

Leadership That Reinforce Learning Behavior: A Comparative Study between Textile Sector and Banking Sector of Punjab Pakistan

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ABSTRACT: *The main objective of conducting study in is to know about the sector which is mostly influenced by the leadership that reinforce learning in the behavior of the organizations and to compare to know in which sector leadership play a key role to transform its behavior and culture into an learning structure and to determine the extent to which both sectors are involve in learning. For this purpose convenient sampling use and get data from eighty respondents and by putting that data in the Microsoft excel we get mean that shows the different level of learning in both sectors in terms of percentage. Results, shows that textile sectors are more conscious about learning rather than banking sectors. But according to David Garvin both sectors lies in the lower quartile which mean that both sectors having lack of energetic and efficient leadership role in these organizations.*

Key words: Leadership, Quartile, Reinforce, Learning, Banking Sector, and Textile Sector.

A Group of people that are assigned different tasks to achieve a common goal is called an organization and the learning organizations become as a result of the pressure facing in up to date businesses and keep them in competitive business market. Learning organizations are the organizations that will truly excel in the future will be the organizations that discover hoe to tap the people's commitment and capacity to learn at all levels in the organizations (Murrell and Walsh 1993). From the last two decades number of researchers conducted studies on learning organizations. First time the concept of "learning" of an organization was introduced by Peter M. Senge in 1990. Peter Senge, Chris Argyris, Donald Schon and Margaret Wheatly, they are the founders of learning organization (cors 2003). Peter Senge considered by most of the scholars as a father of organization learning. The best-selling of Peter Senge is "*The Fifth Discipline*" which was published in 1990 in which he presented the five disciplines of a learning organization. Every one of the fifth disciplines provides a fundamental element in building an organization to be a learning organization. In his work Peter Senge put forward that people should switch from their old mental model, learn from others, be aware of how their company really works (system thinking), formulation of plan with the acceptance of all by sharing the vision and then work accordingly to accomplish that particular vision or mission of the organization (cors 2003).

Chris Argyris also one of the founder of the ideas of learning organizations that how learning can improve. He was probably the first best well-known for differentiating single-loop learning from the double-loop learning. Solving the tribulations is concerned with double-loop learning (cors 2003).

The third person which is considered to be the founder of the learning organization was Donald A. Schon. His work on learning organization can be prearranged into four subject matters: [1] notion of investigation as reflection in action, [2] built a learning dialectic in organization, [3] practices of know-how of learning and [4] his dedication towards innovative educational pattern that teach practitioners how to reflect-in-action. Margaret Wheatley was the one of the fourth founders of ideas of learning organizations. His first book was "*leadership and new sciences*" was published in 1992. Wheatley presented these basic thoughts: [1] all the things has a continuous procedure of creating and discovery, [2] life use messes obtain results in orderly manner, (3) target of life is what is not right, (4) life produce more and more possibilities that slot in with chances, (5) life is fascinated to the order, (6) life systematize in the region of character and (7) all the

things contribute in creating and development of its neighbor (cors 2003).

Every organization required a leading role to build up leadership with contemporary business good worth, innovativeness and all other concerning factors and bring into line them to attain the objective of that organization. In this modern era organizations are surviving in great deal with competitions. In this modern age organization need to get a quick learning to get change to meet the market need. Organizations that focus on past rules and procedures cannot beat in the competition to their competitors. This modern age demand an organization that learn quickly and respond more rapidly than before. Such organizations need managers that have ability to comprehend the challenges and take necessary actions like to hit the iron when it got red to bring change in its shape. Successful decision making enhances the learning ability of an organization. In this way they can safe and sound their access to organizations goals.

Most of the times it happens that managers know about the literal needs and decisions to be taken, and they fail to make their organization a learning organization. In this modern era most of the organizations either they are banks or any other industry trying to focus on the field of learning to get competitive advantages. The center of attention of this study is the "leadership that reinforce learning behavior" in banking sector and textile sector in Faisalabad (Pakistan) and to made a comparison of leadership that reinforcing learning in both sectors. This comparison will make known the region of healthier performance and will make them enable to perk up their efficiency with better leaders.

Literature Review

To become a learning organization have need of knowledge management (KM) that in turn dependent on a learning organization (Aggestam 2006). An organization will be learning if its people permanently expand their capability to generate the results that they actually want, where innovative patterns of thinking that may be expensive are cultivate, and people learn to see the whole organization together (Senge 2001). Learning organization is an organization that smooth the progress of all its member's learning and which endlessly convert itself (Agrawal, Cockburn et al. 2006). Learning is a route of enduring change in manners that fallout from the environmental communications (Dulbecco and Garrouste 1999). There are five new "component technologies" that are progressively wrapper to innovate learning organization and by developing each it will play a vital role in building an organization which can truly learn and can constantly augment their ability to grasp

their highest ambitions (Senge 1993). Now a day different police agencies are going through a deep-seated changes. The intention of this change is attaining the information from the concerning communities that more over hold their aptitudes to a wide range actions. Such alteration can describe as leaning and the organizations that include such alterations in the evaluation course of action are known as learning organizations (Crank, Giacomazzi et al.). Organizational learning technique is an aggressive practice for an organization to make a rapid change (Senge 1993). Learning organization is not just a method that decisively design, form its culture, composition and policy that let both exploitative learning and explorative learning but also pay concentration to the way of thinking of its members and numerous strategies for copying with them (Torlak 2004). Errors made in practicing the new technology, policies and behaviors are the basic foundation of learning and improvement in the organizations (Tyre and Von Hippel 1997).

With hard competition, technology innovation and changing customer liking, it is more critical than ever such companies are called learning organizations (Garvin, Edmondson et al. 2008). "The strategic perspective of learning organization posits that certain managerial practices or strategic building blocks are prerequisites for becoming a learning organization". Such building blocks provide sensible instruction for managerial and operational work, and with the help of these two they can also give recommendations for organizational consultants and its management (Yang, Watkins et al. 2004). The management actions that can be more effective in the field of the learning organization involves a leadership that give power to employees, encourage an experimentation culture and commitment with organization to achieve goals and objectives (Goh 1998). Leadership style is best combination of different techniques that are used at right time and in right amount (Goleman 2000). Leaders that have a capability to build a learning atmosphere must pay attention to the environment where leaders can change the old fashioned thinking and mental model of the people."

Leaders are designers, teachers, and stewards. These roles require new skills: the ability to build shared vision, to bring to the surface and challenge prevailing mental models and to foster more systematic thinking. In short, leaders in learning organizations are responsible for building organizations where people are continually expanding their capabilities to shape their future.... That are leaders are responsible for learning" (Senge and Sterman 1992). "Every leader carries within him a rich diversity of all other leaders. The really great one recognizes that there is no perfect or absolute formula.

Instead great leadership resides in the ongoing capacity of the individual to reflect on his or her inner profile of leadership and willingness to explore how this personal diversity can be made more potent and expensive" (Nel 2007). Leadership is one of the important components that play a vital role to vary the efficiency of an organization (Bohn 2002). "Low performing managers are more avoidant and less rationale in their decision making styles and high performing managers are less role stress, more satisfaction and greater loyalty" (Russ, McNeilly et al. 1996). In learning organization, elaborate structures, chain of command, and approving and authorizing are unnecessary. Rather power meanings to make things happen-is learned within each part of the organization (Gratton 1993). "Leadership as practiced consisted largely of disconnected, decisions, behaviors, and actions. In a learning organization, a leadership view embracing shared vision and systems thinking would yield better results"(Shields and Newton 1994).

Methodology

Target populations of this study are both from the banking sector and textile sectors. Sample of eight companies selected for the survey both in the banking sector and banking sectors. The main purpose of conducting this study is to judge one against the other sector to know is which sector leadership play key role to enhance learning capability of the company. The textile companies that are being selected are Interloop Pvt. textile company Sargodha road Khurianwala, Ali textile and Masood textile apprial 4 division Sargodha road Faisalabad and banking sector that is being selected include National Bank Of Pakistan, Punjab Bank of Pakistan and Alfalah bank. Unstructured questionnaire was floated to these two selected on the basis of companies on the basis of convenient sampling and the questionnaire developed by the David A. Garvin in his article "is yours a learning organization" but I use likert scale 5 to get results more accurate except of likert scale 3. 95 questionnaire were floated out of which 80 questionnaires returned with proper feedback and the results collected from the survey fit in the excel and get the mean of the values and after that compare their mean and come to know about the sector which is more effective or learning organizational sector.

Variable Analysis

In this research "Leadership that reinforces learning behavior" in banking and textile sector is very vital building block. The focus of the study is on the third building block of the David Garvin toolkit that is leadership that reinforces learning behavior. First two

building blocks are being skipped to make my study most oriented less vast. The data is being collected by using eight variables to cover the title “Leadership that reinforces learning behavior”.

Results and Discussions

This is the scale score given by “David A. Garvin” for the “leadership that reinforce learning behavior”.

Table 1:

| Leadership That Reinforce learning | | | | | |
|------------------------------------|-------|-------|----|-------|--------|
| Composite for This Block | 33-66 | 67-75 | 76 | 77-82 | 83-100 |

Table 2:

Mean Value of Textile and Banking Sectors.

| | V1 | V2 | V3 | V4 | V5 | V6 | V7 | V8 | Acc. Mean |
|----------------|-------|-------|--------|-------|-------|-------|-------|-------|-----------|
| Textile Sector | 58.63 | 62.78 | 64.66 | 69.55 | 73.68 | 27.14 | 70.68 | 52.63 | 65.505 |
| Banking Sector | 52.24 | 56.39 | 59.021 | 64.28 | 69.54 | 65.41 | 68.04 | 44.74 | 59.959 |

From the table 2 results V1 fall in first quartile in both sectors. The V2 both sector also fall in the first quartile though there is a difference between their values and the textile sector is more responsive as compared to the banking sector. The V3 of both the banking and textile sectors again lies in the first quadrant. But when we see the V4 the values are 69.55 in textile sector shows that it lie in the second quadrant and 64.28 is the value of the banking sector shows that it lies in the first quadrant. This is only one variable among all eight variables in which banking sector fall in first quartile and textile sector fall in second quartile. Where the V5 is concerned in both banking and textile sectors it lies in the second quartile.

There is a interesting thing in the variable six (V6) is that though the overall textile sector is more responsive as compared to the banking sector but in this variable there is a quite large difference between the textile sector and banking sector. The value in of the textile sector varies against the banking sector with a quite large difference. The reason behind this is that the managers mostly do not provide time, resources and venues to identify the problems and organizational challenges but this case is different in the banking context managers provide time, resources and venue to identify the problems and organizational challenges. They are more conscious about this factor. Though, both

the values of V6 lie in the second quartile. The V7 shows that values of both textile and banking sectors lies in the second quartile. V8 shows the values of the variable eight in both textile and the banking sector lies in the first quartile. Now the accumulated values are calculated in the table 2. Table 2 shows that accumulative mean of both the textile sector and the banking sector. The results clearly show that the textile sector is more responsive as compared to the textile sector. But their values shows that both lies in the first quartile of the scale score given by the David Garvin.

That shows that there is lack of learning in both the industries and there is a need of strong, innovative and active leadership that create a learning atmosphere in the organization.

Conclusion

It’s been a long discussion about which is from banking sector or textile sector is more compassionate for the environment of learning in the organization. This study will contribute in that respect by calculating the extent of learning in banking and textile sectors. Result shows that there is need of improvement in managerial skills and innovativeness in both banking and textile sectors. This study shows that there is a bit difference between both the sectors. There is need of active and expert managers that may create learning atmosphere and reinforce learning in the organization. Both sectors lie in the bottom quartile. The future studies may be conducted with some broad areas on the learning organization on this third building block. Other two building blocks can also use in the comparison between the textile and banking sectors.

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