 respondents' strongly agree and agree the control function has been transferred to employees in Mondi Cartonboard. On the other hand 36 or 45% respondents' out of 80 are not in favour with this statement, 26 or 32% respondents' disagree, another 2 or 2.5% respondent' strongly disagree and 10% or 8 out of 80 respondents' are undecided whether the control function has been transferred or not. This question needs further investigation because a substantial number of employees in both response groups is of the understanding the control function belongs to only a few people in Mondi Cartonboard.

Analysis of Question no 5 (i) in terms of the literature review in Chapter no.2

Today's workplace is indeed undergoing immense and permanent change (Keichel, 1993: 38-52), organisations are being re-engineered for greater speed, efficiency and flexibility. Command-and-control management gives away to participative

management and empowerment; customer-orientated leaders replace egocentric leaders. Employees are increasingly being viewed as internal customers and important stakeholders. The learning organisation according to Bateman et al. (1993:558-559) participation in the decision making process and control goes hand in hand and it secures peoples' understanding and acceptance of decisions made. This approach also allows employees to participate in the control system decisions that directly affect them and their jobs. These authors also warn that control functions do not always function smoothly largely due to three main reasons namely: 1) bureaucratic behaviours, 2) also what they call beating the system or manipulation and 3) the lack of performance standards. They believe resistance to control occurs because people are more strictly and accountable for their actions without the necessary authority because their power expertise and social relationships are threatened. Employees are increasingly being viewed as internal customers and important stakeholders. Organisations who give their people a chance to express themselves create a workforce more committed to their work and return these workers will produce larger quantity and better quality work (McHenry, 1997:28-31).

5.2.5.(ii) I clearly understand the consequences of errors made by me in the organisation.

People are not perfect and the choices they make can result in mistakes and errors. In many cases these mistakes and errors can be very embarrassing, costly and very negatively on other people, employees and the organisation. What we also find in reality due to the tendency not to make mistakes, people are not willing to take risks or to experiment with new ideas. Bring this back into an organisational context this tendency dampens creativity and innovation needed in an organisation willing to learn, to experiment with new ideas.

Findings Question no.5 (ii) - I clearly understand the consequences of errors made by me in the organisation.

Analysis of question no.5 (ii) indicates among the non-supervisory and non-managerial respondent group [see table no. 5.34] that 12.5% and 75% respondents' strongly agree and agree that they clearly understand the consequences of errors

made by them. On the other hand 7.5% and 0% of the respondents' respectively disagree and strongly disagree with this statement. 5% of this group is undecided whether they clearly understood the consequences of their errors made on the organisation. On the supervisory and managerial response group it's founded as shown in table 3.34 is that 30% and 67.50% of all the respondents' strongly agree and agree that they clearly understand the consequences of errors made by them on the organisation. On the other hand 0% respondents' disagree and strongly disagree

Table no. 3.34 – I clearly understand the consequences of errors made by me in the organisation.

Response category	Non-Supervisory and non-managerial response group		Supervisory and managerial response group		Both response groups added together	
	Total	Percentage	Total	Percentage	Total	Percentage
Strongly Agree	5	12.50%	12	30.00%	17	21.25%
Agree	30	75.00%	27	67.50%	57	71.25%
Undecided	2	5.00%	1	2.50%	3	3.75%
Disagree	3	7.50%	0	0.00%	3	3.75%
Strongly Disagree	0	0.00%	0	0.00%	0	0.00%
Total	40	100.00%	40	100.00%	80	100.00%

with this statement. Only 2.5% of this group of respondents' is undecided regarding their response to this statement. Table no. 5.34 also indicates by adding both response groups together that a total of 74 respondents' or 92.5% out of the 80 respondents' is strongly in agreement and in agreement that the consequences of their mistakes and errors on Mondi Cartonboard. On the other hand only 6 or 7.5% respondents' out of 80 are not in favour with this statement, 3 or 3.75% respondents' disagree, another 0% respondent' strongly disagree with this statement and 3.75% or only 3 out of 80 respondents' are undecided regarding this statement.

Analysis of Question no 5 (ii) in terms of the literature review in Chapter no.2

In 1960 McGregor wrote a book entitled the "*Human Side of Enterprise*", which has become an important philosophical base for the modern view of people at work (Kreitner et al. 1999:12). In this book McGregor formulates his well known X and Y theories regarding people. The X theory sees people negative where the Y theory

sees people as positive beings. His theory also advice people will work harder if you give them more attention. Organisations who give their people a chance to express themselves create a workforce more committed to their work and in return these workers will produce larger quantity and better quality work (McHenry, 1997:28-31). Evers, (2002:3) describes this approach as triple loop learning. Triple loop learning is the learning process that requires three types of management namely: a) design the “how” b) debate the “what” and c) might-right management or the “why”. Design management focus on how to achieve system goals dealing with finances, markets, operations etc. Debate management focus on achieving a shared understanding through debate for example what designs are the most appropriate, what design decisions should have been made and what role-play assumptions in this. Might-right management deals with knowledge-power configurations, asking why a particular way of thinking has come to the fore, and how to pursue more effective alternative knowledge areas. Deming call this approach “good management” (Walton in Kreitner et al., 1991:15). According Walton one of Deming’s most enduring lessons for managers is his 85/15 rule, specifically when things going wrong. Deming claims with this rule that there are roughly 85% chance, the system including management and rules is at fault and only about 15% of the time is the individual employee at fault and unfortunately, as Deming observed, once this happens the typical manager will spend most of his or her time, to blame and punish the individual employee wrongly for these system failures.

5.2.5.(iii) It’s more likely that people will learn from their mistakes.

Through out this study we have learnt people, employees and managers in all walks of live have the tendency to make mistakes and errors. The question, is the making of mistakes and errors a learning facilitator, and will the same mistake and error been made for the second or a third time.

5.2.5.(iii) Findings of Question no.5 (iii) - It is more likely that people will learn from their mistakes.

Analysis of question no.5 (iii) indicates among the non-supervisory and non-managerial respondent group [see table no. 5.35] that 20% and 75% respondents’

strongly agree and agree it's more likely that people will learn from their mistakes. On the other hand, 5% and 0% of the respondents' respectively disagree and strongly disagree with this statement. 0% of this respondent group is undecided whether people learn from their mistakes or not. On the supervisory and managerial response group as shown in table, 3.35 that 20% and 62.50% of all the respondents' strongly agree and agree it is more likely that people will learn out of their mistakes. On the other hand, 12.5% respondents' disagree and 0% strongly disagrees with this statement. 5% of this group undecided regarding this statement. Table no. 5.35 also indicates to us by adding both response groups together that 81 respondents' or

Table no. 3.35 – It is more likely that people will learn from their mistakes.

Response category	Non-Supervisory and non-managerial response group		Supervisory and managerial response group		Both response groups added together	
	Total	Percentage	Total	Percentage	Total	Percentage
Strongly Agree	8	20.00%	8	20.00%	16	20.00%
Agree	30	75.00%	25	62.50%	55	68.75%
Undecided	0	0.00%	2	5.00%	2	2.50%
Disagree	2	5.00%	5	12.50%	7	8.75%
Strongly Disagree	0	0.00%	0	0.00%	0	0.00%
Total	40	100.00%	40	100.00%	80	100.00%

88.75% of the 80 respondents' is strongly agreed and agree it is more likely that people will learn through their mistakes. On the other hand 9 or 11.25% respondents' out of 80 are not in favour with this statement, 7 or 8.75% respondents' disagree, 0% respondent' strongly disagree with this statement and 2.5% or only 2 out of 80 respondents' are undecided in terms of this statement.

Analysis of Question no 5 (iii) in terms of the literature review in Chapter no.2

Ghosal and Bartlett (1994:911-112) suggest organisational context is created and renewed through tangible and concrete management actions. This context influences the actions of those within the company. They also identify four primary dimensions in this organisational context that have direct influences on organisational learning namely: discipline, stretch, trust and support. Progressive managers in an organisation that is willing to learn, start to realise the benefits of interpersonal trust in their companies. Lipshitz, Popper and Friedman (2002:2) claim “productive” learning

is entangle in thorny conceptual, practical and ethical questions. Huber (1991:89) suggests that an organisation only learns if “the range of its potential behaviours’ changes” and/or if “any of its units requires knowledge that it recognises as potentially useful to the organisation According to Lipshitz et al., (2002:27) learning facilitates the likelihood of costly errors either from errors on learning in the past, potential errors on learning in the future. These authors also highlights the fact based on evidence from researchers in the likes of (Wong and Weiner, 1981, Zakay, Ellis and Shevalsky, 1998) that people are more likely to learn and to pay attention after they made mistakes and failure aid occur. They also claim organisational learning in many cases takes place if organisations are in a crisis or the people in the organisation faces situations in which errors can lead into catastrophic results e.g. the explosion in a nuclear plant. (Ellis et al. in Lipshitz et al., 2002:28) is of the opinion that people who work in organisations with very high cost to errors (i.e. traffic controllers) the learning process is much quicker and produce higher levels of valid information, transparency, accountability and issue-orientation than those who are employed in organisations with a relative low cost to errors.

5.2.5.(iv) To achieve business success for Mondi Cartonboard it’s necessary for me to learn new core competencies in terms of skill and knowledge.

The world economy environment is changing the structure of labour markets by increasing the level of competitiveness and therefore the need for a competitive and more flexible workforce. In this environment of rapid change the education, development of skills and learning new knowledge has become the driving force changing for meeting the demand for a highly skilled and knowledgably work force

Findings Question no.5 (iv) - To achieve business success for Mondi Cartonboard its necessary for me to learn new core competencies in terms of skill and knowledge.

Analysis of question no.5 (iv) indicates among the non-supervisory and non - managerial respondent group [see table no. 5.36] that 42.5% and 52.5% respondents’ strongly agree and agree for Mondi to achieve business success its necessary for people to learn new core competencies in terms of skills and knowledge. On the other hand, 0% respondents’ disagree and strongly disagree with

this statement. Only 5% of this respondent group is undecided whether it's necessary for people to learn new core competencies in terms of skills and knowledge to assist Mondi Cartonboard to achieve business success. On the supervisory and managerial response group as shown in table 3.36 that 37.5% and 60% of the respondents' strongly agree and agree it's necessary for them to learn new core competencies regarding skills and knowledge in order for Mondi Cartonboard to achieve business success. On the other hand, 0% respondents' disagree and strongly disagrees with

Table no. 3.36 – To achieve business success for Mondi Cartonboard its necessary for me to learn new core competencies in terms of skill and knowledge.

Response category	Non-Supervisory and non-managerial response group		Supervisory and managerial reponse group		Both response groups added together	
	Total	Percentage	Total	Percentage	Total	Percentage
Strongly Agree	17	42.50%	15	37.50%	32	40.00%
Agree	21	52.50%	24	60.00%	45	56.25%
Undecided	2	5.00%	1	2.50%	3	3.75%
Disagree	0	0.00%	0	0.00%	0	0.00%
Strongly Disagree	0	0.00%	0	0.00%	0	0.00%
Total	40	100.00%	40	100.00%	80	100.00%

this statement. 2.5% of this group of respondents' is undecided regarding their response to this statement. Table no. 5.36 indicates by adding both response groups together that 77 respondents' or 96.25 out of the 80 respondents' strongly agree and agree that it's necessary for them to learn new core competencies regarding skills and knowledge that will assist Mondi Cartonboard to achieve business success. On the other hand, 3 or 3.25% out of 80 respondents' are undecided regarding this statement.

Analysis of Question no5 (iv) in terms of the literature review in Chapter no.2

Organisations are finding that yesterday's competitive advantage is becoming the minimum entrance requirement for staying in business today. This puts tremendous pressure on organisations. Organisations have to learn how to improve and stay ahead of competitors; in fact both researchers and practicing managers agree that an organisation's capability to learn is a key strategic weapon (Kreitner et al. 2000:598). Bennett and O'Brien (1994) cited in Griego et al (2001:8) feels that the learning

organisation should seek ways to develop their organisations and employees and reinvent their work. Little opposition to this fact is that organisational learning is a competence, which all organisations should develop in fast-changing and competitive environments (Armstrong and Foley, 2003:74). According to Nel et al., (2002:435) organisations recognised the critical roll a skilled and knowledgeable workforce can play in securing a competitive advantage in the global arena. Learning organisation structures are action orientated, geared towards specific diagnostic and evaluative methodological tools to help with the identification, promotion and evaluation of the quality of the learning processes inside the organisation (McGill et al. 1993; Noneaka, 1991 and Ulrich et al. 1993). Middleton et al. (1993:6) two factors: productivity and flexibility become increasingly important in organisations in a highly and competitive environment. The focus of the latter is on individual and group outcomes, which includes production, rewards, tools, and techniques such as dialogue and system analysis (Armstrong and Foley, 2003:74). Huysman (1996:6) summarise learning organisation structures, as a form of organisation that enables the learning of its members in such a way that it creates positive valued outcomes such as innovation, efficiency, better alignment with the environment and competitive advantage.

5.2.5.(v) New technologies are a threat to people and it is therefore more appropriate to stay with old technologies as long as possible.

Broadly, speaking technology is the commercialisation of science and not only what most of us think like, only tangible items such as equipment and machines. Technologies are imbedded in every product, service, procedure, and processes.

Findings of Question no.5 (v) - New technologies are a threat to people and it is therefore more appropriate to stay with old technologies as long as possible.

Analysis of question no.5 (v) indicates among the non-supervisory and non-managerial response group [see table no. 5.37] that 2.5% and 15% respondents' strongly agree and agree that new technologies are a threat to people and it's more appropriate to stay with old technologies as long as possible. On the other hand 37.5% of the respondents' disagree and 42.5% respondents' strongly disagree with

the statement that new technologies are a threat to people. Only 2.5% of this response group is undecided whether new technology is a threat to people or not. On

Table no. 3.37 – New technologies are a threat to people and it is therefore more appropriate to stay with old technologies as long as possible.

Response category	Non-Supervisory and non-managerial response group		Supervisory and managerial response group		Both response groups added together	
	Total	Percentage	Total	Percentage	Total	Percentage
Strongly Agree	1	2.50%	1	2.50%	2	2.50%
Agree	6	15.00%	4	10.00%	10	12.50%
Undecided	1	2.50%	0	0.00%	1	1.25%
Disagree	15	37.50%	14	35.00%	29	36.25%
Strongly Disagree	17	42.50%	21	52.50%	38	47.50%
Total	40	100.00%	40	100.00%	80	100.00%

the supervisory and managerial response group as shown in table 3.37 is that 2.5% and 10% of all the respondents' strongly agree and agree that new technologies are a threat to people and it's more appropriate to stay with old technologies as long as possible. On the other hand, 0% respondents' disagree and strongly disagrees with this statement. 2.5% of this group of respondents' is undecided regarding their response to this statement. Table no. 5.37 indicates by adding both response groups together that a total of 67 or 83.75% of the 80 respondents' the statement that new technologies are a threat to people. On the other hand 13 or 26.25 out of 80 respondents' are not in favour with this statement, 2 or 2.5% strongly agree, 10 or 12.5% agree new technologies is a threat to people. 1 or 1.25% respondents are undecided regarding this statement.

Analysis of Question no 5 (v) in terms of the literature review in Chapter no.2

Long and Vickers–Koch (1995:7-22) see the learning capabilities of an organisations as a set of core competencies, which are defined as the special knowledge and skill, the technological expertise that differentiate an organisation from its competitors. They also believe these learning capabilities equip an organisation to foresee and respond to internal and external changes According Burgelman et al (2001:956) the learning organisation are skilled at mainly 5 activities namely: systematic problem

solving, experimentation with ideas, learning from own experience and past history, learning from experience and best practices from others and transferring this knowledge quickly and effectively through the organisation. Burgelman et al (2001:26) authors also feel for learning and high tech organisation to succeed the energy and creativity must be tapped. Laudon et al (2002:14) sees the learning organisation as an organisation that needs to optimise its performance as a whole. In order for the organisation and individuals to take advantage and prosperity of new learnt behaviours and technologies both, the organisation and the individual must change through training, learning and planned organisational change. This means new experimentations and technology changes must be designed in such a way that it fits the organisation and the individual as well. It is also about organisational and psychological maturity and what Prokesch, (1997:154) call reciprocity and fairness because employees will not and cannot be expected of, to contribute productively to learning that will result in higher efficiency and performance if the possibility exists that they might lose their jobs.

5.2.5.(vi) I receive continuous feedback on my performance.

Organisations with learning high on their agendas realise the importance of expected performance between management and the employee. These organisations also realise the critical effect that employee performances might have on the overall performance success of their organisations.

Findings Question no.5 (vi) - I receive continuous feedback on my performance

Analysis of question no.5 (vi) indicates among the non-supervisory and non-managerial respondent group [see table no. 5.38] that 12.5% and 57.5% respondents strongly agree and agree they receive continuous feedback on their performance. On the other hand 15% the respondents disagree and 7.5% respondents strongly disagree they receive continuous feedback on their performance. 7.5% of this group is undecided regarding this statement. On the supervisory and managerial response group as shown in table 3.38, 20% and 62.5% of the respondents strongly agree and agree that they receive regularly feedback on their performance. On the other hand, 2.5% respondents strongly disagree and

12.5% disagree with this statement. 2.5% of this group of respondents' is undecided regarding their response to this statement. Table no. 5.38 indicates by adding both

Table no. 3.38 – I receive continuous feedback on my performance.

Response category	Non-Supervisory and non-managerial response group		Supervisory and managerial response group		Both response groups added together	
	Total	Percentage	Total	Percentage	Total	Percentage
Strongly Agree	5	12.50%	8	20.00%	13	16.25%
Agree	23	57.50%	25	62.50%	48	60.00%
Undecided	3	7.50%	1	2.50%	4	5.00%
Disagree	6	15.00%	5	12.50%	11	13.75%
Strongly Disagree	3	7.50%	1	2.50%	4	5.00%
Total	40	100.00%	40	100.00%	80	100.00%

response groups together that a total of 61 respondents' or 76.25% out of 80 respondents' strongly agree and agree that they receive continuous feedback regarding their performance. On the other hand, 11 or 13.75% respondents' disagree another 5% or 4 respondents' strongly disagree and a last group of 4 or 5% are totally undecided in regarding this statement.

Analysis of Question no 5 (vi) in terms of the literature review in Chapter no.2

Monitoring of performances is to keep track of performance results, which are then used for conducting feedback and coaching. Support supply employees with adequate resources to get the task and job done, where coaching in addition provides employees with direction, advice and guidance. These behaviours include effective listening, furnishing employees with successful role models, showing employees how to complete difficult tasks, helping maintain high self- efficiency and self-esteem (Monoky, 1996:78). According to Sloman (1997: 176) cited in Nel et al. (2002:516) performance systems are successful only if the following issues were considered: 1) a vision of objectives have been communicated to employees, 2) departmental and individual performance targets are set within wider objectives, 3) formal reviews of progress to targets is conducted and 4) the whole process is evaluated to improve over organisational effectiveness.

5.2.5.(vii) Mondi Cartonboard allows for mistakes and errors without punishment.

As already discussed through out this document people will mistakes and errors. All mistakes and errors have certain consequences on both the individual and the organisation. The question is how contextually the organisation is structured to deal with mistakes and errors.

Findings Question no.5 (vii) - Mondi Cartonboard allows for mistakes and errors without punishment.

Analysis of question no.5 (vii) indicates among the non-supervisory and non-managerial respondent group [see table no. 5.39] that 0% and 12.5% respondents' strongly agree and agree Mondi Cartonboard allows for mistakes and errors without punishment. On the other hand, 52.5% respondents' disagree, 17.5% respondents' strongly disagree, Mondi Cartonboard allows for mistakes and errors without punishment. 17.5% is undecided regarding this statement. On the supervisory and managerial response group shown in table 3.39, 2.5% and 22.5% of the respondents' strongly agree and agree Mondi Cartonboard allows for mistakes and errors without punishment. 47.5% respondents' disagree and 5% strongly disagree with this statement. 22.5% are undecided regarding this statement. Table no. 5.39 indicates by adding both response groups together that a total of 15 respondents' or 18.75% out of 80 respondents' agree and strongly agree Mondi Cartonboard allows for mistakes and errors without punishment. On the other hand 40 or 50% respondents'

Table no. 3.39 – Mondi Cartonboard allows for mistakes and errors without punishment.

Response category	Non-Supervisory and non-managerial response group		Supervisory and managerial response group		Both response groups added together	
	Total	Percentage	Total	Percentage	Total	Percentage
Strongly Agree	0	0.00%	1	2.50%	1	1.25%
Agree	5	12.50%	9	22.50%	14	17.50%
Undecided	7	17.50%	9	22.50%	16	20.00%
Disagree	21	52.50%	19	47.50%	40	50.00%
Strongly Disagree	7	17.50%	2	5.00%	9	11.25%
Total	40	100.00%	40	100.00%	80	100.00%

disagree, 5% or 4 respondents' strongly disagree Mondi Cartonboard make any allowance for errors and mistakes and punish people therefore. And lastly a group of 16 or 20 % is undecided in regarding this statement. This question requires further investigation.

Analysis of Question no 5 (vii) in terms of the literature review in Chapter no.2

Tolerance for error is expressed in the message that learning inevitably generates errors and that errors in the service of learning will not be punished, but valued as an opportunity for learning (Lipshitz et al.2002: 24). Lipshitz et al. (2002:30) believe leadership commitment and support are essential for successful change of programs and in particular success of cultural change. Leaders set policies and according to Goeser (1996:27–28) leadership play's a special role in learning because it is “where the exchange of information is launched, becomes systematic and then is monitored and rewarded. Popper & Lipshitz (2000:235– 244) see the installing values and a learning culture creates conditions that support psychological safety and organisational commitment. According to Edmondson's (1996:5–28) leadership behaviour influence the way errors are handled, which in turn lead to the shared perceptions of how consequent it is to make mistakes. These perceptions influence people's willingness to report mistakes and can contribute to a climate of fear and openness to identify and discuss problems. Leadership commitment is about giving freedom to teams and individuals together with guiding principles these individuals and teams need to understand (Tait, 1995:105).

5.2.5.(viii) Mondi Cartonboard mission statement provides direction to achieve set goals in terms of the company's processes, policies, structures, and tasks.

A mission statement represents the reason why an organisation exists and points the way. In short, the mission statement of an organisation provides, clarity regarding its overall purpose and what that organisation wants to achieve and how the organisation want to achieve these goals.

Findings Question no.5 (viii) - Mondi Cartonboard mission statement provides direction to achieve set goals in terms of the company's processes, policies, structures and tasks.

Analysis of question no.5 (viii) indicates among the non-supervisory and non-

Table no. 3.40 – Mondi Cartonboard mission statement provides direction to achieve set goals in terms of the company's processes, policies, structures, and tasks.

Response category	Non-Supervisory and non-managerial response group		Supervisory and managerial response group		Both response groups added together	
	Total	Percentage	Total	Percentage	Total	Percentage
Strongly Agree	7	17.50%	10	25.00%	17	21.25%
Agree	26	65.00%	27	67.50%	53	66.25%
Undecided	5	12.50%	3	7.50%	8	10.00%
Disagree	1	2.50%	0	0.00%	1	1.25%
Strongly Disagree	1	2.50%	0	0.00%	1	1.25%
Total	40	100.00%	40	100.00%	80	100.00%

managerial response group [see table no. 5.40] that 17.5% and 65% respondents' strongly agree and agree, Mondi Cartonboard's mission statement provides direction to achieve goals in terms of the company's processes, policies, structure and tasks. On the other hand 2.5% respondents' disagree, 2.5% respondents' strongly disagree that the mission statement provides direction to a achieve goals regarding the company's processes, policies, structures and tasks. 12.5% is undecided regarding this statement. On the supervisory and managerial response group shown in table 3.40, 25%, and 67.5% respondents' strongly agree and agree Mondi Cartonboard's mission statement provides direction to achieve goals. 7.5% respondents' are undecided regarding this statement. Table no. 5.40 indicates by adding both response groups together, a total of 70 respondents' or 87.5% out of 80 respondents' agree and strongly agree Mondi Cartonboard's mission statement provides direction to the company. On the other hand 1 or 1.25% respondent disagree another 1 or 1.25% respondent strongly disagrees with this statement. Lastly 8 or 10 % respondents' are undecided regarding this statement.

Analysis of Question no 5 (viii) in terms of the literature review in Chapter no.2

Griego et al (2001:6) see the learning organisation as an organisation that learns powerful, collectively and continuously transform itself to better collect, manage and using knowledge for organisational success. Ryan, BAA's director (1996) in Teare and Dealtry (1998:49-48) made the following statement: "The company's mission statement aims and enables all our employees to develop their potential and to make a direct contribution to the company's success... these goals can only be achieved if the company takes positive steps to encourage and support learning. According to Kreitner et al. (1999:226), employees are more likely to respond positively to participate in goal setting when they have greater task information, higher levels of experience and training, and greater level of task involvement. Case (1993:36) sees proximity to the organisations core mission as "No one in this company is just an employee. People have different jobs; making different salaries, have different levels of authority. Nevertheless, all workers will see the same basic information and will have a voice in matters affecting them. And it will be everyone's responsibility to understand how the business operates, to keep track of its results and to make decisions that contribute its success in the marketplace

5.3. CONCLUSION.

Chapter no 5 largely deals with the process of findings and analysis of the research questions. The process of findings and analysis of questions was conducted in accordance and with the guidance of the Multi-Facet Model as developed by Lipshitz et al (2002:1). Several problem areas have been highlighted and will be discussed briefly under the headings as provided by this model.

5.3.1 The structural facet of learning in organisations

Out of the eight questions asked under this sub-problem heading, one area of concern has been identified.

5.3.1.(i). Question no.1 (iv) - I am allowed to participate in the over-all decision making process in Mondi Cartonboard.

This question highlights a problem under the non-supervisory and non-managerial respondent group. 50% of the respondents' are either undecided, disagree and strongly disagree that they are allowed to participate in the overall decision-making process in Mondi Cartonboard.

5.3.2. The cultural facet of leaning in organisations.

The cultural facet of learning is quite an area of concern. Out of the eight questions been asked under this sub-heading, 5 or 50% of the questions highlights problems among both response groups

5.3.2 (i) Question no.2 (ii) - My opinion is valuable on critical business issues in Mondi Cartonboard.

This question highlights a problem under the non-supervisory and non-managerial response group. 57.5% respondents disagree, strongly disagree and are undecided whether Mondi Cartonboard values their opinions on critical issues.

5.3.2 (ii) Question no.2 (vi) - Mondi Cartonboard is responsible for my training, education and development.

This question also highlights problem among the non-supervisory and non-managerial response group. Adding all agree and strongly agree responses together and a total of 52.5% of respondents' believes Mondi Cartonboard is responsible for their training and education.

5.3.2 (iii) Question no.2 (vii) - High levels of entitlement exists in Mondi Cartonboard.

A problem among both response groups has been identified. On the non-supervisory and non-managerial response group only 30% respondents' are of the opinion that there are no high levels of entitlement in Mondi Cartonboard. The supervisory and

managerial response group indicates only 40% respondents' that believe that there are no high levels of entitlement in Mondi Cartonboard.

5.3.3 The psychological facet of learning in organisations.

This sub-problem has identified two questions, which pose problems mostly among the non-supervisory and non-managerial response group.

5.3.3 (i) Question no.3 (iii) - I am allowed to make mistakes,

A problem among the non-supervisory and non-managerial response group exists. 50% of this group is of the understanding they are not allowed to make mistakes.

5.3.3 (ii) Question no.3 (v) - High levels of trust in Mondi Cartonboard exists between management and employees.

A problem among the non-supervisory and non managerial response group has been identified. Only 45% of this group is of the understanding that high levels of trust exist in Mondi Cartonboard between management and employees.

5.3.4 The contextual facet of learning in organisations.

One area of concern has been identified among the questions asked under this sub-problem area.

5.3.4 (i) Question no.5 (vii) - Mondi Cartonboard allows for mistakes and errors without punishment.

A problem among both response groups has been identified. 70% respondents' among the non-supervisory and non-managerial response group believes Mondi Cartonboard doesn't allow for mistakes and errors with out punishment. 52.5% respondents in the supervisory and managerial response group are also of the understanding, Mondi Cartonboard does not allow for mistakes and errors without punishment.

To conclude all problem areas has been highlighted and briefly discussed. The Research Report in Chapter no.6 will revisit all these problems in greater detail. The literature review in Chapter no.2 will be used to provide workable solutions and recommendations how to resolve these problems effectively and efficiently as possible.



CHAPTER SIX – THE RESEARCH REPORT

6.1 INTRODUCTION

Chapter six is the final and concluding chapter of this research. This chapter will be used to discuss the main problems in broader detail as it has been highlighted in Chapter five. The discussion of problems will take place in the map format as provided by the Multi-Facet Model of Organisational Learning. The discussion of how to rectify of these problems will be supported with the literature review in Chapter two. And lastly Chapter six will also be use to provide recommendations to Mondi Cartonboard on how and by whom the identified problems areas must be resolved.

6.2 DISCUSSION OF MAIN PROBLEMS AS IDENTIFIED IN CHAPTER NO. 5

6.2.1 The structural facet of learning in organisations.

This facet deals with roles, functions, procedures and structures that enable members in an organisation to collect, analyse, store, disseminate and use information systematically relevant to their own and other member's performances. Under this facet of learning one area of concern has been identified

6.2.1(i/a) Main problem under the structural facet of learning in organisations.

Question no.1 (iv) - I am allowed to participate in the over-all decision making process in Mondi Cartonboard.

This question highlights a problem mainly under the non-supervisory and non-managerial respondent group. 50% of the respondents' are either undecided, disagree and strongly disagree that they are allowed to participate in the overall decision-making process in Mondi Cartonboard.

6.2.1(i/b) Literature review and theories regarding employee participation in the over-all decision making process in an organisation.

Mumford (1996:27) after examining the nature of the learning organisation in this new world, suggest the only way for organisation's to learn and adapt faster, it is necessary that the organisations create an environment that actively encourage the continuous development of new behaviours and practices within. Buchanan and McCalman in Morley and Garavan (1995:3) highlights, trends in world markets encourage more and more companies to review their organisational designs, structures, management styles and employment policies in the interest of more effective asset utilisation, greater flexibility, improved decision making, product quality and reliability. The learning structured organisation is flexible, transparent, organic and not bureaucratic. Learning organisational structures allows for flat and decentralised organisations, with a premium on organisational members of having meaningful authority, to make their own decisions in the benefit of the company and themselves. The learning climate in these organisations are designed and structured in such away that it's capable to facilitate learning, not as a control mechanism but rather as an outcome between individuals and groups. Learning organisation structures allow for; employee empowerment, collaboration, participation improved feedback and constructive communication that encourage employee loyalty, free flow of information and the sharing of knowledge among employees and co-workers (Ortenblad, 2004:129-144). This total employee involvement in processes of collaboration directed collectively towards a set of shared values and principles is one of the main characteristics of a learning organisation (Watkins and Marsick 1992:118).

6.2.2 The cultural facet of learning in organisations.

The cultural facet addresses five normative behaviours that creates and generates productive learning. These norms are: transparency, integrity, issue-orientation, inquiry and accountability. Transparency, integrity, issue-orientation and inquiry support understanding, whereas accountability supports both understanding and action.

6.2.2 (i/a) Main problem no.1 under the cultural facet of learning in organisations

Question no.2 (ii) - My opinion is valuable on critical business issues in Mondi Cartonboard.

This question highlights a problem under the non-supervisory and non-managerial response group. 57.5% respondents disagree, strongly disagree and are undecided whether Mondi Cartonboard values their opinions on critical issues.

6.2.2 (i/b) Literature review and theories regarding employee opinions on critical business issues.

Nicolini and Meznar (1995:740) provide us with the following: "Organisations through the actions of those in charge, construe their identity by transforming changed past choices, past experiments, inventions and so on, into rational accounts of knowledge. In such a way, they symbolically shape the organisation, transforming knowledge into the web of experiential constraints that members perceive as the objective aspect of the organisation (that is the constitutive order which transcends the individual power to act). McDermott in Murphy 1999:17 describes learning as relationships between people that provide conditions for bringing people together. This learning process organises points of contact that allows for particular pieces of information to take on relevance; without the points of contact, without the system of relevancies, there is no learning, and there is little memory. Learning no longer belongs only to individual persons, but to the various conversations of which it is part of. Dodgson (1993:377) summarise these organisational learning developments and concepts as: "The way firms build, supplement and organise knowledge and routines around their activities and within their cultures and adapt and develop organisational efficiency by improving the use of the broad skills of their workforce." Senge, (1990:1) describes learning organisations as places "where people expand their capacity to create the results they truly desire, where new and expansive patterns of thinking are nurtured, where collective aspirations are set free and where people are continually learning how to learn together". Organisations who give their people a chance to express themselves, create a workforce more committed to their work and in return these workers will produce larger quantity and better quality work (McHenry, 1997:28-31).

6.2.2 (ii/a) Main problem no.2 under the cultural facet of learning in organisations

Question no.2 (vi) - Mondi Cartonboard is responsible for my training, education and development.

This question also highlights problem among the non-supervisory and non-managerial response group. Adding all agree and strongly agree responses together and a total of 52.5% of respondents' believes Mondi Cartonboard is responsible for their training and education.

6.2.2 (ii/b) Literature review and theories regarding training, education and development of employees.

Learning is a new form of labour, and no longer a separate activity that occurs either before one enters the workplace or in remote classroom setting – learning is the heart of productive activities (Zuboff. 1988:395). The more our world and environments change, the greater the need to get learning attitudes and structures right. It is important to understand if the rate of change is greater than the rate of effective learning the chances of progress are also limited. Therefore the critical challenge for all of us, individually and organisationally is to get the learning process right. Thus change is not new and for individuals the current labour market is a highly uncertain one and changes the world of work beyond recognition. Many jobs have disappeared, different kinds of jobs have appeared and the shape of jobs has also changed. Its evident in this new form of labour market individuals need to understand the realism and benefits of productive learning, the pull must be stronger and the vision more realistic to persuade individuals that productive learning is possible for them. Charles Handy in Longworth and Davies (1997:9) describe learning as follow: Real learning is not what many of us grew up thinking it was, it is not simply memorising facts, learning drills or soaking up traditional wisdom. These activities maybe important in learning but constitute only a part of a larger process, but real is a wheel in which questions leads to ideas, which lead to the testing of those ideas to produce reflections, which in turn lead to new questions”. According to Longworth and Davies (1997:9) learning at the level Handy describe is no longer a utilitarian, socio–economical form of training, education and development in order to

carry out specific functions or to educate in minimum standards for future employment at a particular age. Jan Comenius (1609) also in Longworth and Davies (1997:8) wrote the following: We must say 'Every age is destined to learn, nor is a person given other goals in learning than in life itself', and it is the minimum survival level of the human race (Clarke, 1963). People own their own development and the drive to learn and to develop is fuelled by personal interest, curiosity, aspiration, imagination, experimentation and risk-taking (Kreitner et al. 1999:603). Therefore the critical challenge for all of us, individually and organisationally is to get the learning process right.

6.2.2 (iii/a) Main problem no.3 under the cultural facet of learning in organisations

Question no.2 (vii) - High levels of entitlement exists in Mondi Cartonboard.

A problem among both response groups has been identified. On the non-supervisory and non-managerial response group only 30% respondents' are of the understanding that there are n high levels of entitlement in Mondi Cartonboard. The supervisory and managerial response group indicates only 40% respondents' that believe that there are not high levels of entitlement in Mondi Cartonboard.

6.2.2 (iii/b) Literature review and theories regarding entitlement in organisations.

Marquardt, (1996:15) wrote we must learn to see the world anew. Mumford (1996:27) after examining the nature of the learning organisation in this new world he suggest the only way for organisation's to learn and adapt faster it is necessary for the organisations to create an environment that will actively encourage the continuous development of new behaviours and practices within. Drew and Smith (1995:4-14) on the same note as Mumford felt the learning organisation is a social system where members learn consciously communal processes to leverage, to generate, to retaining individual and collective learning for the improved performance of all organisational systems and at the same token to monitor this improved performance at all times. Dodgson (1993:377) summarise these organisational learning developments and concepts as: "The way firms build, supplement and organise knowledge and routines around their activities and within their cultures and adapt and

develop organisational efficiency by improving the use of the broad skills of their workforce.” Having these developments, Teare and Dealtry (1998:49) argue the point that organisational learning literature tells us that organisation’s experimenting with “new” approaches to learning, but the challenge is often to “do more with less” and to “be smarter and act smarter” in order to respond more proactively to the complexity of change. The more progressive and farsighted companies (learning organisations) treat their employees as valuable resources, making layoffs the last option rather than the first. They develop “human recycling” programmes through retraining and redeployment (Stuller, 1993:37-41 and Henkoff, 1994:58-64). Emphasis is on skills, very much in tune with today’s results-oriented organisations with employees committed to life-long learning who work smarter rather than harder, who make their own opportunities, who voice their opinions and who see the new employment contract as a positive situation. These employees take charge of their careers and act more like a partner than an employee (Kreitner et al, 2000:9). This new employment contract is not good news for all employees with an entitlement mentality. They are the ones who believe the company owes them pay rises and promotions just for showing up at work. They tend to be inflexible, resist change and learning (Kreitner et al. 2000:9).

6.2.3 The psychological facet of learning in organisations.

The psychological facet addresses two psychological states that determine the extent to which individuals enact these behaviours. These two states are 1) psychological safety required of people to take risks, to make mistakes and errors and to discuss openly what they think and feel, 2) organisational commitment to share information and knowledge with others.

6.2.3 (i/a) Main problem no.1 under the psychological facet of learning in organisations.

Question no.3 (iii) - I am allowed to make mistakes.

A problem among the non-supervisory and non-managerial response group exists. 50% of this group is of the understanding they are not allowed to make mistakes.

6.2.3 (i/b) Literature review and theories regarding making mistakes, and errors in organisations.

Each of us are born individual with instincts for self-preservation and as Comenius (1609) in Longworth and Davies (1997:8) put it we can only learn through a notion of mutual interest. It is also important that the notion of mutual interests involves win-win situation in which one's self-interest is put aside to cooperate actively and creatively with potential adversaries (Kreitner et al. 1999:300). Watkins (1996: 89-86) state the most significant part of organisational learning is that it's an interdependent experience that take place on a collective basis and its intentionally used (Mendoza: n.d) at individual, group and system levels, to continuously transform in a direction that increasingly satisfies its stakeholders. "It's a planned process of cultural change aimed at increasing the organisations health and effectiveness (Mendoza: n.d). Ghosal and Bartlett (1994:911-112) suggest organisational context is created and renewed through tangible and concrete management actions. This context influences the actions of those within the company. They also identify four primary dimensions in this organisational context that have direct influences on organisational learning namely: discipline, stretch, trust and support. These four dimensions also influence the levels of individual initiative, mutual cooperation and collective organisational learning. According to Fiol and Lyles (1985:803-813) this distinction is about the development of insights, knowledge and associations between past actions, the effectiveness of these actions and future actions that might promote learning. Pedlar et al (1991) in Garavan (1997:26) suggests that the impetus for transformation must come within clearly defined boundaries for decision-making. Lipshitz et al (2002:20) is of the understanding, this failure is largely due to the psychological state in an organisation. Psychological safety is the state in which people feel safe to make errors, honestly discuss what they think and feel. With out psychological safety people are very reluctant to take any risk required for learning in the organisation. Lipshitz et al (2002:20) see psychological safety as an opportunity to practice and to make errors, rewards for detecting errors and the corrective response to these errors. Schein, (1993:87) feels psychological safety is about environments that reduce threats and the embarrassing nature of making mistakes and its outcomes.

6.2.3 (ii/a) Main problem no.2 under the psychological facet of learning in organisations.

Question no.3 (v) - High levels of trust in Mondi Cartonboard exists between management and employees.

A problem among the non-supervisory and non managerial response group has been identified. Only 45% of this group is of the understanding that high levels of trust exist in Mondi Cartonboard between management and employees.

6.2.3 (ii/b) Literature review and theories regarding trust in organisations.

Today's workplace is indeed undergoing immense and permanent change (Keichel, 1993: 38-52); organisations are being re-engineered for greater speed, efficiency and flexibility. Employees are increasingly being viewed as internal customers and important stakeholders. Rather than continue to view employees as passive economical beings, modern business leaders need to view these employees as active social beings and need to take steps to create more humane working environments. Deming calls this approach "good management" (Walton in Kreitner et al., 1991:15). This new management approach is about employee participation and empowerment. It's also about delegation of authority to the lower ranks of the organisation, to empower none-managerial employees to make their own decisions (Kreitner et al., 1999:309). This delegation can be seen as the distribution of power to those who have traditionally very little or zero legitimate power within the organisation. It's also about trust between individuals, groups and management. Progressive managers in organisations that are willing to learn, start to realise the benefits of interpersonal trust in their companies. Professor Fernando Bartolome in Kreitner et al. (2002: 384) provides the following insights regarding trust in a learning organisation:

- Trust is about communication and accurate feedback regarding policies and decisions in the company. It's about telling the truth no matter the consequences.
- Trust is about support, it's about help, advice, coaching, support for other's ideas, to be available and approachable.

- Trust is about respect, delegation and real decision-making authority. These issues are the most important aspect of managements respect.
- Trust is about fairness, to provide credit and recognition to those who deserve it
- Trust is about predictability and to be constant, to keep expressed and implied promises.
- And lastly trust is about competence, to enhance credibility, to demonstrate good business sense, technical ability and professionalism.

Trust needs to be earned, trust can't be demanded, it's to treat employees as adults in the learning organisation (P Berry in S. Caudron. 1995, 28:36).

6.2.4 The policy facet of learning in organisations.

The policy facet addresses issues of how management facilitates and denotes formal and informal steps to promote learning in the organisation.

- No problem areas under this sub-problem have been identified.

6.2.5 The contextual facet of learning in organisations.

The contextual facet addresses issues and features such as leadership commitment, the environment, error criticality, task structures etc. in organisations that promotes and inhibit learning in the organisation.

6.2.5 (i/a) Main problem no.1 under the contextual facet of learning in organisations.

Question no.5 (vii) - Mondi Cartonboard allows for mistakes and errors without punishment.

A problem among both response groups has been identified. 70% respondents' among the non-supervisory and non-managerial response group believes Mondi Cartonboard doesn't allows for mistakes and errors with out punishment. 52.5% respondents in the supervisory and managerial response group are also of the

understanding, Mondi Cartonboard does not allow for mistakes and errors without punishment.

6.2.5 (i/b) Literature review and theories regarding mistakes and errors without the treat of punishment in organisations.

Organisations are much more than familiar patterns of boxes and lines, we see on organisational charts. Charts maybe a necessary starting point, but we need to know more if we are to understand and manage organisations adequately (Kreitner et al. 1999:559). Robert Keidel (1990:35) a well known organisational design scholar and consultant put it this way “Our historical preoccupation with organisational charts – hierarchical displays of reporting relationships is counterproductive. Organisational design is far more a matter of charting direction and navigating among autonomy, control and cooperation than moving boxes around. Organisations are about relationships and the capacity to get things accomplished through the joint effort of people. To create creative energy in an organisation lies not in its buildings, contracts, structures or bureaucratic policies but in the relationships between people. Wang and Ahmed (2003:11) also highlight the fact that we also need not forget to place emphasis on flexibility, innovation, and creativity, (Kreitner et al. 2000:604) we need to challenge old ways of thinking that worked in the past. Old paradigms of planning, organising and control must be replaced with one of vision, values and empowerment. The concept of the learning organisation demands the development of a greater self-awareness on issues and variables that influence organisational behaviours, collective and individual learning. These steps involve change and this change involves learning, it’s about providing employees with new information, behaviour models and new ways of looking at things. Policies, rules and processes in the learning organisation must assist and help employees to learn new concepts and points of views. These policies, rules and processes should also convey the idea that change is a continuous learning process rather than a once off event (Hendry, 1996:621-641 and Ready, 1995:18-19). One type of policy is the policy tolerance for error, the policy tolerance for error is expressed in the message that learning inevitably generates errors and that errors in the service of learning will not be punished, but valued as an opportunity for learning (Lipshitz et al.2002: 24). Tolerance for error can and must also be seen as a management principal

contribution to psychological safety as discussed under the heading psychological faces of organisational learning. Tolerance for error is also about striking a delicate balance between sanctioning errors for the purpose of learning and holding people accountable for mistakes do not serve either this purpose or reflecting a failure to learn. Thus the policy tolerance for error and mistakes is about commitment to the workforce that de-emphasises status differences, fair treatment of employees and guaranteeing employment security. Commitment to the workforce also promotes psychological safety through employment and generates organisational commitment by virtue of the norm of reciprocity. Reciprocity is a norm in which favours are returned and social obligations are repaid. Reciprocity and fairness are at the heart of a win-win situations to everybody's advantage both the organisation and employee (Prokesch, 1997:154).

6.3 ACTION PLAN

The action plan is a systematic process of: 1) How to create solutions for the problems identified, 2) Who must develop and create these solutions, 3) When solutions must be developed and implemented and lastly, 4) The effective measurement of the newly developed solutions.

6.3.1 How to create solutions for the identified problems

All identified problems were discussed and dealt with according the map provided by the Multi – Facet Model used in this research. After each main problem a discussion on the ideal situations was provided, in line with the literature review conducted in Chapter no.2. To eliminate and rectify the main problems identified, the researcher of this research suggests, Mondi Cartonboard consider the review after each problem area. The review after each main problem and the literature review in Chapter no.2 can be used to create deeper insight regarding the learning process in organisations and what this type of learning really entitles. This review must also be used by Mondi Cartonboard to create workable and sustainable solution for all the main problems identified.

6.3.2 Who must develop and create solutions for identified problems?

One area highlighted through out this research and a very important ingredient for any organisation willing to learn, is the co-operation and collaboration between the organisational management and employees. To create sustainable solutions for the main problems identified in this research, it's necessary for management to create an environment in which employees are invited to discuss the main problems as highlighted in this research. Employees must be encouraged to voice their concerns, fears, feelings, and must be allowed to participate in the solution creation process. Once solutions have been derived the researcher of this research suggests a working group consisting out of managerial employees and non-managerial employees must be developed. This working group must be tasked with the responsibility to oversee and ensure all solutions are communicated to all stakeholders and implemented throughout the organisation.

6.3.3 When must solutions been developed and implemented

We have learnt throughout this research, Mondi Cartonboard change itself from the traditional organisation to an exciting and transformed entity, in which every person has a voice. This research also indicates Mondi Cartonboard is not afraid to develop and implement new structures, policies and solutions etc. for the benefit of the organisation, employees and other stakeholders. It's therefore imperative once solutions have been developed and created, the benefits to be communicated to all stakeholders and be implemented with immediate effect.

6.3.4 Effective measurement of developed solutions

It's said if we can't measure we can't manage. In order to determine the effectiveness of solutions developed for the main problems as has been identified in this research, it's necessary to measure the solution effectiveness on the organisation and stakeholders. The researcher of this research is of the understanding that the Multi-Facet Model is an excellent tool for the measurement of learning in an organisation. The researcher therefore suggests that Mondi Cartonboard also make use of this model to measure the effectiveness of the newly developed solutions. The

measurement of solution can be conducted in a similar manner as has been done in this research. Questions can be developed on the Likert scale principal and in line with the literature review in Chapter no.2. The questionnaires must be distributed among the two respondent groups as discussed in this research. Once the questionnaires have been received back and analysed and the results regarding the main problems are better than the one's in this research, the company will find that they are busy achieving their set down objectives.

6.4 RECOMMENDATIONS FOR THE NEXT RESEARCH

This case study research was conducted in the nature of a “pre-post case study”. This type of research is defined by Jensen and Rogers (2001:237-239) as a “study of one entity at two time points by a critical event”. This case study can be seen as a single case type study (Tellis, 1997:3). This type of study was selected because the researcher wants to compare a pre-post situation against well a researched body of theories, experimentation and knowledge regarding the learning process in organisations.



6.4.1 Areas for future research

With this basket of knowledge and understanding now available about the current situation in Mondi Cartonboard the researcher suggests the following:

- A comparative or multiple case designs between Mondi Cartonboard and one or more of its sister companies i.e. Mondi Piet Retief, or Mondi Felixton or both at the same point of time.
- The following protocol should be considered to ensure reliability of the case, which is essential in multiple case study designs (Yin in Tellis, 1993:7): 1) Overview of the case study in terms of objectives, issues and topic to be investigated, 2) the field procedures and its design, 3) study questions, and lastly 4) the case study report, which is often neglected.
- A comparative type of study will also allow for cross unit comparisons that will not only strengthen the results by replicating pattern-matching, but it also increases the confidence in the robustness of the theory used.

- A comparison type of case study has the benefit of providing Mondi Cartonboard with a better and clearer understanding where the company stands in terms of its learning process in relationship with other organisations’?

6.5 RESEARCH SUMMARY

This research was conducted in the form of a single pre-post type of case study. The main reason why this type of study has been selected lies in the fact that no other cases were available to replicate or to compare the learning process in the Mondi Cartonboard, to determine if the company achieve its objective to develop a learning culture within. This situation limited the researcher to a single case design, and that is why the researcher was called upon to work with a pre-post situation that present it self at the time the study was conducted. A pre-situation were presented in Chapter one under the background discussion and the post situation was presented in the current situation as discussed in Chapter Three. The comparison and analysis between the two situations were conducted with the assistance of the Multi-Facet Model as developed by Lipshitz et al. In order to achieve the desire results five sub-problems in support of this model were developed. Within each sub-problem, eight questions on the Likert rating scale was developed and specifically related to the five facets of learning as describe by the Multi-Facet Model. These questions were distributed between two response groups namely the non-supervisory/managerial respondent group and the managerial respondent group. In the findings and analysis of the questionnaires in Chapter Five, seven main problems in the five sub-problems has been identified. These problems were discussed in detail with the support of the literature review conducted in Chapter Two. Chapter no Six is devoted with the support of the literature review in Chapter Two to a discussion, how to develop solutions for the main problems as identified. The researcher also developed an action plan to guide Mondi Cartonboard in terms of how, who, when the newly developed solutions must be communicated to all stakeholders and when it must be implemented. This action plan also consists of a discussion on how the effectiveness of the solutions must be measured.

6.6 FINAL CONCLUSION – CONTRIBUTIONS, SIGNIFICANCE AND VALUE OF THE RESEARCH

The final conclusion of this research will be mainly devoted to the value of this research. The researcher of this research sees the contribution and significance of this study in two folds that provides value to both the researcher and the company on which the study was conducted.

6.6.1 Contributions and value to the company

- This research provides the company (Mondi Cartonboard) valuable insight of how successful they were in the development of a transformed and learning organisation.
- This research also provides Mondi Cartonboard first hand knowledge and insight of the real situations in the organisation regarding people's feelings, motivations, attributes and perceptions regarding the learning process in the company.
- This research also highlights the main problem areas in Mondi Cartonboard's transformational process.
- The research also provides solutions supported with literature on how to rectify the areas of concern
- This research also provides a platform for future researches and benchmarking with sister companies, other organisations and industries in the same field of study.
- This study can be use as a starting point to develop a body of knowledge in terms of learning within the Pulp and Paper Industry

6.6.2 Significance and value for the researcher

- The significance and value of this research is seen as a personal achievement that provides both intrinsic and extrinsic values for the researcher. The intrinsic value of the research is regarded as the satisfaction to learn something new, the gaining of new insights together with the acquisition of new knowledge in a particular field of study.

- The extrinsic value of this research lies in the significance of this study. The researcher believes this study provides a platform from which future studies can be conducted



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