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Strategic Role in the Implementation of Organisational Learning among Mid-level Managers in an Agriculture Bank of Bangladesh

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Faculty of Cognitive Sciences and Human Development
Universiti Malaysia Sarawak
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A thesis submitted

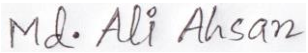
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DECLARATION

I declare that the work in this thesis was carried out in accordance with the regulations of Universiti Malaysia Sarawak. Except where due acknowledgements have been made, the work is that of the author alone. The thesis has not been accepted for any degree and is not concurrently submitted in candidature of any other degree.

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DEDICATION

In the name of Allah, the most Gracious and Merciful

‘Of knowledge, it is only a little that is communicated to you’

Surah Al-Israa [17:85]

Kajian ini didedikasikan untuk nama Allah SWT.

এই গবেষণা অভিসন্দর্ভটি মহান আল্লাহ্ এর নামে উৎসর্গ করা হলো।

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ABSTRACT

This study explored the strategic role of mid-level managers in the implementation of organisational learning. By focusing on public sector organisation, this study attempted to bring new insights to the body of knowledge. The present study also investigates the learning process of the organisation. This research adopts the interpretive research approach to acquire an in-depth understanding of the phenomenon of the organisational learning process in public sector organisation. Purposive sampling method was used where informants were chosen based on their organisational position and job description. Eighteen informants were taking part in this study, where they were from a different educational background. Empirical data for this study were collected through semi-structured interviews and documentary analysis, where the researcher also employs his reflexivity to observe the deep-rooted phenomenon of the research theme in the study location. The data were analysed using a qualitative content analysis approach. Findings from this study revealed that organisational learning process in public sector organisation obtained a new look through several reform initiatives by the government and organisation itself; also mid-level managers are playing the central role to acquire, disseminate and retain knowledge in the organisation by their strategic role in the organisation. This research may be a guideline for the learning and development practitioners in the organisation. In particular, the study tends to enrich new ideas in human resource development practices from the viewpoint of Bangladeshi context as well it will be a guide for the mid-level managers to become the learning agent for their respective organisation.

Keywords: organisational learning, strategy implementation, mid-level manager, public sector organisation.

Peranan Strategik dalam Pelaksanaan Pembelajaran Organisasi di kalangan Pengurus Pertengahan di Bank Pertanian Bangladesh

ABSTRAK

Kajian ini meneroka peranan strategik pengurus pertengahan dalam pelaksanaan pembelajaran organisasi. Dengan memberi tumpuan kepada organisasi sektor awam, kajian ini cuba membawa wawasan baharu kepada badan pengetahuan. Kajian ini juga menyiasat proses pembelajaran organisasi. Kajian ini menggunakan pendekatan penyelidikan interpretasi untuk memperoleh pemahaman yang mendalam tentang fenomena proses pembelajaran organisasi dalam organisasi sektor awam. Kaedah pensampelan purposif digunakan di mana para pemberi maklumat dipilih berdasarkan kedudukan organisasi dan keterangan kerja. Lapan belas informan telah mengambil bahagian dalam kajian ini, di mana mereka berasal dari latar belakang pendidikan yang berbeza. Data empirikal untuk kajian ini dikumpulkan melalui wawancara separa berstruktur dan analisis dokumentari, di mana penyelidik juga menggunakan refleksiviti untuk melihat fenomena mendalam dalam tema penyelidikan di lokasi kajian. Data dianalisis menggunakan pendekatan analisis kandungan kualitatif. Penemuan dari kajian ini mendedahkan bahawa proses pembelajaran organisasi dalam organisasi sektor awam mendapat pandangan baharu melalui beberapa inisiatif pembaharuan oleh kerajaan dan organisasi itu sendiri; pengurus pertengahan juga memainkan peranan utama untuk memperoleh, menyebarkan dan mengekalkan pengetahuan dalam organisasi dengan peranan strategik mereka dalam organisasi. Penyelidikan ini mungkin menjadi garis panduan untuk pengamal pembelajaran dan pembangunan di dalam organisasi. Kajian ini cenderung untuk memperkayakan idea-idea baharu dalam amalan pembangunan sumber manusia dari sudut pandangan konteks Bangladeshi dan ia akan menjadi panduan kepada

pengurus peringkat pertengahan untuk menjadi ejen pembelajaran untuk organisasi masing-masing.

Kata kunci: *pembelajaran organisasi, pelaksanaan strategi, pengurus peringkat pertengahan, organisasi sektor awam.*

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LIST OF ABBREVIATIONS

ADB	Asian Development Bank
HR	Human Resource
HRD	Human Resource Development
HRM	Human Resource Management
ICT	Information Communication Technology
LO	Learning Organisation
MLM	Mid-level Manager
OL	Organisational Learning
PPP	Public Private Partnership
PSO	Public Sector Organisation
RAKUB	Rajshahi Krishi Unnayan Bank
UNIMAS	Universiti Malaysia Sarawak

CHAPTER 1

INTRODUCTION

1.1 Introduction

Organisational learning (from now on referred to as "OL") has become an integral part of most of the organisations and contributing immensely to meet new challenges in today's world of competitiveness. Organisation's effectiveness and success depend on the embedded culture of learning atmosphere. OL is a crucial aspect that must occur in most of the organisations in order to attain the desired objectives and goals. Furthermore, OL is regarded an essential component of strategic management of the contemporary organisation; public sector organisations (from now on referred to as "PSO") are not apart from this trend (Visser, & Togt, 2015). Also, employees need to learn interpersonal relations and be able to handle stress, conflicts, and activities, including developing an OL culture through which they can improve their knowledge and skills. In other words, OL is quite often necessary for new and existing workers to allow them to adapt to new skills or jobs that are rapidly and consistently changing with the influx of new technologies.

Nowadays, organisations perceive OL not only as an investment to improve employees' capabilities and competencies so that they would perform their job functions better but also as a connecting tool to improve behaviours and job performance leading to increased organisational effectiveness and organisational performance. This chapter offers the basic conceptualisation of the present study to the reader. It comprises the background of the study, statement of the problem, objectives of the study, research questions, and significance of the study. Definitions of key terms used throughout the study are elaborated as well. This chapter will introduce and present an overview of the study.

1.2 Background of the Study

Sustainability in business refers to adapting to the changing atmosphere in the age of globalisation (Tseng, & Lin, 2011). Maden (2012) emphasises that researchers and practitioners identify OL as the most effective and efficient tool for adapting and advancing in the change process. Human resource development (HRD) regards OL as the key driving force to address the area of changing the organisational environment in terms of learning set in practice, learning dimensions, and the roles of learning. Accordingly, as an evolving and incremental field of debate, organisational scientists have been emphasising on OL for a long time. Specifically, OL receives enormous emphasis as a field of research as evidenced by the growing number of reviews on the field and the constantly growing output in books and journals (e.g., Argote, 2011; Rashman, Withers, & Hartley, 2009; Shipton, 2006).

The process of OL has a vast influence on organisational behaviour, which unveils a new dimension of human interaction in the modern organisation. OL is the process of acquiring and developing new knowledge to enhance organisational competencies in a competitive atmosphere (Cummings, & Whorley, 2014). Senge (1990) posited that learning in organisations entails continuous testing and transformation of experiences into knowledge relevant to the core purpose of the whole organisation. Therefore, OL is both a process and an outcome (Levitt, & March, 1988) and connects cognition to action (Crossan, Lane, & White, 1999). Through OL process, organisations build an understanding and elucidation of their environment to strategically plan for their desired outcome, enabling them to achieve specific objectives. Viable strategic options are being considered through the process of OL (Beer, Voelpel, Leibold, & Tekie, 2005).

Moreover, a number of past research present evidence that well organised OL can obviously improve the strategic competitive advantage of the organisation to meet the current requirement of a changed situation (Morales, Reche, & Torres, 2008; Bierly, Kessler, & Christensen, 2000; Senge, Kleiner, Roberts, Ross, & Smith, 1999). Based on this point of view, OL is regarded as a strategic capability of an organisation to adopt the present situation by creating, transmitting, and institutionalising new knowledge by the organisation (Beauregard, Lemyre, & Barrette, 2015; Berends, Boersma, & Weggeman, 2003). Correspondently, OL is attributed with contributing to organisational renewal and growth in response to a dynamic environment (Vithessonthi, & Thoumrungroje, 2011; Yeo, 2007a). Despite the existence of an OL strategy that allows learning to occur, most of the literature suggested that there is a strategic objective to have a well-planned OL process to achieve competitive advantages en route a sustainable position (Brudan, 2010; Yeo, 2007b).

This argument regarding the need for a planned and strategic approach to OL suggests that for an OL strategy to be effective, some criteria must be considered and achieved. These criteria include developing and implementing the strategy in a way that is both supported the organisation's overall strategy and responsive to its operational perspective (Nandakumar, Ghobadian, & O'Regan, 2010). Previous literature strongly supports this statement and provides several examples, such as training and learning under human resource policy should be aligned with the organisational objectives to obtain better performance (Stone, 2009; Kalman, 2007). Saru (2007) asserts that this could be achieved through several organisational projects that would enhance the core competencies of the organisation. Such an arrangement provides a compliant environment required for the implementation of OL through the facilitation of learning and development initiatives (Luoma, 2000; Valle, Martin, Romero, & Dolan, 2000).

Naturally, the result of such a strategic alignment of OL is different from one organisation to another as organisations are particularly driven by several diverse aspects of their socio-cultural engagements, which are determined by the unique organisational objectives. Therefore, the learning strategy of the organisation is profoundly shaped by the organisation's indigenous matter (Dealtry, 2002). Likewise, the unique context determines the specific kind of knowledge and their demand in the organisation. Managers in the organisation have their pattern in seeking to apply the lessons learned. Even they have their indigenous mechanism for the area of knowledge to meet the certain organisational objective, for which they are endowed (Laise, 2004). Therefore, learning mechanisms are highly influenced by several factors of the organisation (Zheng, Yang, & McLean, 2010).

There is a profound difference in the learning process between private and PSO, as there are different influential factors of learning in the two types of organisations. Business organisations operate under a market condition to achieve their profit in the best manner, and they have a small group of stakeholder (Dekker, & Hansen 2004; Busenberg, 2001). Hence, making a decision and learning in a private sector organisation is influenced by relatively simple and straightforward indicators. In comparison, PSOs generally work under conflicting pressures and political rules and regulations; whereby departmental governance, bureaucratic or hybrid conditions, annual budgets, rapid public events, and public-private interdependencies that comprise a comparatively large set of rather ambiguous and complex indicators are directing strategic learning and decision-making (Visser, & Togt, 2016; Rashman et al. 2009; Mintzberg, 1996).

Although OL research, in general, is directed to private sector organisations, in the last fifteen years, PSOs have also received attention on this matter (Maden, 2012; Gilardi, & Radaelli, 2012; Rashman et al. 2009). With the subsequent movements of 'New Public

Management,' 'E-Government' and 'Reinventing Government', PSOs are facing the incremental public and political pressure in their service delivery. It is also becoming imperative to become more accountable and transparent in their administrative processes (Gilson, Dunleavy, & Tinkler, 2009; Dent, Gestel, & Teelken, 2007; Mouritsen, Thorbjørnsen, Bukh, & Johansen, 2004). To achieve this, OL is increasingly considered an essential requirement in public sector organisations (Greiling, & Halachmi 2013; Bovens, Schillemans, & Hart, 2008; Schofield, & Sausman, 2004; Betts, & Holden, 2003; Brown, & Brudney 2003).

Also, mid-level managers are enacting the role of 'change agent' in contemporary PSOs to meet the present situation. A long-term aspect of debates about the service delivery and change through general management cadre has been patronised by government-led service reform program (Gatenby, Rees, Truss, Alfes, & Soane, 2014; Ferlie, Lynn, & Pollitt, 2007). Currie (2010) asserts that mid-level managers connect strategic objectives with operational imperatives by their upward and downward organisational connections. Several management literatures advocate the role of mid-level managers' as a 'linking pin' in the organisation (Mantere, 2008). Mid-level managers are important to implement change through learning and innovation successfully, for four reasons: they often have entrepreneurial ideas, they can use their informal network to make change possible, they have better insights into the emotions of the employees, and they have managed the continuity and change (Gatenby et al., 2014; Anh, & Winter, 2010; Wooldridge, Scmid, & Floyd, 2008).

As well, mid-level managers possess extensive knowledge, which makes them crucial for the development of organisational knowledge (Harding, Lee, & Ford, 2014; Wooldridge, Schmid, & Floyd, 2008; Kodama, 2002). In a similar vein, they know well the relationships and the dynamics that develop between employees (Huy, 2011), and they are aware of the

crucial factors of motivation, particularly in cases where organisational change is required (Herzig, & Jimmieson, 2006; Rouleau, 2005; Balogun, & Johnson, 2004). Similarly, mid-level managers are in direct contact with the line management, which enables them to understand the competition and contemporary technological trend in the industry, allowing them to identify the need for organisational change; they can advocate the top management (Agostino, Arena, & Arnaboldi, 2011). These conditions make their roles crucial in bottom-up strategising processes (Chen, Berman, & Wang, 2014).

The emerging complexity of PSOs stimulates the motivation and interest of the researcher, headed for this kind of research on OL, particularly the strategic role of mid-level managers towards OL. Their roles include coping with the new kind of work-related knowledge, skill and attitude within the organisation and the dissemination of earned knowledge, skill and attitude throughout the organisation. This study may bring a new perception of how OL is exercised and strategically implemented to attain organisational goals from a mid-level management perspective. Also, some of the challenges and issues present in managerial 'strategising' in organisations may be acknowledged and explored. Thus, readers of this study have a profound understanding of the whole scenario.

1.2.1 Background of Changing Public Sector Organisation in Bangladesh

Risk-avoidance, lack of competition, short-termism, and rule-obsession are considered the main causes that hinder innovation and learning in PSO (Pick, Stephen, Tummers, & Newton, 2015; Bekkers, Tummers, Stuijfzand, & Voorberg, 2013; Pollitt, & Bouckaert, 2011). The political, democratic, and legal context are part of public administration. Therefore, learning and innovation play a vital role in their organisational setup (Bekkers, Edelenbos, & Steijn, 2011; Vince, & Broussine, 2000). On the other hand, in recent years,

organisation researchers, in particular the literature of public administration, brought new ideas to reform PSO, such as e-governance, new public management for reinventing government to deliver cost-effective and better goods and services to the citizen. Consequently, more accountability in the administrative process is required for PSOs (Kivipõld, 2015; Dent, Van Gestel, & Teelken, 2007).

Nowadays, the concept of welfare state enhances government initiatives towards learning and innovation to address contemporary problems in providing basic services to the people at a reasonable cost, leading to a better living standard for the people (Kivipõld, 2015; Božic, & Ozretic-Došen, 2015; McNabb, 2007). Thus, PSOs in Bangladesh are not distant from these current trends (Rahman, Islam, Dayani, & Abdullah, 2017; Tahrima, & Jaegal, 2012). The Bangladesh government adopts a new policy of learning and innovation for PSOs, to achieve the desired goal of the established governance innovation unit (GIU) under the prime minister's office (Prime Minister's Office, 2016). In this initiative, the government set forth five core indicators: easiness in public services process, development of official work, create an innovative work environment, partnership and networking, use of social media for innovation. The government initiated a Public Administration Award and several reward systems in 2016 to encourage learning and innovation initiatives in PSOs.

The present study is influenced by the recent change of initiatives in PSOs, such as to make the public sector more innovative so that PSOs can achieve the specific goals to become more citizen-oriented, instead of task-oriented. Specifically, this research project aims to reveal the present scenario of changing atmosphere through OL in PSOs in Bangladesh.

1.3 Statement of Problem

Bapuji and Crossan (2004) report some research works whereby OL is featured giving impact on organisational performance by increasing the survival and efficiency of attainments, increasing customer orientation, foreign entries and diversifications, and business process re-engineering and assisting innovation and the implementation of information systems. Indeed, some researchers emphasised that organised OL is crucial to the very survival of an organisation (Mozzato, Bitencourt, & Grzybovski, 2015; Kalman, 2007). Strategic implementation of OL is critical to cope with the changes in organisations performance (Lipshitz, Popper, & Oz, 1996). Performance provides essential feedback about the efficiency of the learning processes and the competency of strategic planning systems (Siciliano, 2017; Moynihan, & Landuyt, 2009).

OL supports strategic planning system because new insights and experiences inspire proactive organisational initiatives. Strategic implementation of OL is a vital process in strategic management, as it achieves the best integration between the people, structures, processes, and resources. Strategic planning systems and the organisation's ability to learn are vital in improving the chances of long term performance (Brudan, 2010). Undeniably, the existence of the strategic learning strategy is a necessary element for incorporating learning organisation, though it is not sufficient (Baregheh, Rowley, & Sambrook, 2009; Rowley, 1998). However, OL process might not always bring a positive outcome to the workplace unless it is managed effectively (Weber, 2013; Tynjala, 2008). Given the evidence from past studies, this study aims to clarify the problem statement in terms of theoretical, empirical, methodological, and practical gaps.

1.3.1 Theoretical Gaps

The theoretical gap is regarded as one of the major lacuna of knowledge in the realm of social science research. This study focuses on the gap in theory related to OL and its related matter. First, the researcher found that the significance of learning has been extensively identified in both the private sector and PSOs. Still, almost everyone discusses it under the same shade without taking into account their indigenous organisational structural-cultural factors. Argyris and Schön were the first organisation scientist who emphasised on learning necessity in PSO by presenting theoretical directives and work in practice (Vissar, & Togt, 2015; Argyris, 1980, 1976; Rein, & Schön, 1991; Schön, 1983, 1979, 1975, 1971).

Moreover, it is rather unclear how notions, such as cognitive activities, learning, and knowledge can be applied in an organisation. Few researchers have tried to resolve the ontological and conceptual problems by emphasising the role of individuals in OL (Beauregard, Lemyre, & Barrette, 2015; Barette, Lemyre, Corneil, & Beauregard, 2012; Barrados, & Mayne, 2003). However, this issue has not been conceptualised theoretically yet. In this study, the author applies the structuration theory by Giddens (1984) to overcome the dualism issue of individual and organisation in OL. From the theoretical viewpoint, the structuration theory described that OL advances from dispersed social practices, innovatively realised by knowledgeable individuals, and demonstrates how these practices facilitated and constrained by the existing structures. Proponents of structuration theory argue that cultural schema, including the rules of social life, are major components of social structures (Kalendaa, & Schwartzhoffa, 2015; Barrados, & Mayne, 2003; Sewell, 1992). The theory is partial in terms of public sector perspective and the work environment factors, and it is either less known or applied in psychology (Oppong, 2014).

Furthermore, the study explores the strategic business enterprise that allows for the strategic function of mid-level managers in the OL implementation. Also, depending on the explanation of structuration theory by Giddens on the relationship between agency and structure, the structure will be used for the outcome of human actions, while responding to the influence. Giddens labels the structure as "sets of rules and resources that actors draw upon as they produce and reproduce society in their activities". This means that every social actor has a certain role to play in improving the systems and simultaneously persuaded by them. Agency is decisive actions of the mid-level manager, which means an agency is capable of reflecting their environment and action. It has been argued that organisation practices, role expectation, and context elements could have an effect on mid-level managers' agency, and the effect can either facilitate or restrict their agency in the strategy implementation within the context of PSO.

1.3.2 Empirical Gaps

An approach is common in social sciences, with anthropologists' using the term "structure" that includes the realm of culture (Nassauer, 1995; Sewell, 1992). However, this study will focus on structural, cultural, and external factors of OL to gain a deeper understanding of it. OL literature generally emphasises two approaches: a structural approach and a cultural approach (Kurland, Peretz, & Hertz-Lazarowitz, 2010; Limpibunterng, & Johri, 2009; Moynihan, & Landuyt, 2009; Rhodes, Lok, Hung, & Fang, 2008; Amitay, Popper, & Lipshitz, 2005). A cultural approach emphasises that OL can be assisted through shared understandings or norms that enhance intelligent behaviour (Osborne, & Brown, 2011; Senge, 2006; Lopez et al., 2004). In contrast, a structural approach focuses on the structural setup that is favourable to OL (Moynihan, 2005). However, several research works have different opinions on this matter (Martínez-León, Martínez-García, 2011). In particular, recent

government reform programs intensify the changes and have built up a mechanism to adopt such changes through learning (Visser, & Togt, 2016; Greiling, & Halachmi, 2013; Bovens, & Zouridis, 2002; Dent et al. 2007; Schofield, & Sausman, 2004; Betts, & Holden 2003; Brown, & Brudney, 2001).

Mid-level managers can be influential catalysts of OL for the strategic change to bridge the gap, which involve the macro-level (strategies and protocols, missions, designing structures, administrative processes, cultures), and micro-level implementation (values, needs, learning, knowledge, skills, communication, practices, experience) that outlines the process of change (Antipova, & Bourmistrov, 2013; Steiber, & Sverker, 2013; Kuyvenhoven, & Buss, 2011; Yang, Sun, & Eppler, 2009; Becker, 2008). Wooldridge et al. (2008) state that mid-level managers are essential during organisational changes since 'mid-level managers are central to explaining key organisational outcomes' (p. 1191).

Little research has been done on the role of mid-level managers (Dasgupta, 2015; Huy, 2002; Herzig, & Jimmieson, 2006). Likewise, Costanzo and Tzoumpa (2008) state that there is a dearth of research on mid-level managers role in enhancing OL, particularly in PSO (Chen, Berman, & Wang, 2014). Finally, according to Rouleau and Balogun (2011), further research is required to better understand the role of mid-level management on strategic implementation during a change (Gatenby, Rees, Truss, Alfes, & Soane, 2014; Agostino, Arena, & Arnaboldi, 2013; Currie, 2010). Given the lack of research on the role and behaviour of mid-level management during organisational change, this study emphasises on mid-level management. Most of the previous research works were focusing on senior management or Board of Director level. Nevertheless, it is essential to note that 'strategising' in an organisation is a practice further than the practice of senior management; different individuals within the groups were engaged by their informal or formal positions and roles

(Vaara, & Whittington, 2012; Mantere, & Vaara, 2008; Johnson, Langley, Melin, & Whittington, 2007).

1.3.3 Methodological Gaps

The social behaviour dynamics are highly versatile that the choice and design of suitable method(s) are challenging in studies (Onwuegbuzie, Leech, & Collins, 2012). For instance, Patel (2006, p. 6) asserts that "it is required of design research in systems generally and lack of design research organisation and systems as a combined order of phenomenon". The matter became more complicated once the ontological enquiry attempts to attain systems rethinking, a modification in social-cultural practices or to encourage OL. Concentrating on OL, the developing multifaceted nature of the business condition, the growing competition, the increasing rate for change, the maturing workforce, the expanding dimensions of outstanding workload, the weakening nature of work-life balance and other social matters make the ethodological design and selection more complex (Joseph, 2015; Mullins, 2005; Burnes et al., 2003). As a result, Patel (2006) emphasises that research design ought to symbolise explanation and rich action for a fruitful result. Hence, the directives have to contain clear intention, meaning, and rationale, social support and interaction, and ways for finding assurance and catering for change (Van, Eijnatten, & Putnik, 2004).

Over time, there has been a substantial development in the publication of OL (Argote, 2011) and PSO implementation strategy (Andrews, Boyne, Law, & Walker, 2011). However, the core focus was mainly on organisational performance (Zgrzywa-Ziemak, 2015; Frank, Kessler, Mitterer, & Weismeier-Sammer, 2012; Suliyanto, & Rahab, 2012). Notably, OL and strategic implementation were discussed separately (Yeo, 2007b). The number of articles based on conceptual research has declined slightly, but articles that contain case studies has

increased over the years (Tuggle, 2016). Particularly studies that focused on private sector perspective, such as the size of the organisation in small enterprises (Frank et al., 2012; Ruiz--Mercader, MeroñO-Cerdan, & Sabater-Sánchez, 2006), small and medium organisations (Suliyanto, & Rahab, 2012; Lin, Peng, & Kao, 2008; Michna, 2009), medium enterprises (Santos-Vijande, López-Sánchez, & Trespalacios, 2012), large organisations (López, Peón, & Ordás, 2005). Also, studies related to the type of activity, such as production (Santos-Vijande et al., 2012), services (Pesämaa, Shoham, Wincent, & Ruvio, 2013), industries and high technology enterprises (Hung, Yang, Ya-Hui Lien, McLean, & Kuo, 2010), also studies in educational institutions (Akhtar, Arif, Rubi, & Naveed, 2011), and the medical service sector (Pesämaa et al., 2013), in logistic companies (Panayides, 2007). Besides, there is a lack of well adopted, adapted, and validated qualitative research instrument for measuring the role of mid-level managers in strategic implementation of OL within the PSO (Palttala, & Vos, 2011). In contrast, Cresswell (2009) argues that research instruments that are not well adapted precisely adopted and accurately validated could lead to bias and decrease the integrity of data. Therefore, this study attempts to identify the proper research methodology.

1.3.4 Practical Gaps

OL literature continuously discusses the properly managed OL offering sustainable competitiveness to organisations (Vithessonthi, & Thoumrungroje, 2011; Andreadis, 2009; Sanchez, Vijande, & Gutierrez, 2009; Dealtry, 2008; Saru, 2007; Dai, Duserick, & Dai, 2005). However, there has been very little guidance available regarding the development and implementation of OL strategy in the literature to assist practitioners (Retna, & Ng, 2016; Kalman, 2007; Yeo, 2007b; Jerez-Gomez et al., 2005; Senge, Kleiner, Roberts, Ross, & Smith, 1999; Lipshitz, Popper, & Oz, 1996). Nevertheless, there appear to have been limited

research undertaken on OL as a strategy in a public sector environment (Yeo, 2007b; Sharma, 2005) and during strategic change (Vithessonthi, & Thoumrungroje, 2011; Jerez-Gomez, Cespedes-Lorente & Valle-Cabrera, 2004; Crossan, Lane, & White, 1999).

Likewise, Biswas, Khan and Biswas (2017) stated that credible research on OL in public sector organisation in Bangladesh is still rare and almost all of the research done was in the private sector (e.g. Rahman, Islam, & Abdullah, 2017; Rahman, Islam, & Abdullah, 2016; Islam, Ikeda, & Islam, 2013; Islam, Ahmad, & Mahtab, 2010). The previous studies explain the strategic viewpoint of OL forms the western perspective, which is different from the Bangladeshi perspective. In particular, the agricultural bank's standpoint, in which risk-taking is an organisational culture due to the nature of business as they finance farmers in highly vulnerable agricultural projects that mostly depends on climate (Alauddin, & Biswas, 2014; Roknuzzaman, 2007). Moreover, past researchers focus more on the financial performance of the banking industry and neglect the internal factors that could accelerate HRD practices within the organisational context and hasten the strategic implementation of OL capabilities (Masum, Azad, Hoque, & Beh, 2015; Talukder, Hossain, & Hossain, 2014; Rashid, 2014; Zaman, & Hossain, 2012).

1.4 Objectives of the Study

This research classifies the objectives of the study into a general objective and specific objectives, as outlined below:

1.4.1 General Objective

To identify the strategic role of mid-level managers in the implementation of organisational learning in a public sector organisation.

1.4.2 Specific Objectives

In order to attain the main objective of the study, the following specific objectives are set forth:

a. To identify the structural factors that influence organisational learning in a public sector organisation.
b. To identify the cultural factors that influence organisational learning in a public sector organisation.
c. To identify the external factors that influence organisational learning in a public sector organisation.
d. To identify the types of organisational learning that occur in a public sector organisation.
e. To identify mid-level managers strategic role in the implementation of organisational learning in a public sector organisation.

1.5 Research Questions

Thus, to attain the main research objective of this study, the researcher raised five pressing research questions:

a. How do structural factors influencing organisational learning in a public sector organisation?
b. How do cultural factors influencing organisational learning in a public sector organisation?
c. How do external factors influencing organisational learning in a public sector organisation?
d. What are the types of organisational learning that occur in a public sector organisation?

e. How do mid-level managers play their strategic role in the implementation of organisational learning in a public sector organisation?

1.6 Significance of the Study

The present study discusses some pressing issues in a particular area. The researcher believes that this research will bring a clear picture of the following issues:

- ☐ Overcoming the dualism of individual and organisation in OL
- ☐ Categorise the difference between public and private sector OL
- ☐ Identify the shifting paradigm of public management
- ☐ Network governance in public sector organisation
- ☐ Identify the effective OL process in public sector organisation
- ☐ OL as a strategic process in public sector organisation

1.7 Definition of Terms

The main terms used in the present study are first defined conceptually, and then operationally. Predominantly, in the previous studies, the terms were mostly defined conceptually. Consequently, the operational definition is the elaboration of the meaning of terms derived from the synthesis of several conceptual definitions of terms by the researcher.

1.7.1 Organisational Learning

a. Conceptual Definition

The misunderstanding stems as far back as two decades ago when Simon (1991) defined OL as the rising insights and thriving restructurings of organisational difficulties by individuals, replicated in the structural constituents and effects of the organisation itself. In this description, learning consists of the improvement of insights

on the one hand, and structural and other action effects on the other. Argyris and Schön (1996) asserted that OL takes places when individuals in an organisation experienced a challenging condition and made an enquiry about it on behalf of the organisation. As an organisational process, OL helps to recognise and deal with their experiences (Glynn, Milliken, & Lant, 1992).

b. Operational Definition

OL refers to the progression of getting better actions through better understanding and knowledge within the organisation. As an integral part of an organisation, OL focuses on the organisational process, so that organisation can continuously improve its behaviour and practice to pursue the achievement of its goals. OL has to do with embedding what has been learned into the fabric of the organisation. In sum, OL is the process of creation, dissemination, and retention of knowledge.

1.7.2 Strategy Implementation

a. Conceptual Definition

Li, Guohui, and Eppler (2008) identified three distinct notions of the term when they gathered the different descriptions they could find in related articles and books: "The primary technique focuses on a procedure point of view and takes strategy implementation, like a chain of carefully deliberate successive steps. The next approach treats strategy implementation as an order of more or much less performed (but often equivalent) moves and scrutinises those actions from a behaviour viewpoint. Some researchers merge the behaviour perspective and process perspective from a third approach, which may be labelled as a hybrid perspective" (Li et al., p. 4-5). Eventually, strategy implementation is defined as an "iterative, active, and multifaceted procedure, which included, a sequence of activities and decisions by

employees and managers—shaped by a number of interconnected internal and external aspects—to turn strategic plans into reality to facilitate the attainment of strategic objectives" (Li et al., 2008, p. 5).

b. Operational Definition

Apart from OL, there are numerous definitions of strategy in the literature. In this research, a strategy is defined as an evolving direction-setting process encompassing ongoing decision-making and learning. Implementation refers to the systematic operationalisation of the strategic decisions in the PSO. Specifically, strategic implementation is an embedded part of the role of mid-level managers' because of their strategic position in the organisation.

1.7.3 Mid-level Manager

a. Conceptual Definition

Schmid, Wooldridge, and Floyd (2010) describe mid-level managers as the actors who integrate access to the top management with the knowledge of operations. Mid-level managers interact with every level of the organisation as agents of change. They are placed at the intersection with superiors and subordinates of the organisation by their position. By being at the middle of the organisation, mid-level managers interplay provides a broad exposure that includes the conventional tiers of management or the level of operation (Huy, 2002; Floyd, & Lane, 2000). Currie and Procter (2005) explain that the roles of mid-level managers include several features, such as managing trade, inspiring and motivating people, and most importantly acting as a bridge between operational and strategic level.

b. Operational Definition

The position of mid-level managers in the centre of the hierarchy in an organisation places them at the stage of dealings with subordinates and superiors alike. Mid-level managers interaction put forwards an extensive exposure that encompasses the conventional level of control being in the centre of the organisation.

1.7.4 Public Sector Organisation

a. Conceptual Definition

Typically, PSO is consigned to as the state sector, government-owned enterprises/undertakings or state-owned enterprises. Barlow, Roehrich and Wright (2013) state that these organisations are formed under the legal proceedings, partly or wholly owned and managed by the government. They manufacture viable goods and services, have an extractable or explicit budget and are assumed to finance their operational costs from their resources. PSOs are dissimilar from the other two sub-sets of the public sector, namely the government and the public sector institutions. The majority of equity share is directly acquired by the government, or indirectly by governmental institutions, and the government has decision-making control either directly or through its employed bodies in the PSO. Generally, PSO has three types of organisational structure: the departmental undertakings, statutory corporations, and joint-stock companies. Three major criteria of public sector organisations are public organisations have employees selected by merit, it is multifunctional, and it does not function within an open and competitive market (Christensen, Lægreid, Roness, & Røvik, 2007).

b. Operational Definition

PSO refers to the business in which the government wons fifty-one per cent or more of the paid-up capital. Also, this type of organisation is registered under the Companies Act and is fully governed by the conditions of the Act. Most business units that are owned and managed by government fall in this category.

1.8 Organisation of the Thesis

The diagrammatical structure of the thesis is depicted in Figure 1.1, of which it shows the five chapters of the whole thesis. Chapter 1 discusses the basis and the background of the study, its aims and objectives, and the methodology applied to answer the research questions. This segment also confers the rationalisations behind the selection of this topic for scientific investigation.

Chapter 2 contains the literature review related to the factors affecting the strategic role of mid-level managers in OL implementation, and the associated challenges in attaining the organisational goals, as they utilise strategic practices in their organisation. In particular, this chapter focuses on the theories and models associated with the study, and elaborately connected with the previous literature related to the contexts, which are discussed in the present study.

The research methodology of the study is discussed elaborately in Chapter 3. The philosophical stance, namely ontology and epistemology, research design employed, research instruments, pilot study, a method of data collection, a method of data analysis and research ethics are described, as the major part of this chapter.

Meanwhile, Chapter 4 describes the qualitative findings of the study using qualitative analysis tools, including qualitative content analysis. Data collected from the organisation study is analysed and presented based on each theme rising from the research objectives and questions.

Finally, Chapter 5 explains the implications, recommendation, and concluding remarks of the study.

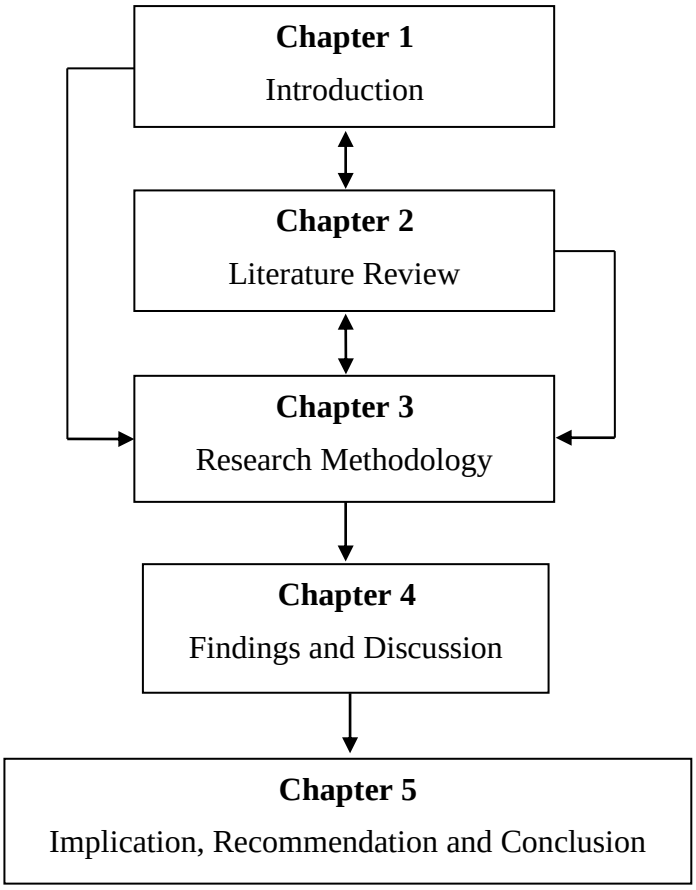


Figure 1.1: Structure of the Thesis

1.9 Summary

This chapter covered the sub-topics, namely the introduction, specific view on the background of the study, research issues, main and specific objectives of the study, research

questions, significance of the study, the definition of terms, and the scope of this study. Particularly, it helps the reader to understand the basis of the current research project. The next chapter will deliberate on the literature review about the current study thoroughly.

CHAPTER 2

LITERATURE REVIEW

2.1 Introduction

The outline of Chapter 2 comprises four sections and sub-sections. Section one discusses the matters associated to the present study while the sub-sections describe the aspects of OL in social sciences field; the concept of OL and levels of OL; the strategic importance of OL and aspects of OL in public sector environment. Section two explicates the theory and models related to the study, and the sub-sections deliberates about Giddens Structuration Theory (1984). Section three focuses on elucidating and reviewing the previous body of knowledge and research conducted by other researchers in the field of OL, strategy implementation, mid-level managers' strategic role in the process. The chapter closes with the final section, which lay out the present study's issues and related theories.

The present study's theoretical frameworks were established following a thorough analysis of relevant research works. Firstly, the extant body of knowledge of HRD, particularly OL, management and organisational behaviour will be meticulously evaluated to allow for the setting of the course and scope of the present study. The evaluation will exposit the study's concepts and background further. Thus, rendering the empirical and textual foundation of this study. The importance set on OL has brought about numerous studies on the subject from different fields. This segment examines the writings applicable to ordinarily acknowledge the meanings of OL, theories and models of OL, and previous studies on several factors influencing OL. Particularly in PSO, OL is regarded as one of the critical factors that bring the state towards welfare and competence to meet the challenges of the

shifting world. This chapter focuses on the key components of the study; elaborating and depicting the overall glimpse about OL to the readers.

2.2 Organisational Learning within the Field of Social Sciences

OL as a branch of knowledge in social science is seen as the process of learning from the past; it means experience-driven learning is included in the notion of OL. OL draws insights from the most important social science disciplines that include psychology, political science, history, and sociology. Meanwhile, history may generate knowledge concerning the past, but not inevitably the appropriate knowledge that could provide enormously complex questions about knowledge, power, and memory (Fear, 2001). Relating the fact to OL generates the question of what matters and its justification if an organisational memory authenticates the practice of learning or unlearning. As unprecedented challenges come with unique issues to be solved, so history may explain the present condition but not inevitably verify the future.

Turning to sociology, Gherardi (2013) elucidates the manners of sociologists' assumption of learning as the individuals generated and regenerated in public affairs when they participated as members of the public. OL is perceived as an open discussion, and the discussion can be added to sociological perceptions of reflexivity, and participation from the sociological perspective. The idea of participation straights attention to the reality that learning is similar to other activities, but a process of becoming a member of an organisation. Meanwhile, the concept of reflexivity connects to a specific moment of separation involving the knowing subject and the object of its knowledge. Reflexivity directs organisational scrutiny to the practices of knowledge institutionalisation (Nicolini, 2011). The social process of conceptualising learning is a great contribution from sociology.

Likewise, psychology is responsible for establishing the precision of how learning can be implicit. Maier, Prange, and von Rosenstiel (2001) suggest that the trend of memory and learning has been an intellectual emphasis on the domain of psychology during its initiation. The views that learning was developed in the field of psychology were considered soon after within the discussion that concentrated on comprehending the notion of learning in the process of OL. To date, the process of learning processes examined in psychology offers insight about possible relevant aspects in OL if individual learning is considered the foundation for OL (Kyndt, Dochy, & Baert, 2010).

Meanwhile, experts in the field of political science assumed that OL current theories are insignificant to their discipline because they argued that organisations important to them were extremely dissimilar from those in the private sector (Bunderson, & Reagans, 2011; LaPalombara, 2001b). Political scientists' inattention toward OL, and OL experts' failure to expand their inquisition into the public domain is unfortunate. It is implausible for the ubiquitous OL theory to come into sight unless what is declared to be known is revealed to be the case (or not) in the public realm (LaPalombara, 2001a).

2.3 General Overview of Organisational Learning

Generally, organisations should have a good grasp of the political, social, economic, and ecological contexts of shifting local and central government situations to adjust and adapt according to the evolving environments. Thus, it is reasonable for an emergent needs and concerns to learn about the most appropriate situations for learning and to realise the methods of change and OL to progress in the learning outcomes (Babnika, Širca, & Dermol, 2014; Lähteenmäki, Toivonen, & Mattila, 2001). The emergence and focus on OL were mainly sharpened and influenced by the organisation Behavioural Theory (Schulz, & Bloch, 2006;

Cyert, & March, 1963). Cyert and March (1963) assert that experience allows the organisations to learn with the intent to adjust according to environmental situations. Ever since the conventional research of Cyert and March, the interest in OL has escalated, and the OL concept was discovered in the management body of knowledge (Easterby-Smith, & Lyles, 2011; Argyris, & Schön, 1996; Levinthal, & March, 1993; De Geus, 1988).

2.3.1 Specific Concept of Organisational Learning

It was not until the 1980s that the OL concepts emerged. However, the scientific background and principles are traceable to numerous perspectives of management (Garratt, 1999). The body of knowledge generally described OL as a learning process within the organisation in which multilevel of analysis are interacting namely individual, group, organisational, and inter-organisational level (Örtenblad, 2002, 2004; Tsang, 1997; Lundberg, 1995). OL facilitate the achievement of organisations' goals, "is dispersed among members' of the organisation"; the results are "entrenched within the culture, structures and systems of the organisation" (Cummings, & Worley, 2009, p. 541). OL instigates in the organisation, system dynamics, organisational behaviour, and management studies; it is often applied interchangeably with learning organisation concept, which is commonly found in HRD body of knowledge.

Learning organisation concept denotes the organisation type with certain characteristics, which expedite the learning process inside an organisation: constant learning, probe and discussion, collective group learning, systems that capture and share learning, empowerment, leadership, strategic leadership, and global thinking (Senge, 1990/2006; Thomas, & Allen, 2006; Yang, Watkins, & Marsick, 2004; Örtenblad, 2002, 2004; Tsang, 1997; Marquardt, 1996; Luthans, Rubach, & Marsnik, 1995; Watkins & Marsick, 1993;

Garratt, 1987). Tsang (1997) briefly describes learning organisation as "good at organisational learning" (p. 75). Also, Lim, Song, and Yoon (2014) explain learning organisation as "the cultural and structural system where ongoing OL is presents" (p. 376). Contrary to the given conceptualisations, the main focus of OL studies is the traits and results of the process of learning (Cummings, & Worley, 2009; Easterby-Smith, 1997). Hence, the additional new dimensions of OL to comprehending the process of learning inside the learning organisations as well as forming organisations of learning (Edmondson, & Moingeon, 1998).

Therefore the viewpoint of OL in this study integrates the element of cognitive, social nature, and embeddedness in the organisational setup through adapting changes. Every model reached an agreement that new knowledge is created in OL. To the functionalist, OL is deemed generating new knowledge as well as adapting to the environment that led to changes in the organisational cognitions and behaviours (Kim, 2004; Walsh, & Ungson, 1991). The constructionist deemed OL transpired by the expansion of a single knowledge using the transformation of knowledge and shared viewpoints during socialisation and knowledge externalisation (Nonaka, 1994). Nonaka opined that OL happened through the individual knowledge amplification via the knowledge spiral, which comprises a three-level-analysis of communication between tacit and explicit knowledge (individuals, groups, and organisations). The post-modernists regarded knowledge set in relation to power and integrated a group to create discourses (Hatch, 2006; Foucault, 1984). Critical theorist share similar view with post-modernists that knowledge is about the relation of power as mirrored by the discourses proliferating domination and oppression (Grant et al., 2009).

The perspective of OL models merge the knowledge conceptualisation as produced, reproduced, and extended in combined practices. Such conceptualisation originated from the critical perspective, in particular, Marxian heritage of viewing practices determined by social

and historical setting (as summarised by Gherardi, 2000). The functionalists consider practices encompass overt work procedures deliberated based on work tasks and re-structuring overt organisational knowledge. The constructionists, on the other hand, consider practices to be arranged social activities related to the work of individuals and groups placed in specific contexts (Gherardi, 2000; Cook, & Brown, 1999). Knowing and doing are not separated in practices, and tacit knowledge is generated in practices; hence, constructionists consider OL social instead of cognitive process (Gherardi, 2000, 1999).

Furthermore, functionalists view the process of producing, reproducing, and extending knowledge in practices as complement exploitation of prevailing knowledge as well as preserving the structures of prevailing knowledge, and exploration encompasses acquiring fresh knowledge (March, 1991). The main focus of constructionist is "practising the practice" and engaging in practices social processes through which individuals procure, yield, reproduce, and grow organisational knowledge (Gherardi, 2008; Antonacopoulou, 2008). Meanwhile, critical theorists regarded involvement in practices means gaining knowledge and participating in social transformation (Meyerson, & Kolb, 2000). In OL, an organisation transform due to its reaction to insights, new information, and experience (Argote, 2011). It goes beyond the amassing of knowledge for knowledge per se does not guarantee positive changes or strategic renewal (Olejniczak, & Mazur, 2014). Individuals gathered knowledge, but the knowledge must be disseminated to the whole organisation; it has to be institutionalised, only then learning is deemed transpired (Crossan et al., 1999).

2.3.2 Levels of Organisational Learning

Researchers agreed that OL is diverse as opposed to individual learning. A person digest information that leads to understanding and gaining new knowledge. In general, OL

involved individuals, and individual learning is imperative to OL. Senge (1990) states when individuals learn, the organisations will learn as well. Even though individual learning does not assure OL, but OL does not occur if individual learning is missing from the equation (p. 236). Likewise, Argyris and Schön (1978) suggest that individual learning is compulsory but an inferior setting for OL. Therefore, OL occurs when individual expands new knowledge in the organisations; however, OL is not the whole learning obtained by members of the organisation (Fiol, & Lyles, 1985; Argyris, & Schön, 1978). Individual learning may not contribute to OL if recent knowledge developed by the members is not disseminated or extended into the organisation systems or embedded into the organisations' norms and culture (Fiol, & Lyles, 1985; Daft, & Weick, 1984).

Nevertheless, Cummings and Worley (1997) posit that individuals of an organisation may experience learning even if the organisation does not. Conversely, the authors suggest, the opposite is also true; an organisation could learn without its members learning. This is because OL serves the organisation's functions and it is integrated into its framework; individuals might resign but it remains with the organisation. According to Argyris and Schön (1996), they are learning to be organisational, and the learning outcomes stemming from organisational inquisition must be rooted in the organisation metaphor assumed in the mindset of its members and the artefacts of epistemological (memories, maps, and programmes) surrounded in the organisational environment (p.16). Also, the organisational routine or memory as the sources of knowledge, namely the structures, rules, norms and values over time, strategies, cultural practices; OL is different than individual learning (Huber, 1991; Levitt, & March, 1988; Fiol, & Lyles, 1985).

Finally, Argyris and Schön (1996) associate OL to individual learning by suggesting that through assigned responsibilities, several staff members were authorised to represent the

entire organisation. The authorised staff comprises those in top positions and roles or task handling external dealings or matters. The staffs not only learn but experience various outcomes of an action, usually according to the organisational theory of deeds and effects. To ensure learning happen throughout an organisation, then the staff's remedial actions taken based on inquiry and reflection need to be adopted as outlined by the organisational theory of action (e.g., policy plans, strategic documents, rules and procedures), and subsequently, be used in conducting the staff routine.

2.4 Strategic Importance of Organisational Learning

OL and strategy literature are discussed widely about the adaptability under change process; OL is regarded as the crucial instrument to providing sustainable competitive advantage (Garcia-Morales et al., 2011; Bierly et al., 2000; Senge et al., 1999; Smith, Vasudevan, & Tanniru, 1996). Berends et al., (2003) assert that OL contributes to the creation of new knowledge and also the diffusion and institutionalisation of knowledge in an organisation. Likewise, organisational renewal and growth are also being contributed by the OL process (Yeo, 2007a) which would enable the organisation to respond to dynamic situations (Vithessonthi, & Thoumrungroje, 2011). From this point of view, OL is highly regarded as a strategic process in contemporary organisations in the advancement of the administrative process.

Bapuji and Crossan (2004) pointed on numerous studies where OL is attributed to having an impact on the organisations' performance by increasing the survival and efficacy of increasing customer orientation; attainments, broadenings and foreign entries; business process re-engineering, and expediting innovation and information systems implementation. Numerous authors recommend that OL contribution to growth and profitability would support

the organisations' sustainable competitive edge (Dealtry, 2008), the preservation and enhancement of the organisations' competitiveness (Onağ, Tepeci, & Başalp, 2014; Jerez-Gomez et al., 2005) and the enhancement of value creation capability (Peters, Gassenheimer, & Johnston, 2009; Sanchez et al., 2009).

Several authors boldly propose an efficient OL is a key to the organisations' survival (Common, 2004; Lipshitz et al., 1996). Andreadis (2009) concurs by stating organisations risked adverse effect such as inadequacy, unproductivity and cultural decline if they overlook the significance of learning as a core competency. With or without OL strategy in place, learning is still happening; however, the literature advises that to achieve a competitive edge, an organisation need to have a strategic purpose of aligning the learning with its strategic direction (Brudan, 2010; Yeo, 2007b). Meanwhile, Goh and Richards (1997) advocate that for an organisation to operate in a learning mode, leaders need to intervene to establish the required internal conditions deliberately.

This suggests that leaders need to determine what is construe the necessary condition within their organisations, and then plan for and undertake whatever actions required creating the conditions, rather than leaving things to chance. The manifestation of a corporate strategic learning strategy is deemed necessary but insufficient for the establishment of a learning organisation (Can, 2011; Rowley, 1998). Nevertheless, it is factual that in a planned and strategic approach to OL, learning could have both the positive and negative effects to the workplace if it is not handled effectively (Easterby-Smith, & Lyles, 2011). Most researchers of OL emphasise on an organisational strategy to discuss the learning process in a precise manner (Tynjala, 2008).

2.5 Organisational Learning in a Public Sector Context

In the private sector, this consideration of OL is significant due to the vast interest in this topic by writers of this field. Firstly, OL relevance to the public sector is deliberated. Next, public sector learning initiatives and practices are drawn from the scarce empirical studies or related matters within the public sector context of Bangladesh.

2.5.1 Significance of Organisational Learning to the Public Sector

The elucidations for the force behind OL tend to associate it to the private sector. Yeo (2005) noted that most of the initiatives serve as a route for OL to becoming a learning organisation or something similar. Hence, the assumption that public administration scientists and OL specialists undertaking of restricted inquiries in the public sphere are justified. The body of knowledge indicates that it was not right. According to Pettigrew (1992), over mechanistic transfers of perceptions from the private sector to the public sector has caused some complication in the public sector since the mid of the 1980s. Boyett and Currie (2001) believe that the reason for the problem may be due to the generic shift of highly prescriptive, formalistic managerial ideas and practices instead of the generic transfer itself. Accordingly, it shows that public sector characteristics must be given due consideration whether they tend to expedite or deter OL.

A study by Popper and Lipshitz (2000) reveal that the majority of the OL empirical evidence was from organisational settings characterised by a high level of environmental ambiguity, possible price errors, high level of professionalism, and a strong leadership commitment. The probability for PSO is high with those conditions deemed essential to achieve OL. Likewise, the possibilities to create and share organisational knowledge subject to the significant reforms (Rashman et al., 2009). Medan (2012) stated that it is challenging

for the PSOs to adapt to new and fast evolving context following economic globalisation as they are used to stability and protection. Thus, PSO must learn to analyse and adapt to the new context and to transform them, accordingly. Those involved in the transformation must pay particular attention to the organisational context and primary political environment. AS PSOs slow to change could be the reason for their need for using OL concept (Downe, 2010).

OL has been empirically shown to have reduced the delivery cost of public services (Campbell, 2012; Levin, & Sanger, 1994) and improved the efficiency of goal realisation (Kinder, 2012; LaPalombara, 2001a). According to LaPalombara (2001a), public policies consist of things that happen (or do not happen) to human beings, and this led to expediency and efficiency matters being neglected as compared to normative ideas of the achievement of objectives. Hence, the question of what the public sector should learn and not learn (Jarvie, & Stewart, 2018; Jorgensen, 2004; Etheredge, & Short, 1983). However, LaPalombara (2001a) argues that it is a waste of resources that would cause irreparable political issues, although it might be rational or efficient to learn about goal-setting or policy implementation. Hence, implementing OL in PSOs would be a more complex venture than what was envisioned by Finger and Brand (1999). Also, it would be difficult to determine if OL has transpired if PSOs could develop OL. Rashman et al., (2009) were sceptical about the relationship between OL and performance due to the lack of proof, either supporting or refuting the link between the two. Whenever a positive explanation was found for OL and improvement, it was typically inconclusive (Downe, 2010). Nonetheless, OL and public service improvement were deemed related (Ashworth, 2010).

2.6 Major Theoretical Concepts of Giddens Structuration Theory (1984)

In substance, the work of Giddens (1984) reveals that human interaction creates structure, and structure would either assists or hinders humans' decision about their activities. The structure and medium of this research are the strategic roles of mid-level managers and implementation of OL. The 'duality of structure' responses to the notion of the medium as spontaneous, adept actors that utilise their knowledge to rationalise actions (Giddens, 1984). The structure is the daily routines and exchanges as in institutionalised practices, whereas practices facilitate the association between an agency and the structure. His theory is supported by three core components: Agency, Structure, and their interplay–Structuration.

The structuration of social practices connects the agency and structure. Mutual relations between agency and structure can be organised and abstracted into three analytical modalities. Power dynamics fall under political modality in which at the medium level, power takes a transformative (i.e., the medium could change the sequence of activities of a series of events) and relational (i.e., the medium could secure the results through others' action) form. On the structural level, power is entrenched in the social system domination properties under authoritative (e.g., controlling the organisation social space and time) and locative (e.g., controlling the goods material) forms.

Correspondingly, normative modality includes the rights and responsibilities that enable or constrain the mediums' activity. Hence, the social system structural legitimating property (i.e., laws and policies, social norms) is extended. Semantic modality encompasses the performative and communication aspects of social practices. The aspects incorporate both aspects of agency (e.g., the enactment of common knowledge allow the medium to justify what is being said and done in social exchanges), and of larger signification structures (e.g.,

the symbolic artefacts and values common to the mediums of a given social system). Therefore, reframing these factors allows for the investigation of normative, semantic, and political aspects of OL practices. Hence, defining the organisation-members' interactions in space and time.

When knowledgeable agents generate new knowledge to amend their practices, learning has occurred (Berends et al., 2003). The authors show an ethnographic study of an OL experience in an industrial laboratory to meticulously demonstrate how agential and structural aspects blend in the routine conduct, and how new knowledge is produced in repetitive practices. The case illustrates how rules and resources allow and hinder learning and knowledge creation routine/organisational practices prompted by knowledgeable organisational members in interactions. Through structuration, members of the organisation will learn new knowledge that eventually will change the organisational practices.

The current research will explore the inter-relationships among the various perspectives and develop a framework of organisational change and associate learning in PSO using structures, modalities, and action. Specifically, it will explore the strategic role of mid-level management in generating and spreading OL process throughout the public sector context from a developing country's aspect. Public sector reform is happening regularly in developing countries to build a more people-oriented public service. The identification of inter-relationships among the perspectives is informed by extant literature, which will present a broader view of OL to the reader. Figure 2.1 depicts the relationship between an agency and structure, as explained earlier.

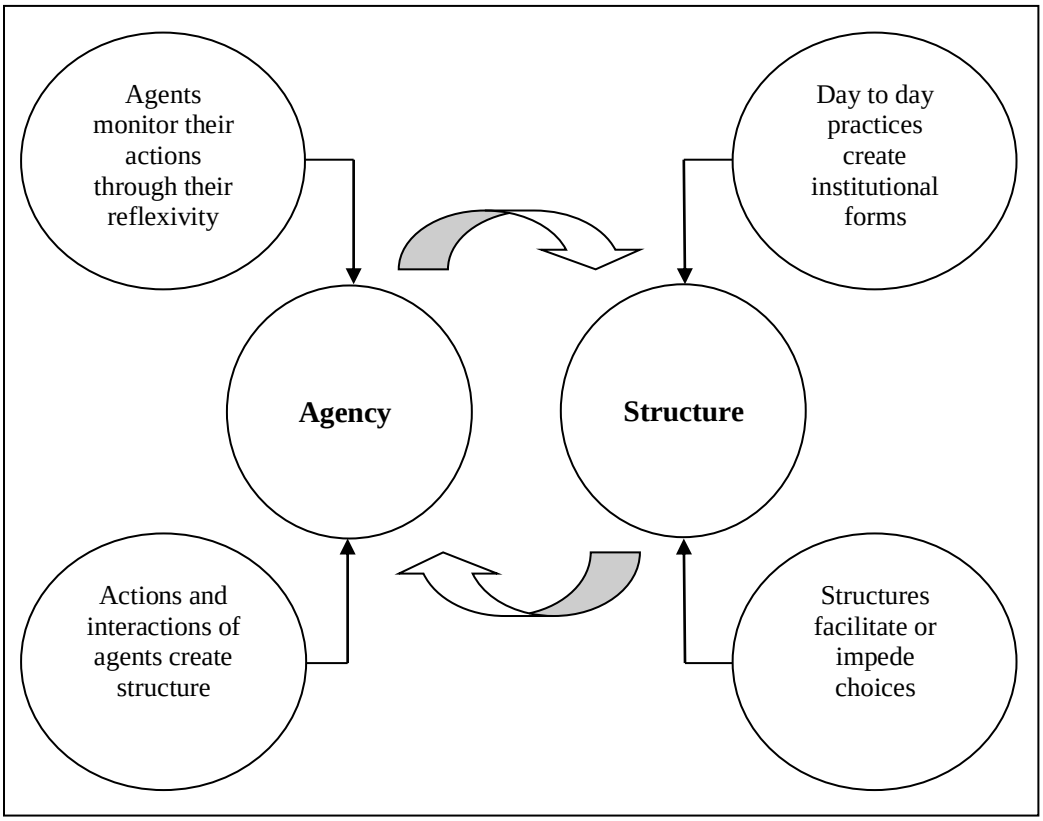


Figure 2.1: The Sturcturation of Agency and Structure (Adapted from Giddens, 1984)

2.6.1 Structuration of Organisational Learning

In this study, the author concurs with Argyris and Schön (1978). OL is considered an advancement and expansion of organisational knowledge. The author defines organisational knowledge as facts held by one or more members of an organisation, which is recognised as knowledge and relevant to organisational activities (Duncan, & Weiss, 1979). OL identification as organisational knowledge expansion suggests that people distance themselves from behaviourist strict learning interpretation whereby learning comprises changes in (potential) behaviour. However, our understanding attuned to an intermediate learning explication often proposed in the OL literature. The view stated learning comprises changes in the range of (potential) behaviours, but the changes were caused by changes in

knowledge (Crossan et al., 1999; Dodgson, 1993; Huber, 1991; Shrivastava, 1983). The condition was that organisational knowledge is related to organisational activities, which involves organisational knowledge development guides to a (potential) change in organisational activities.

The organisational knowledge interpretation denotes that knowledge possessed by organisation members, actual or assumption, is not necessarily organisational knowledge as much of that knowledge are unfeasible in organisational activities. Moreover, the term organisational knowledge does not signify common knowledge among the members of an organisation. The organisation's members perform diverse jobs; thus, their knowledge about those jobs will increase (Tsoukas, 1996). For many organisations, particularly the bigger ones, the members would share only a certain part of the available knowledge. Organisational knowledge is disseminated in character (Tsoukas, 1996; Hutchins, 1995). In a nutshell, based on the previous studies, OL is defined as knowledge development held by organisational members in whom it is deemed form of knowledge applicable to organisational activities; and it is also implied that a (potential) change transpires in those activities.

The study expands the OL elucidation by building upon the structuration theory. The structuration theory suggests that social systems comprise repetitive practices. For that reason, our assumption of changes in organisational activities entail changes in the repetitive practices performed by the organisations' members. Furthermore, structuration theory asserts it changes within practices that caused the changes in practices. Therefore, about structuration theory, it is assumed that the OL process transpired in organisational practices as a particular form of structuration. A structurationist viewpoint on OL corresponds to the rising interest in practice-based learning and knowing by focusing on practices (Gherardi, 2000; Engeström, &

Middleton, 1996; Lave, & Wenger, 1991). Gherardi (2000) regards learning as 'an integral and inseparable part of social practices'.

In the apprentices learning processes, transfer and absorption of explicit knowledge did not happen, but it is genuine peripheral participation in the practices of a community (Lave, & Wenger, 1991). Moreover, structuration theory recommends considering the dual nature of practices in which one side view these practices as a part of the social system. In a structured social context, practices are both enabling and constraining, and they are not arbitrary activities, but socially placed and rather routinised activities. Structuration theory shifts beyond the previous theory on institutionalisation such as social constructivism of Berger and Luckmann (1966) by emphasising the structuredness of practices. The other side of the dual nature views practices as being performed by experts. This makes practices a phenomenon of concern when trying to understand the role of individuals in OL. A structuration of OL should pay attention to repetitive practices whereby knowledge developed and feasible in organisational practices.

2.7 Literature Related to Research Questions

Proponents of structuration theory argue that cultural schema, including the rules of social life, are the major components of social structures (Rigby, Woulfin, & Marz, 2016; Algesheimer, & Gurau, 2008; Sewell, 1992). Berends et al., (2003) argues that the improvement of shared understanding is likely to be strongly impacted by the cultural and structural characteristics of an organisation. As such, elements of an organisation's structure and culture could act as enablers or barriers to the occurrence of OL (Rebelo, & Gomes, 2011; Bierly, & Hämäläinen, 1995). The culture of an organisation shapes its employees' values, thereby influencing how organisational members behave and interact; it serves as a sense-

making mechanism, thus, contributing to the development of shared understanding (Tian, Deng, Zhang, Salmador, 2018; Bierly et al., 2000). Culture, in turn, is shaped by the organisation's structure (Friesl, Sackmann, & Kremser, 2011). Accordingly, the likelihood that an organisation's culture will be supportive of OL is enhanced if liberating structures, which overcome the learning barriers and empower employees to challenge conventional wisdom amongst other freedoms, are in place (Kolodinsky, & Bierly, 2013; Bierly et al., 2000).

Conversely, a culture that may impede OL is likely to be one where risk-taking, openness in communication, and teamwork are not valued (Moon, & Lee, 2015; Jerez-Gomez et al., 2005; Coulson-Thomas, 2003). It was proclaimed that a culture where these characteristics are present is vital for fabricating a learning strategy (Slocum, McGill, & Lei, 1994). Several authors assert that learning needs a culture that is progressive, innovative, and experimentative (Jerez-Gomez et al., 2005; Chan, & Scott-Ladd, 2004), with positive notion towards change (Michalak, 2010; Coulson-Thomas, 2003), and blame-free in nature (Yeo, 2007a). Thus, OL can be facilitated by ensuring the presence of the enabling features of an organisation's structure and culture. Below is the presentation of a literature review based on previous studies. The author compiled the literature review based on the sequence of the research question to ensure it is focused and understandable to the reader. It will assist the reader to focus more on the research theme in a chronological manner.

2.7.1 Structural Factors Influencing Organisational Learning in Public Sector Organisation

This section will focus on the organisations' structural factors that have an influence on OL in a PSO.

2.7.1.1 Degree of Flexibility

Frequently mentioned characteristics of OL and learning organisations are organic structures, not formalised, centralised, and mechanistic structure (Leslie, Manchester, Park, & Mehng, 2012; Walczak, 2005; Goh, 2001). Rowlinson (2001) states that OL is entrenched within an organisation's structures. Goh (2003) believes that for an organisation to advocate learning, it needs to adopt structures and strategies. Consequently, the organisation should be designed to promote learning and reflective action-taking, which means moving away from the mechanistic structure (Ollier-Malaterre, & Foucreault, 2017; Fiol, & Lyles, 1985; Morgan, & Ramirez, 1983). Additionally, Meyer (1982) posits that a structure that diffuses decision influence instead of highly formalised structures would foster OL better. A study by Nicolini and Menzar (1995) that examined the impact of organisational structure on OL finds that inflexible structure delays or deters learning capability. Similarly, Slater and Narver (1995) state structural restrain will influence the effectiveness of information sharing.

Several authors indicate that knowledge development or creation will be hindered by inflexible rules (Owen, & Dietz, 2012;) since they could decrease or limit the organisation' members opportunities to interact and converse with one another (Lopez, Peon, & Ordas, 2006; Von-Krogh, 1998). The range of innovative idea possibly condensed by constraint when an organisation is subject to rigid formal procedures (Peretz, Fried, & Levi, 2017; Lee, & Choi, 2003). Chanal (2004) argues that the trend, as indicated by a recent study, moving towards a dynamic strategy, which is in line with the reality of a rapid change. Some researchers debate about "deliberately emergent" viewpoint towards OL strategy in which managers oversee the strategic process yet agree to the content emergence like a consequent to progressive circumstances, a contribution from others, and the learning process (Sminia, 2009; Mintzberg, 1987; 1994). Santos-Vijande, López-Sánchez, & Trespalacios (2012) refers

to the approach helps in providing focus to members of the organisation and allowing space for receptiveness and adaptability to change.

2.7.1.2 Organisational Resources

Typically, organisational resources are associated with a set of rules or may function as a restriction officially designed by external parties of the PSO (Moynihan, & Landuyt, 2009). An empirical study states that the ability to learn of the public sector is inhibited when the governments are continuously in a weak financial condition, which leads the organisation or government towards a reactive approach (Jostein, Johnsen, & Christophersen, 2008). As a result, OL needs dedicated time and administrative resources. This might be challenging for PSOs in a weak fiscal situation to organise (Jostein et al., 2008; Moynihan, 2005). More recently, Moynihan and Landuyt (2009) assert that PSOs that have some strategies for organisational slack is more likely to have the capability to think practically and allocate specialised time and resources to learning.

Similarly, according to Poister, Pitts and Edwards (2010), PSOs are more willing to take innovative actions (e.g. adopt strategic planning) if they have abundant or slack resources than if they are in a weak financial situation. Although, governments are likely to apply more inventive ways to handle difficult situation caused by low resources during the fiscal downturn. Several empirical types of research support this argument. For instance, a study by Jostein et al., (2008) reveals resources (financial situation) are certainly linked to OL. Also, Moynihan and Landuyt (2009) stumble on that sufficient resource will encourage OL. Moynihan (2008) asserts that several empirical studies establish the association between resources readiness and agency implementation of performance developments and better use of performance information (Julnes, & Holzer, 2001).

2.7.1.3 Information Technology System

Information technology is deemed an essential instrument for expediting the process of OL, such as gaining knowledge, transferring knowledge, and storing knowledge (Zheng, Yang, & McLean, 2010; Huber, 1990). In his study, Huber (1990) finds that information technology application might contribute to a comprehensive, timely, readily available organisational intelligence (as cited in Brown & Brudney, 2003, p.32). Alavi and Leidner (2001) assert that concerning the process of OL, it is possible to increase knowledge transfer using information technology by extending a person's reach beyond the prescribed communication lines. In other words, boundaries within an organisation are reduced by information technology; hence, increasing communication and improving possible affiliations' range beyond hierarchies (Nieminen, & Hyytinen, 2015; Marquardt, 2002).

For instance, the elements of information technology such as computer networks, electronic bulletin boards, and discussion groups promote dialogues – between knowledge seeker and knowledge gatekeeper (Alavi, & Leidner, 2001, p. 121). Additionally, the value of knowledge creation may be augmented by information technology based on computer-mediated communication (Brown, & Brudney. 2003; Davenport, & Prusak, 1998). This is achieved with the technology-enabled forums for building and sharing beliefs, endorsing consensual interpretation, and permitting expression of novel ideas and innovation that could expand new service dimension in PSO (Agolla, & Van-Lill, 2016; Fernando, Wah, & Shaharudin, 2016; Hyytinen, & Toivonen, 2015). The expansion of the field for communication with the organisational members to share information and ideas as well as to create dialogue or contact (Lewrick, Chen, Raeside, & Omar, 2012; Alavi, & Leidner, 2001). In a nutshell, information system might allow organisational members to gain new insights,

and better understandings compared to leaving them to interpret information on their own self (Torabia, Kyanib, & Falakinia, 2016).

2.7.1.4 Performance Management System

Currently, the performance management system depends on performance information in making a smarter decision for organisation performance improvement. The performance management system includes benchmarking, strategic planning, and performance-based budgeting (Rajala, Laihonen, & Vakkuri, 2017; Moulang, 2015; Srimai, Damsaman, & Bangchokdee, 2011). Top-level management relies on performance measurement for the performance report preparation to strategies implementation to platform development for strategic cooperation and learning (Appuhami, 2017; Chenhall, Kallunki, & Silvola, 2011; Abdul-Khalid, 2010; Kober, Ng, & Paul, 2007; Atkinson, 2006). Therefore, the measurement of performance that generates performance information is crucial for the success of performance management systems operation (Laihonen, Jääskeläinen, & Pekkola, 2014; Andrews, Boyne, Law, & Walker, 2011; Pollitt, 2006). OL is properly served and maintained by performance measurement (Auluck, 2002). Similarly, learning is one of the objectives of performance measurement (Behn, 2003).

Also, Kravchuk and Schack (1996) emphasise that measurement of performance is an instrument to assist PSOs to comprehend their processes and results better, and to produce an all-inclusive and cohesive analysis of the organisation's objectives and goals about its present performance within the internal and external conditioning aspects. The deliverance of personal goals using the performance management system is a significant element that contributes to the success of OL strategy execution (Hammerschmid, Van de Walle, & Stimac, 2013; Bisbe, & Malagueno, 2012; Brudan, 2010). A disconnection of OL approach

from any of the subsystem of human resource management – namely rewards and recognition, management of performance, or vocation advancement – would tend to cause problems to the strategy execution (Watson, & Harmel-Law, 2009; Burgman, & Roos, 2004). Some performance and rewards management systems, for instance, time billing is regarded to conflict with the elements of OL strategy implementation like the strategy of human resource development and OL (Jurnali, & Siti-Nabiha, 2015; Hall, 2011).

2.7.1.5 Communication Network

Communication in OL is crucial, and it ties everything together. Among its important roles are to minimise the negative impacts on structural arrangements of organisation, to shape organisational culture, to increase management confidence, and to set and articulate objectives via the system of performance management (Brudan, 2010; Atkinson, 2006; Schutz, & Bloch, 2006). Nevertheless, the process of information-sharing and communication patterns within the organisations could easily act as facilitators or hindrances to strategy implementation (Atkinson, 2006). Siciliano (2016) argue that it is imperative to practice effective and transparent communication as well as information-sharing processes to prevent barriers formation. Organisations must provide opportunities for dialogue and feedback; take precautions measures to keep away from information excess, and recognise and utilise multiple ways of communication. Both informal and formal information-sharing processes must be applied to ensure implicit and explicit knowledge sharing (Burley, & Pandit, 2008; Yeo, 2007b; Atkinson, 2006).

As well, organisational communication is viewed as a systematic mechanism to examine the OL procedure. Instead of interpersonal communication, the term communication refers to the communicating practice a routine of organising activity (Kellogg, Orlikowski, &

Yates, 2006). Organisational communication regarded as a vital aspect of the organising process of organisational texture (Gherardi, & Strati, 2012; O'Tolle, 1997). Examining the organisation to understand if the process of OL occurs, a change in the organising procedures and the structures of the network are anticipated (Addicott, McGivern, & Ferlie, 2006). The starting point of the change mission and its progress will be the focal point. The collective construction and the definition of the organisational practice will create the emergence of organisation entity. The process of learning is found in the dimension of interactive and social (Sˇkerlavaja, Dimovskia, Mrvarb, & Pahor, 2010; Yanow, 2003). Concurrently, learning is conceptualised as the organisational communication procedure and outcome (Gherardi, & Strati, 2012).

As discussed previously, PSOs are more people and service oriented than their private counterpart. The influential factors of OL may differ from private sector organisations. This review of literature explored the organisation structural factors that influence OL in the PSO to answer the first research question: "How does structural factors influence organisational learning in public sector organisation?"

2.7.2 Cultural Factors Influencing Organisational Learning in Public Sector Organisation

This section will focus on the organisation's cultural factors that have an influence on OL in a PSO.

2.7.2.1 Shared Understanding

Organisations are often conceptualised as a complex open system parallel to the living organic system (Andreadis, 2009; Yeo, 2007b; Gummesson, 2006; Jerez-Gomez, Cespedes-

Lorente, & Valle-Cabrera, 2004). In keeping with this view of an organisation as an open, complex system with the notion of interdependencies between the organisation's components. Members of an organisation do not work in isolation – they work together, interact, and modify their behaviours. This process often leads to learning through cooperative problem-solving, and the creation of shared meanings and new knowledge (Fenwick, 2008; Tynjala, 2008; Espinosa, Harnden, & Walker, 2007; Choo, 2001; Bierly, & Hämäläinen, 1995).

In this sense, the collective acts as a facilitator of the individual critical reflection as well as provide forums for sharing meanings and the development of a common understanding of a newly created knowledge (Fenwick, 2008). From this perspective, learning can also be seen as a social process that evolves when there is an alliance of a community (Espinosa, & Porter, 2011; Espinosa et al., 2007) and a common enterprise (Popova-Nowak, & Cseh, 2015; Chanal, 2004). The sharing process allows common meaning to be given to available information (Sanchez et al., 2009). The shared knowledge and understanding are considered critical in terms of determining the strategic capability and competitive edge of an organisation (Putz, Schilling, Kluge, & Stangenberg, 2012; Kluge, & Schilling, 2003; Bierly, & Hämäläinen, 1995). As such, the development of shared understanding for people who work together in new ways is an important component of OL.

2.7.2.2 Vision and Leadership Approach

The previous discussions regarding OL occur as people develop a shared understanding and create new knowledge alludes to the importance of a shared vision of the desired new way of working. OL is seen as a key enabler for the emergence of a shared vision, while at the same time, the existence of such an idea is seen as making a critical contribution towards OL (Kamya, 2012; Hoe, 2007; Yeo, 2007a; Hodgkinson, 2002). The role of managers and leaders

in facilitating the emergence of such a vision is strongly supported in the literature (Kurland, Peretz, & Hertz-Lazarowitz, 2010; Voronov, 2008; Hodgkinson, 2002; Silins, Mulford, & Zarins, 2002; Bierly et al., 2000; Senge et al., 1999). To facilitate the emergence of a shared vision, leaders need to influence the sense-making and meaning construction of organisational members (Voronov, 2008).

Leadership style is likely to be a determining factor in the successful facilitation of this process with a transformational style characterised by behaviours such as building trust, inspiring confidence, and instilling pride were argued to be the most suitable (Garcia-Morales et al. 2008; LeBrasseur, Whissell, & Ojha, 2002; Bierly et al., 2000). The role of leaders is important as they maintain the collective development of OL when they build teams and make decisions on the resources to meet the demands in the external environment (Chen, Zheng, Yang, & Bai, 2016; Hsiao, & Chang, 2011; Sarros, Cooper, & Santora, 2011). Thus, the literature suggests the notion that OL is likely to be achieved as a result of leadership behaviours that facilitate the emergence of a shared vision (Mirkamali, Thani, & Alami, 2011; Atwood, Mora, Kaplan, 2010; Berson, Shamir, Avolio, & Popper, 2001). So, leadership support can pave the way towards a better and desired organisational vision in a PSO.

2.7.2.3 Decision Making Pattern

In addition to OL occurring through the sense-making and knowledge creation processes discussed earlier, there is support in the literature for the notion that it occurs through the decision-making processes (Johannessen, & Olsen, 2011; Willema, & Buelens, 2009). This could involve the examination of action patterns about the best ways to work and to make decisions (Choo, & Neto, 2010). It could also involve improving the efficiency and effectiveness of cognitive structures within the organisation, which are responsible for

management decisions (Espinosa, & Porter, 2011). The most appropriate decision-making pattern or mode will be influenced by factors such as the degree of uncertainty regarding the objectives to be pursued, and the methods and procedures available to achieve the objectives (Choo, & Neto, 2010; Choo, 2001).

Indeed, sense-making itself is contributing towards the decision-making process as it assists with the identification of pre-existing individual and collective patterns that can be applied to the improvement of decision-making (Snowden, 2005). Assisting individuals and groups in identifying and potentially changing their action patterns and their associated mental models is considered a core issue in OL, through the contribution of helping people see the world in a new way (Ghili, Nazarian, Tavana, Keyvanshokouhi, & Isaai, 2013; Bustinza, Molina, & Arias-Aranda, 2010; Sanchez et al., 2009; Jensen, & Rasmussen, 2004). As such, it is seen as empowering individuals to integrate quality and quantity into their work processes (Yeo, 2007a). In such a way, OL could arise as results of the new pattern of decisions about the best way to work are identified.

2.7.2.4 Human Resource Development

Human resource development assumes a vital part in augmenting learning in an organisation–formally and informally. Werner and DeSimone (2012) describe HRD as "a set of systematic and planned activities designed by an organisation to provide its members with the opportunities to learn required skills to meet current and future job demands". HRD professionals design suitable HRD activities to transfer individuals' OL to their job performance (Keep, 2015; Lim, & Morris, 2006). Armstrong and Taylor (2014) argue that the activities comprise outlining, executing, and assessing personal development plan, employee orientation programmes, online learning courses, and taking the role of an instructor and

advisor to encourage learning in the organisation. The nature and extent of HRD will affect the employees purpose of learning and how they pursue the learning in the organisation (Wang, Lamond, & Worm, 2015; Bierema, & Eraut, 2004).

Russ-eft (2002) suggests HRD could influence or affect the factors of learning at the workplace except for motivational factors or individual personality. HRD attempt to create a culture of positive learning within the entire organisation has expedited informal learning apart from traditional formal learning techniques (Javernick-Wil, 2009; Ter Horst, Mulder, Sambrook, Scheerens, Stewart, Tjepkema, 2003). Harrison and Kessels (2004) opine that HRD constant foresight in appreciating learning at the workplace and promoting confidence among employees to pursue the learning objectives throughout their career is guided by how much HRD affect OL. Additionally, Garavan, & McCarthy (2008) mention HRD could incorporate employee learning in the organisational framework, approaches, schedules, and practices by establishing the foundation, systems, and networks needed. Several research works attest that HRD strategies significantly affect the managers' supervisory role persuading workplace learning and development of the employees. Learning and development as an integral part of HRD have always been the most widely discussed matter and often applied in the past studies (Beattie, Kim, Hagen, Egan, Ellinger, & Hamlin, 2014; Beattie, 2006).

2.7.2.5 Organisational Power and Politics

Power and politics—formal (handling affairs between government levels and the formal parts including designated representatives) and informal (forms of control, influence and authority), are the main concerns when investigating learning in the PSO (Cacciattolo, 2015; Sánchez, Vijande, & Gutiérrez, 2010; Lawrence, Mauws, Dyck, & Kleysen, 2005). Recently,

OL has been known as a fundamentally political process (Ege, Esen, & Disder, 2017; Ferdinand, 2004; Blackler, 2000). However, several authors take into account the political aspect in their definition of OL—put differently; the key actors' influence and interests guide or restrain the results of learning. Coopey and Burgoyne (2000) mention in a seminal paper that the inclusion of organisational politics expedites the understanding of OL procedures. They propose an open political system acknowledges that the presence and role of politics in organisations could support OL.

The formal political activity in organisations lends support to learning by establishing a dedicated space for people to bring up and share ideas as well as inspire numerous viewpoints. Such atmosphere, in turn, would assist the creation of knowledge by broadening the range of knowledge sources and increasing diversity (Göhlich, 2016; Bunderson, & Reagans, 2011; Coopey, & Burgoyne 2000; Nonaka, & Takeuchi, 1995). A power that based upon formal authority provides continuity and stability while influence facilitates the access to resources and expertise (Nonaka, & Krogh, 2009; Lawrence et al. 2005). Dekker and Hansen (2004) pinpoint the OL complexity in the public sector. They argue that organisational, political processes can either facilitate or inhibit OL by revealing the fundamental systemic causes of problems, achieve broad political consensus, minimise ambiguity, avoid blame, and institutionalise changes into formal rules, information systems and operating procedures.

The current review of literature explored the organisation's cultural factors that influence OL in PSO to answer the second research question: "How does cultural factors influence organisational learning in a public sector organisation?"

2.7.3 External Factors Influencing Organisational Learning in Public Sector Organisation

This section will focus on the organisation's external factors that have an influence on OL in a PSO.

2.7.3.1 Stakeholders Participation

The motto of 'bottom-up approach' or 'people or community participation' has been integrated into development programmes in developing countries by the government channelling aid assistance during the end of the 1980s. People's (stakeholder) participation was introduced along with good governance as the crucial element for realising effective outcomes of aid assistance in developing countries. Social researchers working with the government stipulate that to achieve good governance the community's knowledge must be incorporated into their political and social life (Gaventa, & McGee, 2013; Gaventa, & Barrett, 2012; Lowndes, & Wilson, 2001). The basic idea of participation is to offer locals a meaningful part in local public sector agencies decisions that affect them. Gaventa (2004, p. 25) posits that 'a first significant challenge for the 21st century is building a new relationship between the institutions and general citizen – especially those of PSO – which affect their lives'. So, public participation has become the buzzword of welfare governments system (Pandeya, 2015).

The important external stakeholders for PSOs consist of the citizens (Rafique, & Khoo, 2018; Nawaz, 2012; Ohmer, 2010; Fountain, Campbell, Patton, Epstein, & Cohn, 2003). The external stakeholders' participation is deemed a significant factor for OL. Yang (2008) suggests that as external stakeholders, the citizens' understandings or standpoints about

government operations might differ from those of the public managers. Such as, their participation in performance measurement may inspire managers' interest in pressing community problems, expanding managers' perspective in alternative options, and encouraging strategic innovation (Boona, Bawoleb, & Ahenkan, 2013; Yang, 2008; Zhang, Dawes, & Sarkis, 2005). Even though citizen's involvement does not necessarily lead to internal management efficiency (Chen, 2017; Kaifeng, & Hsieh, 2007), their participation might nurture OL by providing alternatives viewpoints about government operations improvement that would facilitate learning (Rahman, Ahsan, Hoq, & Shah, 2013; Srimai, Damsaman, & Bangchokdee, 2011). Gilson, Erasmus, Borghi, Macha, Kamuzora, and Mtei (2012) state that triggers for OL are often found within public discourse; hence, strengthening and widening the access to public discourse could promote OL.

2.7.3.2 Political Officials Participation

A study by Dekker and Hansen (2004) argue that understanding the dimensions of OL in PSO requires its broader political environment. Research that links OL to politics is scarce, but traditional view considers politics to hamper OL (Jensen, 2014; Senge, 1990; Argyris, 1987) because the demands from the elected officials could create defensive routines from bureaucratic administrators. However, Dekker and Hansen (2004) posit that political attention might influence the organisation's awareness of learning opportunities as well as their capacity or willingness to learn from certain experiences and events. Political attention might either provide incentives or force public officials to focus on the past and current performances of their organisations (LaPalombara, 2007; Common, 2004; Dekker, & Hansen, 2004; Ferdinand, 2004; Coopey, & Burgoyne, 2000). Exposed poor performances that

became public issues would be difficult for organisations to disregard (Hartley, & Benington, 2006; Rashman et al., 2005).

Therefore, Rashman et al., (2009) note that elected official participation or political attention could lead to the improvement of the organisational management process as well as a basic reflection on the fundamental values and principles of an organisation, which is associated to OL. In the study, two cases in Europe reveals that when the political environment took care of the structural issues and developed and implemented particular reforms, it was more successful than if the investigation and political learning focused only on individual failure and disregard structural reforms. Also points out that double-loop learning is more relevant among elected officials because elected officials are motivated to win re-election (Moynihan, 2005). Hence, they would alter their strategic goals to accommodate the shifting public preferences. Of late, empirical studies corroborate this argument. Askim, Johnsen, and Christophersen (2008) find in their empirical study that politicians involvement in Norwegian municipal benchmarking networks is positively linked with OL.

2.7.3.3 Ecological Influence

In spite of the current focus on innovation systems thinking in rural and agricultural development, the fields of capacity development remain isolated in the scholarship of innovation and learning (Pant, 2012). Climate change appears to be the most critical issue of sustainability, and the corporate response has increased towards the problem. Typically, the changes include organisational procedures, behaviours, routines, and based on the process of OL (Leszczynska, 2012). PSO operates in an environment characterised by continuous changes; thus, it needs to respond and adapt to changes accordingly. Agolla and Van Lill (2016) argues that recently, the world at large has been witnessing extraordinary harsh

weather due to climate change. Accordingly, many governments have taken initiatives to alleviate the effects of climate change (Fernando, Wah, & Shaharudin, 2016). This is to mitigate the daunting effects; there has been a call at the international level to adopt friendlier energy source such as renewable energy and green technology (Fernando et al., 2016; Lin, & Chen, 2014).

As a government agency, the public sector is expected to spearhead the effort to control the climate by adapting OL as an innovative approach. For instance, Fernando et al., (2016) state that Malaysia Green Technology Corporation has established by the Malaysian government to promote green technology under the country's policy of national green technology. Generally, the policy is encouraging industries to discover innovative ways to improve new products development, production processes, organisational productivity, and ecological improvements. Green technology purposes are to fulfil the needs of society through better quality of life by adopting new sustainable agricultural products and reducing carbon emissions, which left a carbon footprint in the environment (Hyytinen, & Toivonen, 2014; Rahman, Ahsan, Hossain, & Hoq, 2013). Osbahr (2007) views successful adaptation as a learned process in which proper communication channels comprise a crucial part. Augmenting adaptive capacity to climate change indicates paying explicit attention to learning about past, present, and future climate threats. The public sector financial organisations are related to financing farmers, whereby ecology has emerged as the major learning factor for them.

2.7.3.4 Public Private Partnership

The world today is characterised by network governance (Sørensen, & Torfing, 2016; Bogason, & Musso, 2006; Sørensen, 2002); hence, public sector benefits from the

collaboration between government and non-governmental organisations (Verma, 2016; Vangen, Hayes, & Cornforth, 2015; Forrer, Kee, & Boyer, 2014; Rufín, & Rivera-Santos, 2012), or the so-called public-private partnership (PPP) (Vangen, 2017; Metaxas, & Preza, 2015; Ekström, & Dorn, 2014; Brinkerhoff, & Brinkerhoff, 2011) through the quality of social interaction between public sector and the third sector, which affects the flow of knowledge and the dynamics of OL in a government. Fundamental distinction between public and private organisations is determined prior to the suggestion that although the conventional wisdom for private firms is to have greater percentage of human capital trained internally through a 'make' strategy as part of a branding effort, public sector requires an integration of make and buy strategies to maintain the status quo and generate continuous improvement (Bovaird, 2010, 2004).

Nevertheless, very few studies highlighted about expanding OL to the PSO (Akingbola, 2013; Vanhala, & Stavrou, 2013) and particularly to cross-sector collaboration (Waring et al., 2013; Bishop, 2011). However, the public-private partnership is viewed as a potential expansion of the public sector's HR structure, and an opportunity to promote cross-sector knowledge flow, which has a great influence on OL (Chein, 2016). Particularly, the growing interest in public-private partnership in agriculture is clearly reflected in the recent development literature (Brickell, & Elias, 2013; Boland, 2012; Spielman, Hartwich, & von Grebmer, 2010), and in the design of country-level public-private partnership policies and laws (e.g. Government of Peru, 2012; Government of Uganda, 2010) as well as the national agricultural development strategies (e.g. Government of Kenya, 2010; Government of Pakistan, 2008).

This review of OL literature reiterated the argument that OL is a complex and multidimensional construct. It is necessary to recognise and understand the various

components that constitute the construct to appreciate and achieve greater conceptual clarity. Developing an appreciation of the identified OL components singularly and collectively is important to attain a comprehensive understanding of the broader OL construct. Systematically planning and managing OL in PSO requires consideration as to how each of the components of OL might be facilitated in such a context. The above discussion elaborates to answer the third research question: "How does external factors influence organisational learning in a public sector organisation?"

2.7.4 Types of Organisational Learning in Public Sector Organisation

Generally, OL is divided into two types: lower-level learning vs. higher-level learning (Fiol, & Lyles, 1985), adaptive learning vs. generative learning (Senge, 1990), exploitation vs. exploration (Levinthal, & March, 1993), single-loop learning vs. double loop learning (Argyris, & Schön, 1996), and incremental vs. radical learning (Miner, & Mezias, 1996). The current study selected the types of OL by Argyris and Schön (1996, 1978, 1974), because initially they highlight on learning necessity for PSOs, offer the theoretical guidelines and work in practice with PSOs as well as differentiate between business and PSO (Visser, & Togt, 2015; Moynihan, & Landuyt, 2009; Rashman, & Radnor, 2005; Sanderson, 2001).

2.7.4.1 Single-loop Learning

Single-loop learning is perceived as adaptive in which it reflected error detection and rectification within the existing organisational norms or rules. This kind of learning primarily emphasises a specific activity that leads to incremental adjustments or improvements of existing practice without altering the organisational purposes or procedures. Otherwise stated, in lower level learning or single-loop learning, gradual modifications are made within the current structure of organisational routines, namely rules, norms, processes, and approaches

(Mohan, Pokharel, & Hult, 2010; Arygris, & Schön, 1996; Fiol, & Lyles, 1985). Accordingly, organisations lay emphasise on manipulation approach, which reflects events involved with fine-tuning, proficiency, production, and execution (Rashman, Downe, & Hartley, 2005; Van der Knaap, 2004; Levinthal, & March, 1993; March, 1991). Numerous scientists indicate that single-loop learning and lower-level learning might offer advantage momentarily; however, it might be harmful or self-destructive over time because it might restrain organisations from generating better potentiality greater than their competitors (Duijn, Rijnveld, & Hulst, 2010; March, 1991; Levitt, & March, 1988).

Finally, single-loop learning allows organisations to perform their work better in recurring and repetitious operations. However, single-loop learning takes place when a drastic transformation is required, or new approaches need to be adapted to handle environmental change. According to Moynihan (2005), the theory of OL is managing for results. The author asserts single-loop learning suggests defining measurable objectives and tracing the accomplishment of the objectives (p.204). Single-loop learning allows organisations to manage their daily work better. Similarly, single-loop learning is akin to instrumental learning (Gilardi, & Radaelli, 2012; May, 1992), technical learning (Fiorino, 2001), first order learning (Hall, 1993), policy-oriented learning (Howlett, 2012; Jenkins-Smith, & Sabatier, 1993), and improvement learning (Rashman, & Radnor, 2005; Van der Knaap, 2004). Most researchers found this type of learning is quite common in a public sector environment because of its bureaucratic nature and strict hierarchical organisational setup.

2.7.4.2 Double-loop Learning

Meanwhile, double-loop learning or generative learning takes place when organisations dare to query the lingering fundamental suppositions, procedures, and approaches. Also, they

are keen to explore new ways of examining the world according to how they comprehend the systems and the association between the core problems and circumstances (Rashman et al., 2005; Slater, & Narver, 1995). Double-loop learning is brought about by the realisation that some experience is unexplainable by the existing system of belief or theory in practice (Argyris, & Schön, 1996), or the organisational paradigm (Mohan et al., 2010; Pfeffer, 1981). Accordingly, double-loop learning is related to exploration strategy in which new alternatives are established via several activities that include searching, experimenting, risk-taking, discovering, and innovating (Visser, & Togt, 2015; Dooren, 2011; Levinthal, & March, 1993; March, 1991). In a nutshell, double-loop learning is not just about modifying the current practices. Moynihan (2005, p.204) argues that double-loop learning within the context of managing for results, suggests the readiness of revisiting the organisational fundamental undertaking, objectives, and approaches, regularly.

In general, over a long period, double-loop learning effects and influences the organisation, which allow for a greater comprehension of the policy adoptions and efficiency (Moynihan, 2005; Hunt, & Ivergard, 2007; Fiol, & Lyles, 1985). Levinthal and March (1993) stated the need for organisations to balance between both styles of OL, and to discuss the trade-off between both styles of learning. On the one hand, single-loop learning is imperative for increasing efficiency and refining the existing processes or strategies; on the other hand, double-loop learning is essential for providing create invaluable ability for organisations to design up-to-date advanced approaches (Dooren, 2011; Haynes, 2005; Hill, 2003; Baker, & Sinkula, 1999; Fiol, & Lyles, 1985) and to reconsider its goals. Double-loop learning is similar to the second order learning (Kim, McDonald, & Andersen, 2013), social learning (Gilardi, & Radaelli, 2012; May, 1992), substantive learning (Ventriss, & Luke, 1988), conceptual learning (Fiorino, 2001), and innovative learning (Van der Knaap, 2004).

2.7.4.3 Triple-loop Learning

Triple-loop learning, or also known as deutero-learning, is the highest level of learning involving organisational members' contemplation and query of the experience of OL (Argyris, & Schön, 1978). Several researchers view this type of learning as a wide-ranging style of "cognitive rethinking" (Visser, 2007; p. 659) and serious assessment of the organisation's fundamental expectations (Palos, & Stancovici, 2016; Thomsen, & Hoest, 2001; Wijnhoven, 2001). In this type of learning, the organisation can ask deeper questions regarding its undertakings, specifically, 'Are we asking the right questions?' This type of learning focused on outlining or discovering the organisation a strategic vision. Double-loop learning's assumption is that organisation employees could reframe the way they view their undertakings and functions by enquiring their principles, central purposes, expectations, and organisational views. For instance, at this stage, an organisation might deliberately choose its level of aspiration instead of merely operating with the old fashion or typical objectives (Tosey, Visser, & Saunders, 2011).

Reflexive learning, which is governed by old practice, is usually challenging in a government organisation, particularly in developing countries wherein due course the party of the day is answerable to the mass instead of the market forces. It is dangerous for a politician to introduce experimental policy, which is rather a product of ideological stances oppose to an in-depth theoretical and empirical substantiation (Blank, 2000, p.357). Nevertheless, most political parties accepted the idea of setting up public sector agencies and departments with a 'learning infrastructure'. As well, there is lack of an actual discussion that PSOs are conscious of the past learning approaches used and how they affected performance, and apply the knowledge to create novel approaches to advance learning and knowledge. Nevertheless,

several researchers emphasise that only single-loop learning applies to PSOs while double loops and triple loops are deemed political leadership domain (Visser, 2007; Common, 2004).

Although, for the sake of continuity, OL capability requires two styles of learning models, from single (or adaptive learning) to double (or generative learning) (Mohan et al., 2010; Johnson, & Thomas, 2007; Rashman, & Radnor, 2005; Baker, & Sinkula, 1999; Hult, 1998; Sinkula, Baker, & Noordewier, 1997). Similarly, Dooren (2011) suggest it has been long considered that transforming the government agency to become learning organisations is the answer to achieving the desired performance in the evolving organisational environment. In particular, considering the massive scale of public management reform that took place in advanced industrial countries from the 1980s onwards. The discussion elaborates to answer the fourth research question: "What are the types of organisational learning that occur in a public sector organisation?"

2.7.5 Mid-level Managers Strategic Role in Organisational Learning Implementation in Public Sector Organisation

The involvement of mid-level managers is getting more obvious in the wide-organisational activities that include the general organisation strategic management and the frontline division operational management (Carlström, 2012; Hales, 2006). Nowadays, the mid-level manager's power is more related to the specific knowledge that the possessed rather than their hierarchical position of authority; the knowledge allows them to have an impact on the strategic and operational, organisational priorities (Costanzo, & Tzoumpa, 2008; Wai-Kwong, Priemn, & Cycyot., 2001). The current trend of organisational downscaling and flatter organic structures implementation and more multi-functional groups prompted the argument that mid-level managers are assuming more crucial role in regards to the team

performance. It is mid-level managers' responsibilities to ensure that the organisation could come up with innovative options to its problems by ensuring certain actions are performed and balanced the changes and stability within the organisation (Huy, 2011; Floyd, & Wooldridge, 1994).

The argument is that mid-level managers would expedite appropriate learning activities—both exploitation and exploration learning by balancing stability with changes that took place. Thus, we further argue, based on the research by Miller and Friesen (1982) that certain relevant knowledge possessed by the mid-managers would reciprocally reinforce the learning activities. Despite their small number, mid-level managers were allowed more control to respond to the intricacies and dynamics of today's organisational environment, hence their focus is dispersed, and their ability is diluted (Currie, & Procter, 2005). To sum up, because of the leadership demand placed upon the mid-level managers, they became less productive. Therefore, mid-level managers expected their team members to be more creative and to innovate to cover for productivity loss (Shepherd, & Sutcliffe, 2011; Costanzo, & Tzoumpa, 2008).

2.7.5.1 Mid-level Management Perspective

The importance of mid-level managers' involvement and the way they affect strategy outcomes were recognised in the 1980s' (Kumarasinghe, & Hoshino, 2010; Westley, 1990; Wooldridge, & Floyd, 1990, 1989; Guth, & MacMillan, 1986). Mid-level managers contemplate top management whose objectivity and abilities, especially in ambiguous environments, has often been questioned (Elbanna, Ali, & Dayan, 2011). A study by Kealy (2013) that focuses on mid-level management behaviour showed that personal interest might drive their activities during strategy implementation. Similarly, Wooldridge and Floyd (1989,

1990) suggest that the involvement of mid-level managers in the strategy process results in increased performance and leads to a stronger consensus during decision-making. Research focuses on their importance during organisational change (Canales, 2013; Pappas & Wooldridge, 2007; Kuratko, Ireland, Covin, & Hornsby, 2005; Hornsby, Kuratko, & Zahra, 2002; Huy, 2002; Floyd, & Wooldridge, 1997, 1992; Dutton, & Ashford, 1993), their importance in emergent strategies (Mintzberg, & Waters, 1985), the micro-activities in which they engage and their upward and downward influence (Wooldridge, Schmid, & Floyd, 2008) and their roles in organisational interplay (Wooldridge, & Canales, 2010). However, their importance was ignored in the first year of strategy process research.

During the 1960s and 1970s, the strategic actors within an organisation were the top managers and senior executives, regarded as heroic' or extraordinary individuals who were running the organisations (Ocasio, & Joseph, 2005; Andrews, 1971). Studies have linked top manager characteristics and organisational performance, resulting in the upper echelons theory (Carter, & Greer, 2013; Carmeli, Tishler, & Edmondson, 2011; Carpenter, & Sanders, 2002). However, the concept of top-down, deliberate strategies were being accused of ignoring the actual industrial environment, and the increasingly important rate of organisational changes within the modern PSOs (Elbanna, Ali, Dayan, 2011; Vigoda-Gadot & Kapun, 2005; Eisenhardt, & Bourgeois, 1988). The increased environmental turbulence implied that decision-making was not a rational approach (Allison, 1971), but it was influenced by different factors, including politics and mid-level managers (Heyden, Sidhu, & Volberda, 2015; Guth, & Macmillan, 1986; Pettigrew, 1975). Discontinuous change rates resulted in difficulties for executives to follow and implement strategies, especially in knowledge-intensive industries (Westrup, 2013; Eisenhardt, & Bourgeois, 1988; Burgelman, 1983a). Within this bottom-up strategy process, actors from the mid-level organisation started

gaining importance (Wooldridge, & Floyd, 1989; Burgelman, 1983a, 1983b; Mintzberg, 1978).

2.7.5.2 Mid-level Managers Position

The position of mid-level managers is crucial because it enables them to communicate and influence different organisational levels (Huy, 2002; Floyd, & Wooldridge, 1997). On the one hand, they exhibit upward influence through issue selling and agenda control to the top managers (Raes, Heijltjes, Glunk, & Roe, 2011; Dutton, Ashford, O'Neill, & Lawrence, 2001) in PSOs (Chen, Berman, & Wang, 2014). Their interest can motivate them (Wooldridge, Schmid, & Floyd, 2008; Dutton & Ashford, 1993) and group interests (Laine, & Vaara, 2007), which can have positive (Kodama, 2002; Burgelman, 1983a; 1983b) or negative (Laine, & Vaara, 2007; Marginson, 2002) effects on the organisations. On the other hand, their position enables them to good knowledge of the organisational operations (Varma, 2012; Burgelman, 1983b) and employees' relationships (Huy, 2002). As a result, they can affect lower level employees in different ways (Rouleau, & Balogun, 2011). Such influence has a great impact on group learning (Costanzo, & Tzoumpa, 2008) and OL process (Reese & Hunter, 2016).

2.7.5.3 Mid-level Managers Knowledge

Mid-level managers possess extensive knowledge, which makes them crucial for the development of organisational knowledge (Kodama, 2017; Schilit, 1987). On the one hand, they know well the dynamics and the relationships that develop between employees (Huy, 2002), which enables them to know strategic actors and their motivations, which are crucial, especially in cases where organisational change is required (Teulier, & Rouleau, 2013;

Balogun, & Johnson, 2004). Similarly, they have extensive knowledge of the existing competition and the current technological advancement (Burgelman, 1983a, 1983b), enabling them to identify the need for organisational change, which they can then promote to the top management (Lavarda, Canet-Giner, & Peris-Bonet, 2010), making their roles crucial in the bottom-up strategising processes.

The combination of these factors enables them to act as mediators (Conway, & Monks, 2011; Burgelman, 1994; Nonaka, 1994; Bartlett, & Ghoshal, 1993). They can communicate in different horizontal and vertical levels, combining tacit and explicit knowledge (Wooldridge, & Canales, 2010; Nonaka, 1994). Their role in the distribution of knowledge resources within organisations is crucial (Bartlett, & Ghoshal, 1993). These roles become even more crucial in fast-changing environments (Eisenhardt, & Bourgeois, 1988). Burgelman (1994) stretches the importance of middle management because of their intermediate role between higher and lower managerial levels during the change process in PSOs.

Among the first to bring forth the term “Knowledge Crew” is Nonaka and Takeuchi (1995). The concept denotes the members’ responsibility to identify, create, and promote knowledge within an organisation. The organisation’s three most important person formed the knowledge crew; knowledge officers (top management), knowledge engineers (mid-level managers), and knowledge practitioners (front-line employees). Table 2.1 summarises the knowledge crews’ function.

Table 2.1: Comparison of the Three Management Models of Knowledge Creation

		Top-down	Bottom-up	Middle-up-down
Who	Agent of knowledge creation	Top management	Entrepreneurial individual	Team (with mid-level managers as knowledge engineer)
	Top management role	Commander	Sponsor/mentor	Catalyst
	Middle management role	Information processor	Autonomous entrepreneur	Team leader
What	Accumulated knowledge	Explicit	Tacit	Explicit and tacit
	Knowledge conversion	Partial conversion	Partial conversion	Spiral conversion of Internalisation
		Focused on Combination/ Internalisation	Focused on Socialisation/ Externalisation	Externalisation/ Combination/ Socialisation
Where	Knowledge storage	Computerised database/ manuals	Incarnated in individuals	Organisational knowledge base
How	Organisation	Hierarchy	Project team and informal network	Hierarchy and taskforce (hypertext)
	Communication	Orders/ instructions	Self-organising principals	Dialogue and use of metaphor/ analogy
	Tolerance for ambiguity weakness	Chaos/ fluctuation not allowed	Chaos/ fluctuation premised	Create and amplify chaos/ fluctuation
		High dependency on top management	Time-consuming cost of coordination individuals	Human execution, cost of redundancy

Source: Adapted from Nonaka and Takeuchi (1995: pp.130)

Nonaka and Takeuchi (1995) suggest that typically, mid-level managers create knowledge; they are deemed the actual "knowledge engineers" who create new knowledge of the organisation. Their responsibilities include synthesising the top management and frontline employees'implicit knowledge and transferring it into explicit knowledge. Furthermore, they create a spiral of knowledge through diverse areas of role within the organisation structure. Thus, the execution of knowledge management is under mid-level managers responsibility. Mid-level managers are described as "managers occupying positions that fall within a range of two levels below the head of the organisation, and a level above supervisory staff or professional employees" (Richards, 2004, p. 67).

However, several recent studies have been conducted to determine the role effectiveness of mid-level managers in generating innumerable novel knowledge perspectives. These studies concluded that mid-level managers' role has transformed; they do not serve as a link between top management and operational supervisors anymore, but they produce and utilise knowledge through innovation of work (Bandera, Keshtkar, Bartolacci, Neerudu, & Passerini, 2017; Nafari, Hemmat, & Ramzgooyan, 2014; Janczak, 2004; Richards, 2004; Gunther-McGrath, 2001; Huy, 2001). A study by Janczak (2004) examined the dynamics and mid-level managers' new functions in knowledge generation and consolidation. As noted by the author, mid-level managers employed three behavioural roles, namely analytic, intuitive, and pragmatic. These roles consolidate with modes of knowledge to generate fresh knowledge. Table 2.2 depicts the relationship between the roles of mid-level managers and modes of knowledge.

Table 2.2: The Relationship between Mid-level Managers Roles and Knowledge Mode

	Analyst	**Intuitive**	**Pragmatic**
Development time	Short term	Medium/long term	Long term
How people are influenced	Authoritarian logic	Emotional logic	Conciliatory logic
Result	Delivering a solution	New work method	Repositioning
Change orientation	Stability/planned	Renewal	Adaptation/incremental
Action process	Reactive	Proactive	Interactive
Nature of knowledge	Explicit	Tacit and explicit	Tacit and explicit
Knowledge initiatives	Implementing improved solution	Experimenting new options	Adaptation
Knowledge approach	Collecting external knowledge	Creating and pursuing new opportunities; supporting workers' initiatives	Linking dispersed knowledge, skills, and best practices internal to or across departments
Nature of results	Technical conformity/ standardisation	Satisfaction and professional creativity	Satisfying
Feedback/evaluation	No feedback	At the end	Continuous
Knowledge goal	Truth	Pleasure	Utility
Proffered knowledge roles	Problematic searcher, passive filter	Radar, catalyst, active filter	Opportunistic searcher, connector, missionary

Source: Adapted from Janczak (2004)

Based on Table 2.2, the modern role of mid-level managers has become a source of knowledge and leaders of the knowledge worker (Richards, 2004). Therefore, mid-level managers' aim is not merely a focal creation of new knowledge and transferring it between

top management and the front line employees, but also to achieve OL success through knowledge management implementation.

2.7.5.4 Mid-level Managers and Emergent Strategising

The combination of knowledge and everyday involvement exhibited by mid-level managers exhibit is crucial for bottom-up strategies (Canales, 2012; Pappas, & Wooldridge, 2007; Boyett, & Currie, 2004; Mintzberg, & Waters, 1985). Their importance of this process is two-fold. They have the advantage of grasping a change they did not design and negotiating the details with others equally removed from the strategic decision-making (Balogun, & Johnson, 2004). By engaging in sense-making and sense-giving activities (Combe, & Carrington, 2015; Weick, Sutcliffe, & Obstfeld, 2005), they can perform and manage organisational changes (Maitlis, & Christainson, 2014; Lüscher, & Lewis, 2008). Even though role conflict might be triggered sometimes, organisations can overcome this issue by using the appropriate control mechanism (Lewis, & Smith, 2014; Floyd, & Lane, 2000). They are highly influential during organisational change, whereby traditional research has proven that employees from different organisational levels tend to exhibit resistance to change (Laine, & Vaara, 2006).

Their importance in emergent strategies is also a result of the fact that they can engage in corporate entrepreneurship activities. A study by Hornsby, Kuratko, and Zahra (2002) that focuses on the internal environment of corporations suggested the crucial role the organisations' internal environments have for the development of entrepreneurial initiatives. Similarly, Kuratko, Ireland, Covin, and Hornsby (2005) suggest a conceptual model, which shows the relation of organisational antecedents with their entrepreneurial behaviour and the impact it has on individual and organisational outcomes. Their activities here, again, are the

result of their access to the top management and the strong knowledge they possess on the organisations' resources (Ren, & Guo, 2011; Birkinshaw, 1997). Even though their importance in entrepreneurial activities and emergent strategies were recognised, studies in this area tend to be content-related, having largely ignored the way such opportunities are uncovered and the way they are implemented.

It is clear that mid-level managers have an important role in the crucial process of organisational change and corporate entrepreneurship through OL. However, this is a result of the influence they exhibit in both horizontal and vertical directions, which is established in the next section.

2.7.5.5 The Strategic Influence of Mid-level Manager

Mid-level managers' organisational position combined with a strong knowledge of the current issues in the industry they belong, and the strong relations they develop with the top and lower level managers results in them having the ability to exhibit upward and downward influence (Canales, 2012; Wooldridge, & Canales, 2010; Laine, & Vaara, 2007; Dutton, Ashford, O'Neil, & Lawrence, 2001; Floyd, & Wooldridge, 1997, 1992). However, this influence can have both positive (Kuratko, & Goldsby, 2004; Dess, 1987) and negative (Ahearne, Lam, & Kraus, 2014; Westley, 1990) effect on organisational change management process. The existing research has stretched the importance of these activities, which results in them having specific roles.

2.7.5.6 Reasons for Mid-level Managers Importance

As evidenced, mid-level managers, because of their positions, they have crucial strategic roles within the organisations. Floyd and Wooldridge (1992; 1997), based on the

organisational typology that Miles and Snow (1978) suggest, classified these roles according to the direction of the activities' influence of the mid-level managers, and the impact that their cognitive aspects have on their behaviour. The direction of their activities can be either upward or downward (Floyd, & Wooldridge, 1997). Their cognition, however, is crucial as it drives their activities (Sillince, & Mueller, 2007; Ketokivi, & Castaner, 2004). The combination of these factors resulted in four different strategic roles of mid-level managers. These roles include championing, synthesising, facilitating, and implementing strategic directions. The next section analyses these roles in depth.

2.7.5.6.1 Championing Alternatives

The intricacies of organisational environments and programmes are the basic driver of mid-level managers upward roles, and this is even more so in PSOs. This activity is ascending as well as integrative, and it concerns the anticipation for mid-level managers to encourage ideas and their ability to contribute through bottom-up initiatives, which can be essential to revamp the strategy processes in their organisations (Zampetakis, & Moustakis, 2007; Borins, 2002). It indicates the expectation to champion and sells new ideas that are achievable through the concept of participatory strategic practices is instigated by mid-level managers (Nordqvist, & Melin, 2008). The mid-level managers inclusion in the planning process will allow them to become an integral part of the organisation and enhance control over their future in it (Wooldridge et al., 2008; Westley, 1990). Mid-level managers participation in planning is imperative that it could reduce the risk of them feeling separated or having to deal with targets required on them, which they did not take part in drawing up or agree to (Olshfski, 2008).

The extensive information collection activities as a result of their synthesising role in which the mid-level managers engage enable them to champion ideas and business opportunities to the higher levels of organisations (Kuratkoet et al., 2005; Mantere, 2005; Marginson, 2002; Floyd, & Woodridge, 1992; Bower, 1970). The main activity within this role has to do with information and ideas gathering from the lower operating levels. This information, combined with creativity and detailed knowledge of technological advancements (Bower, 1970) can result in the development of business ideas to the top managerial levels (Varma, 2012; Wooldridge et al., 2008; Floyd, & Wooldridge, 1992). Policies and strategies initiated by the public sector strategic apex can be "correct" politically, but short on professional judgment and information. Therefore, mid-level managers in the PSO are anticipated to be the balance wheel, being participative and even proactive in the policy-making process to ensure professionalism in the political decisions (Chen et al., 2014).

2.7.5.6.2 Synthesising Information

Another role that mid-level managers exhibit is synthesising information to be transmitted to the higher managerial levels (Wooldridge, Schmid, & Floyd, 2008; Dutton, Ashford, O'Neil, & Lawrence, 2001; King, Fowler, & Zeithaml, 2001; Westley, 1990; Nonaka, 1988; Thompson, 1967). Within this role, managers collect information from lower managerial levels and transmit the information to the higher levels, as part of their daily activities (Chen et al., 2014; Nonaka, & Takeuchi, 1995; Nonaka, 1988). Their importance in collecting and evaluating information is the result of their intermediate position, their up-to-date knowledge of technical issues, and the high awareness they depict concerning organisational dynamics (Ismail, Rose, Uli, & Abdullah, 2012; King et al., 2001). As a result, they can transmit information to the higher organisational levels by translating its meaning to

subjective interpretations, which are heavily dependent in their cognitive characteristics and their personal agendas (Laine, & Vaara, 2006; Ling, Floyd, & Baldridge, 2005; Dutton et al., 2001; Ranson, Hinings, & Greenwood, 1980).

This activity of mid-level managers is highly related to internal and external environmental scanning activities (Kuratkoet et al., 2005; Birkinshaw, Hood, & Young, 2005; Burgelman, 1994). In the internal environment, these activities involve mainly the collection from lower managerial levels, which is crucial during the period of strategic change (Rouleau, 2005). The activity is crucial as in such contexts, mid-level managers can respond to the change recipients' need for continuity (Bowman, & Knox, 2008; Huy, 2002). Similarly, Currie and Procter (2005) reveal that mid-level managers' activities are highly dependent on the information they possess and their perception of the stakeholders' expectation of how they should behave, making clear their significance in the internal organisational environment.

However, in the organisations' external environment, these activities are highly related to the creation of organisational knowledge (Sillince, & Mueller, 2007; Burgelman, 1994). The importance of information collection activities appears to increase distant organisational subdivisions, such as subsidiaries (Laine, & Vaara, 2007; Samra-Fredericks, 2003) and decentralised organisations (Mangaliso, 1995). Moreover, it can be crucial for the creation of emergent turnaround strategies (Conway, & Monks, 2011; Burgelman, 1994). Research has started focusing on the discursive practices that mid-level managers exhibit during information transmission (Laine, & Vaara, 2007) and OL (Reese, & Hunter, 2016).

2.7.5.6.3 Facilitating Adaptability

Apart from the strategy implementation, mid-level managers are also crucial in facilitating organisational change (Rouleau, 2005; Balogun, & Johnson, 2004; Huy, 2002;

Beatty, & Lee, 1992) in PSO (Gatenby et al., 2014; Agostino, Arena, & Arnaboldi, 2011; Currie, 2000). This resulted from the strong knowledge of organisational structures and processes that they have, which enables them to advance OL through sense-making and sense-giving (Balogun, & Johnson, 2004; Janczak, 2004). This resulted from a good understanding of the emotions of their subordinates, which they can use to facilitate the change process by focusing on emotion balancing (Giauque, 2015; Herzig, & Jimmieson, 2006; Huy, 2002). In such environments, the transformational leadership they might exhibit can be more effective as compared to leaders who focus more on the technical aspects of strategic change (Conway, & Monks, 2011: Beatty, & Lee, 1992).

The existing research works investigate change management within single organisations (Balogun, & Johnson, 2004; Burgelman, 1991) focusing on the formal practices of mid-level managers during this process (Teulier, & Rouleau, 2010; Rouleau, 2005; Jarzabkowski, 2003). Burgelman (1991) examines the roles of mid-level managers in organisational change in a high technology company, while Teulier and Rouleau (2010) study the micro activities of mid-level managers in a large engineering company. Similarly, Jarzabkowski (2003) investigates organisational change by focusing on formal strategic practices, linking them with the continuity of strategic activity. Diamond (2011) argues the role of mid-level managers in organisations providing leadership programmes and managing change, and Bowman and Knox (2008) suggest that mid-level managers embrace leadership to reinforce ethics in their organisations. However, recently, Balogun and Johnson (2004) observed that mid-level managers engage in informal activities to fulfil their facilitation role.

2.7.5.6.4 Implementing Strategy

Implementing strategic activities according to the directions and choices of top management is the key activity of mid-level managers (Nutt, 2008; Hambrick, & Mason, 1984; Andrews, 1971). These are part of their everyday obligations, and they are assigned with organisational power and resources to implement them (Balogun, & Johnson, 2004; Child, & McGrath, 2001). Such activities include subordinates supervision and goal translation into action plans (Floyd, & Wooldridge, 1992). Nevertheless, through the years, researchers noted that their roles were extended further than a simple implementation of strategic directions (Canales, 2012; Balogun, & Johnson, 2005; 2004; Rouleau, 2005; Beatty, & Lee, 1992).

Balogun and Johnson (2004) concentrate on the roles of mid-level managers during organisational change, which suggested that the way they implement strategies is affected by the engagement in sense-making in sense-giving activities (Conway, & Monks, 2011; Gioia & Chittipedi, 1991). Rouleau (2005) suggests that mid-level managers engage mainly in four micro-practices during a change: 1) they translate the orientation of change to their subordinates; 2) they over code the strategy; 3) they discipline the clients, and 4) they justify changes. In a similar approach, Huy (2002) stretches the importance that mid-level managers have in balancing the employees' emotions while implementing strategic changes. Moreover, Vilà and Canales (2008) found that the implementation of strategies from mid-level managers could be greatly enhanced through their participation in strategic planning as this inclusion resulted in a higher appreciation of the organisational priorities and goals.

2.7.5.7 Mid-level Managers Agency

It is important to understand what agency means and how it is applied to understand what enables mid-level managers' agency. Mantere (2008) citing Giddens (1984), refers to 'strategic agency' as the ability of a person to have perceived effect on his or her work that is regarded useful to the organisation's interests. The description implies that the strategic agency of mid-level managers mostly concerned about the wellbeing of the organisation, which trigger their interest and dedication.

2.7.5.7.1 Dimension of Agency

Jarzabkowski (2005) suggests that an agency has three dimensions, which formed the basis for an informed opinion by the strategist, namely the mid-level manager, to actively participate in strategised social activity. These dimensions are 'iterative', 'projective', and 'practical evaluative' (Emirbayer, & Mische, 1998). The dimensions formed the perceptive of the problems involved in giving momentum to the steadiness and transformation in the strategic nature activity. 'Iterative', which is the first dimension where the actors could reproduce, owing to experience and learnt skills, subconscious activities without the need for conscious thought. 'Projective', the second dimension, whereby strategists are the purposive agents dominating and ordering their willpower into the future. 'Practical-evaluative' is the third dimension. The iterative and projective dimensions govern the viewpoint of an agency. Agents in the last dimension derive from both dimensions and the established structure and devote their actions with authority. Hierarchical position renders power to the actors like senior managers. (Hardy, 1996; Whittington, 1992). Agency is and symbolises power, suggesting "to be an agent is to be able to deploy a range of causal powers, including that of influencing those deployed by others" (Giddens, 1984, p.14).

2.7.5.7.2 Agency and Power

The combined exercise of power by different actors could change the power structures in an organisation. Every actor's exercise of power might lead to questioning the prevailing governing structures of meaning. The reference of meaning alteration that the agent's rest could lead to shifting the structure of prevailing power and strengthening the structure of new power. Therefore, three facts could sum up power. Firstly, agency engagement power engagement; secondly, access to resources within the social system determines power, thus, individuals or groups with access to the resources own the power, hence the level of power differs; and thirdly, power in a social system is disputable as other actors within that system have the right to the power, leading to the changing of the structure of power that feeds into the social system in equivalent through reinforcement and change.

Notably, an agency is practical-evaluative. Therefore, in this context, power means deriving from active power resources and serving the agents with the resources using their situated activities understanding as reflective agents. At this point, it is imperative to analyse mid-level managers' conditions of supporting and limiting strategic agency. Mantere (2008) exemplifies the role anticipations emphasised by Floyd and Wooldridge (1992b) as structural objects that could limit and enable strategic agency in examining mid-level managers of professional organisations. The subsequent enablers are senior managers narrating the expectations, contextualising the objectives to be implemented, shifting and allocating the resources, and showing respect. It indicates a different version of senior management obligation to execution and their employees. The four enabling conditions are deliberated in the following subsections.

Narration of Expectation: This enabling condition is constructed by senior managers by introducing the thought process and logic that lead to the option of specific strategic direction. As a result to the information sharing and the whole process narrative as well as what is anticipated of mid-level managers, among others, they would have the awareness of the objectives executed as part of a bigger picture linking them to prior thoughts and activities.

Contextualisation: This enabling state means senior managers strive to explicate a strategy as part of the pertinent work contexts. In the context of organisational strategy, the expectation of implementing the strategy is top-down. Thus, it deducible that the main enabling state to construct coherence is to describe the process of thought involved in the preparation of the objective, which are to be executed. However, complications befall when the senior management thought processes are not accessible to the mid-level manager. The mid-level managers may be able to access information needed when the senior managers discuss experience associated with the new strategies and utilise the information to solve problems in situated activities.

Resource Allocation: Top-level managers give permission to mid-level managers to modify the everyday work; it indicates the senior managers' commitment, and they walk the talk when it comes to offering resources to expedite the execution of efforts for mid-level managers. Resources comprise not only monetary or technical support but may come with administrative and psychological supports towards the mid-level managers. Hence, everyday activity is both meaningful and valuable, which means lucidity between top-down objectives and resource allocation.

Respect: When senior managers acknowledged the value of mid-level managers endeavours in the activities of strategy execution, thus enabling state is manifested. Respect in implementation means senior managers show their acknowledgement of mid-level managers and their departments competencies. Similarly, mid-level managers extended their mutual respect by appreciating the senior management's strategy, support, and effort. At this point, mid-level managers should have and express creativeness ability in the work activities development, while senior managers should respond by cheering autonomous behaviour and creativeness of mid-level managers. Table 2.3 summarises the four enabling states for an agency based on the role expectations.

Table 2.3: Four Agency Enabling Conditions in Strategic Implementation

Enabling Conditions	Aspects of Enabling Agency
Narration	
Senior managers open up the internal logic of thought processes leading to the selection of strategic direction.	Mid-level manager can link previous action and accomplishments to the objectives at hand.
Contextualisation	
Senior managers actively draw links between strategy and its context.	The mid-level manager has the capability to materialise strategy in practice through using it as a tool for problem-solving.
Resource Allocation	
Senior management authorises mid-level managers to make changes to everyday work.	The mid-level manager can see everyday work as part of an overall picture that is useful to strategy. This makes everyday activity valuable and meaningful.
Respect	
The value of mid-level managers' implementation activity is recognised by the senior managers.	The mid-level manager can be creative and behave autonomously to develop work activities. This behaviour and outlook is encouraged by the senior managers

Source: Adapted from Mantere (2008)

2.7.5.8 Challenges in Strategy Implementation of Organisational Learning

Challenges/barriers are factors that hinder, block, prevent, or obstruct the strategy implementation process. Organisations will face a hard time to achieve or realise their goals when they have to deal with such impediments or stumbling blocks. Analysing, the research works of this field would open up new opportunities on how to handle challenges when met by mid-level managers during OL implementation. Lihalo (2013) observes the barriers to strategy implementation. The author notes that barriers to strategy implementation can be either external or internal within an organisation. The barriers are dependent on the type of

organisation, type of strategy, and the existing circumstances that can be avoided if learning strategy development is coupled with implementation.

2.7.5.8.1 Internal Challenges

Internal barriers are segregated into three unique sub-barriers: systemic, behavioural, and cultural. Systemic challenges resulted when the organisation is unsupportive of a strategy, causing the strategy implementation process to lag. Also, issues such as unforeseen problems arising during OL strategy execution, or strategy execution exceeded the scheduled time, or bureaucratic and rigid organisational structure (Jacques, 2006), and inadequate financial resources (Canhada, & Rese, 2011) to implement the strategy contribute to the systemic obstacles. Well-trained and proficient human resources is needed for a strategy to be wholly executed. Meanwhile, the cost incurred for staff training, unavailability of competent people to train, and time constraint may serve as barriers to OL strategy execution. Sometimes the execution of a strategy is resisted because a particular manager proposed the strategy and the staff went against him by resisting whatever he introduces, or when staff realises that they stand to lose if the existing structures are disregarded. Objection to change typically leads to setbacks, extra expenditures, and destabilises the organisation process of change. At times, the workers of an organisation resist change proposals, thus, causing difficulties in the strategy implementation (De Hildebrandt, 2009; Lynch, 2000).

Behavioural challenges in an organisation may exist at an individual or group level. Distrust, small-minded individuals, selfishness, misunderstanding, formed opinions, and intolerance increases the behavioural barriers. Managers' lack of direction leads to employees' vagueness of the organisation's expectation of them (Manamela, Cassim, & Karodia, 2016; Brinkschröder, 2014; Forman, & Argenti, 2005; Rapert, Velliquette, &

Garretson, 2002). Moreover, some employees may have set their own goals to correspond with the organisational goals. However, the organisation goals might differ from the employees understanding or their set goals (Canhada, & Rese, 2011). Motivation issue may also cause employees to put their concern over the organisation or at the organisation's expenditure. As well, a challenge of motivation arises when an organisation favour one department over other departments; hence, the unfavoured departments may reject any strategic direction by the organisation (Andrews, Boyne, Law, & Walker, 2011; Govindarajan, 1988). Employees also compare how and what other organisations perform and anticipate at least the same level for their organisation.

Likewise, culture can be a challenge to the execution of OL strategy. Unsuitable systems utilised in the process of operationalisation, institutionalisation, and strategy control often times are the sources of confrontation during strategy execution. A missing leadership at the top management happens when the top leaders and managers fail to dedicate themselves to the strategy execution process in their organisations. Buluma et al. (2013) suggest the planning of strategies determine the organisation direction for a year or more. Therefore, the whole organisation must be involved in the organisation to attain its targeted strategic aims. Strategic plans might be unsuccessful to generate the anticipated outcomes as noted by Mbaka and Mugambi (2014) who stated that "organisations might have devised the best strategies, but the strategies might be unsuccessful in producing the anticipated outcomes if they are not executed properly".

The findings by Herbiniak (2006) reveal that the involvement and participation among the highest level of management in an organisation promote a better level of commitment in the execution of firms' strategies and vision, which in turn boosts the implementation success of the firms' selected strategy. Senior management of an organisation plays major roles in the

devising and the execution of the strategy (Smith, & Kofron, 1996). Meanwhile, Nutt (1986) suggests the policies applied in the style of leadership might play crucial parts in eliminating the barriers from the lower levels, which occasionally may emerge in the strategies execution. Accordingly, De Hildebrandt (2009) asserts that the process of strategy execution may be hindered without full commitment. The management and its associates, which are part of the whole process, must have a grasp and be aligned to the business value of the chosen strategy as they are in the process of performing strategic planning. On the other hand, those eradicated from the process might be oblivious of the need for change. While depriving of a chance to offer their view, they might not be able to comprehend the logic and context for the chosen strategy. Therefore, the effect is not manifested by their dedication to the strategic plan.

Research findings by Alexander (1985) suggest that communication was among the most often cited element that contributed to the success of the executed strategy. Thus, effective communication is important to clarify the new tasks, jobs, and responsibilities to be performed by targeted employees. Heide, Gronhaug and Johannessen (2002) on the other hand, noted that are various challenges with regards to communication. The organisation structure may have caused the issues related to communication, which then led to the formation of obstruction to the planned strategic activities execution. Rapert, Velliquette, and Garretson (2002) propose that shared understanding and communication among the employees is a crucial part of the process of strategy execution. For example, vertical communication would most likely develop a shared understanding of the prioritised strategies that leads to improvement (Argenti, 2005; Rapertet et al., 2002).

2.7.5.8.2 External Challenges

The sources of these challenges are external to the organisation and comprise factors such as environmental, politico-legal, economic, social, and technological. Similar to other types of barriers, they have an adverse effect on OL strategy implementation. The economic factors are about the people purchasing power, which depends on their current income, savings, credit and prices availability. Any changes in the economic environment will affect the overall financial performance of an organisation. Social, environmental factors linked to the changes in behaviours and attitudes regarding childbearing, social values, work, ethics, marriage, lifestyle, racial equality, and social responsibilities, among others, will affect the OL strategic implementation (Pearce, & Robinson, 2003). Politico-legal relates to the sudden changes in government policies, such as changes in legislation, taxation, incentives, education policies, and environmental protection. Pearce and Robbinson (2003) mention that an organisation may be thrown in tantrums with the entrance of important new competitors into the industry. Expected new competing product or substitutes may render the organisation's products uncompetitive. Any changes in the operating environment, such as the customer profiles, need to be anticipated, and strategies must be adjusted to match customer/ stakeholders expectations (Pearce, & Robbinson, 2003).

The previous section made clear the different strategic roles attributed to mid-level managers. The importance of mid-level managers results mainly from the intermediary position they hold, which would help them in the information transmission between different organisational levels. Moreover, the fact that they have an active strategic role in OL implementation pushes them to attain crucial technical knowledge. Although they involve directly in the daily operations of the organisations, they have sound knowledge of the

relations between employees and can be crucial in resolving conflicts and balancing emotions, especially in periods of organisations change. However, all these activities have been mainly researched in the environment of single organisations. Therefore, this study will attempt to advance the theory by focusing on the strategic roles that mid-level managers exhibit in the OL integration, strategy, and implementation in public sector organisational setup.

2.8 Summary

OL is discussed thoroughly at the beginning of this chapter. Next, based on the research theme, OL is deliberated further in the context of PSO, which focuses explicitly on the structural, cultural, and external influential factors of OL. The latter part of the chapter systematically reviews the strategic role of mid-level managers in OL. Finally, the chapter summarises the review, which has been used to inform the development of the research questions that this research project is seeking to answer.

CHAPTER 3

METHODOLOGY

3.1 Introduction

This chapter explains the research methodology and justification so that the readers understand the rationale behind the method applied in this study to answer the research questions. This study selects a qualitative method, which uses the semi-structured type of instrument. This approach conducted in-depth interviews with the top and mid-level managers associated with the learning and development of the organisation. Later, the interpretive content analysis is used to analyse the data collected. This chapter commences with a discussion of the social science research paradigms and methodologies, and then it explains the selection and justification of the research methodology employed. It then proceeds to describe the research design and implementation adopted for this research, including the structure and the interviews conducted, as well as the recruitment and selection of participants. Lastly, the identified limitations and ethical considerations of the methodological approach are also explained.

3.2 Selection and Justification of Research Methodology

This section explains the selection of and justifies the research methodology employed. It includes an explanation of social science research paradigms, methodologies and data sources before justifying the use of a qualitative method for this study. The thesis' reader will obtain a comprehensive idea from this section and sharpen their knowledge of the philosophical and methodological point of view regarding the current research project.

3.2.1 Social Science Research Paradigm

The assumptions implied in most social science research are underpinned by a philosophical base, which is referred to as the research paradigms. These paradigms influence how the research should be conducted and how the results should be interpreted (Bryman, 2004). Key philosophical dimensions that constitute the various research paradigms are ontology, epistemology, and axiology (Tobias, Huber, & Tamas, 2013; Hill, & Wright, 2001).

Ontology involves the consideration of how people see the world and attempts to understand what people see as their reality (Hill, & Wright, 2001). The two endpoints on the ontological continuum are objectivism and constructionism (Bryman, 2004). Objectivism is based on the idea that the phenomena being studied have their objective realities that are fixed and concrete regardless of what the researcher does (Bryman, 2004; Sheehan, 2004). This approach leads to the researcher being apart from the participants so that decisions can be made objectively. At the other end of the continuum, constructionism takes an alternative view and sees the phenomena being studied as having emergent realities that are constructed by social actors (Hanson, & Grimmer, 2007; Sheehan, 2004). These social actors could be the researcher, research participants, or any other parties. In this approach, researchers become closely involved with the participants as the researchers seek to develop a clear understanding of their world.

Epistemology is the theory of knowledge. It deals with the span and nature of knowledge, including analysing the nature of knowledge in a specific discipline. The two ends of the epistemological continuum are positivism and interpretivism. Positivism is based on the notion of a unitary objective reality (Morgan, & Drury, 2003; Kim, 2003) and presents facts as universal truths (Khan, 2014; Kim, 2003; Cavana, Delahaye, & Sekaran, 2001). In contrast,

interpretivism is based on the view that the world being studied potentially has multiple realities based on the interpretations of participants and researchers alike (Kim, 2003). On the surface, these views might appear to be contrasting, but arguments can be presented to support the notion that all research is interpretive to some degree (Gummesson, 2003).

Axiology is the philosophical study of values and about research, and it is concerned with what personal role values played in the research process (Hill, & Wright, 2001). The opposing axiological stances are one that promotes research as being value-free and involving the denial of the influence of values; and an alternative approach that includes and makes explicit the values of participants and researchers.

Thus, having examined the nature of research paradigms, it is instructive to look at the two principal research concepts in social research: interpretive and positivist paradigms. The positivist paradigm is keeping with the objectivist ontology, positivist epistemology, and value-free axiology. Meanwhile, the interpretive paradigm adheres to constructionist ontology, interpretive epistemology, and axiology inclusive of values (Hanson, & Grimmer, 2007; Kim, 2003; Hill, & Wright, 2001). These two paradigms differ on a range of other dimensions, including the types of reasoning they employ (Bryman, 2004; Cavana et al., 2001). Research underpinned by the positivist paradigm employs deductive reasoning, whereby theory guides the research. In contrast, research that is underpinned by the interpretive paradigm employs inductive reasoning, in which theory is an outcome of the research. They also differ in the research methods they utilised and the criteria by which they are judged (Bryman, 2004; Kim, 2003; Cavana et al., 2001). This section of the study will present a profound understanding of research philosophy and the philosophy behind this research project. It may help the reader to have better insights into the philosophical stance of the research.

3.2.2 Justification for adopting Qualitative Methodology

In general, qualitative research is based on a constructionist ontological orientation, an interpretive epistemological orientation, and a value-laden axiological orientation. This research is about exploring meanings and gaining a perceptive of the feelings and thoughts of the participants' strategic role in OL implementation in their respective organisation. Collectively, the qualitative ontological, epistemological, and axiological orientation is appropriate for developing a perceptiveness of rich and complex nature of human phenomena for the following reasons. First, a constructionist ontological orientation recognises that the PSO settings being studied potentially have multiple realities based on the participants' interpretations. Second, an interpretive epistemological orientation allows the researcher to be closely involved with the learning and development practitioners to develop a clear understanding of their world. Finally, a value-laden axiological orientation acknowledges that public sector organisations' life is not value-free, and therefore, includes and makes explicit the values of both the researcher and participants.

Data collection, format and analyses approach for the study of a particular phenomenon was employed in both the qualitative and quantitative research. While this research is about exploring thoughts, feelings, and meanings rather than measuring the amount, strength, or size of a phenomenon, narratives (words) rather than measurements (numbers) are considered deemed the required element of this study. The collection and analysis of words, as the intended dataset, thus denotes the use of a qualitative over a quantitative research methodology. The reasons listed above are the primary reasons that the researcher adopted a qualitative methodological approach, underpinned by the interpretive paradigm. Secondary

reasons for adopting such an approach are that it is also in keeping with the researcher's skills, experience, and world view, as well as the sample size for the study.

Following the explanation for the selection of qualitative case study research design, the justification is now provided for the selection of the specific qualitative methods for this project, namely the semi-structured interviews. The primary reason for selecting this particular method over other qualitative methods, such as ethnography and participant observation, is that they both able to capture the emotive feelings of the informants and cognitive thought processes, which may not be readily apparent if these alternative methods were to be employed (Cavana et al., 2001). Such procedures also result in an additional benefit, which is the assurance of information taken from the informants' verbatim responses, thereby minimising observer bias in the reporting of information (Cavana et al., 2001).

Additional reasons for selecting this method over other qualitative methods include that they are generally less intrusive, less time-consuming, and less disruptive to workplaces, and they can be directed more precisely to the focus of the research (Bryman, 2004). Also, another reason that case study research method was used is that it enabled in-depth description and analysis of a bounded system (Merriam, 2009; Hill, & Wright, 2001). The method also assists in corroborating that the research reflected the evidence precisely (Cavana et al., 2001) and enhanced the trustworthiness of the findings (Bryman, 2004). The present study is limited only to the context, place management, and time of the PSO; particularly to an agricultural bank in Bangladesh where service innovation had always been the focal point. The unit of analysis of this study is the implementation of OL in PSO and the experience of mid-level managers, who are perceived as the key practitioner of OL in their respective organisation.

3.2.3 Inductive Approach

An inductive approach was employed in this research, that is, based on inductive interpretation. This form of social research explores the phenomenon of the surrounding. The inductive approach utilised in this research is for proposing and developing an idea to develop interview questions for the fieldwork and concluded with a research model. Observation is the key element of the inductive approach; the research starts and ends with the observations to formulate theories (Goddard, & Melville, 2004). Bernard (2011) reported that the inductive approach engaged seek for a sample from observation and the development of descriptions. Inductive studies would not relate to theories in the initial stage, so that researcher has the option to change the research process as a situation emerge.

Inductive research usually starts with a systematic observation of the world and directed towards more theoretical generalisations and ideas (Neuman, 2003). When following the inductive approach and launching a topic, a researcher tends to expand the empirical generalisations and categorise preliminary connections, as he progresses through his research. In this study, the researcher employed the interviews and research observation methods. Using inductive approach supports the researcher to obtain an in-depth analysis of a social phenomenon that happens in the research context. This kind of approach leads the researcher to theory building through research.

Qualitative type of research usually applies inductive logic to get a broader idea and extensive discussion on the theory. Theory development is a comprehensive process, which requires in-depth understanding and analysis of human behaviour to establish a profound discussion of the phenomenon. Thus, the researcher can generate and depict a clear image of the surrounded societal issues about the research construct.

3.3 Research Design and Implication

Data collection and analysis is systematically presented by the research design (Bryman, 2004). This segment provides an outline of the research design. It also describes the structure of the individual interviews, including how informants were selected and how data collection were conducted in the field.

3.3.1 Overview of the Research Design

Ahmed and Usop (2011) emphasised that research design plays a significant role in determining the most appropriate research framework to make sure that the research process can meet the research objectives. The research design allows the researcher to achieve the research objectives by supporting the answer to the research question (Easterby-Smith, Thorpe, & Lowe, 2002). Figure 3.1 shows the research design employed by the researcher in this study. Data collection methods (e.g., individual interviews, documentary analysis) are exploited to look for the role of mid-level managers in implementing strategic OL in PSO. The research design is related to qualitative research methods, whereby interpretive studies are major samples of qualitative investigation that embrace an interpretive approach to data along with studies on a 'phenomenon' inside their environment (Yin, 2013). Shuttleworth (2008) argued that the interpretive study research design helps test whether scientific practices and models effectively work in the real world. Therefore, the current study applies the phenomenological approach to find out the actual scenario. When designing this study, a qualitative case study research design was chosen as a qualitative case study searches for meaning and understanding of a phenomenon.

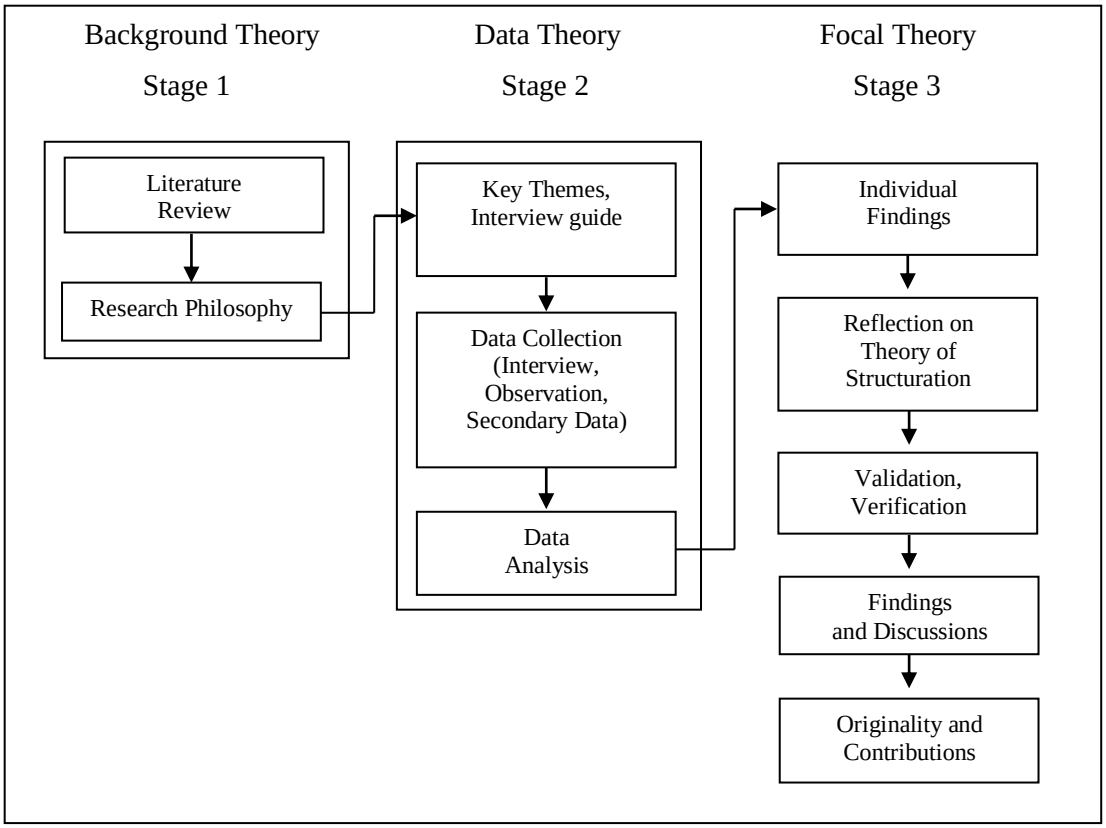


Figure 3.1: Research Design of the Study

3.4 Location of the Study

Rajshahi Krishi Unnayan Bank, popularly known as RAKUB, is the prevalent development partner for the sixteen (16) districts of the northwest region of Bangladesh. RAKUB aims at large development of farmers and all the sectors and sub-sectors of agriculture in this region. Moreover, in catering for the agricultural credit, financing agri-business, and agro-based industries and poverty mitigation programs, the bank executes commercial banking functions. Bangladesh is an agriculture-based country from the very beginning. A large portion of its population depends on agriculture. Agriculture remains the essential sector of Bangladesh economy, contributing 19.6 per cent to the GDP and providing

employment for sixty-three (63) per cent of the population. The sector's performance has an overwhelming impact on the overall economic development of the country (Rana, 2016).

3.4.1 Historical, Legal and Structural Background of the Study Location

From the British era to date, farmers of this country were subjugated in various ways. Mainly to save the farmers from the village moneylenders, the British government took the initiative with a special program to distribute the agro-loan to the farmers in 1905. In 1932, the British government in Indian subcontinent took a step towards the socio-economic development of the small and marginal farmers of Bengal to disburse agro-loan (Debnath, 2010).

In 1952 a financial institution named Agricultural Development Finance Corporation (ADFC) was established by the then Government of Pakistan on account of the distribution of loan in the agricultural sector. Due to the significance of agro-production and agro-loan, another bank was established, namely Pakistan Krishi Bank (PKB) in 1957. After the independence of Bangladesh, Bangladesh government represented the Pakistan Krishi Bank (PKB) as Bangladesh Krishi Bank (BKB) in 1973, according to the Presidential order number 27. As Bangladesh is an agro-based country, the demand for the agro-loan from BKB has increased vastly. It became very challenging for Dhaka head office to manage the agro-loans received by BKB from remote areas of the country. Therefore, the government has established the Rajshahi Krishi Unnayan Bank (RAKUB) to meet the special need of the farmers of the north-western region of Bangladesh.

Rajshahi Krishi Unnayan Bank (RAKUB) is a dynamic PSO with its overall responsibility for formulating and overseeing the socio-economic development of the farmers of the north-eastern region of Bangladesh. RAKUB is chaired by an experienced and

distinguished person of the country. RAKUB's Board of Directors consists of five government officials from different sectors, and one leading academician from the educational sector. The Board's composition is designed to enable both the public and private sectors to work closely together to achieve Bangladesh's strategic objectives for change and growth.

Agriculture is the most critical sector for the socio-economic development of an agro-based society like Bangladesh. It is essential for RAKUB, as a strategic development partner of the government of Bangladesh, to alleviate the organisational knowledge and capability for better public service delivery. Thus, some factors were considered in determining the location of the study. These factors include the total population of Rajshahi and Rangpur division, the total land area of local government administration, and the importance of the agricultural sector for the region and the country. Therefore, based on these reasons, managers of RAKUB were chosen as the unit of analysis of this study.

3.5 Population of the Study

Population refers to the entire group of people, an event or things of interest that the researcher wishes to investigate (Sekaran, & Bougie, 2009). The researcher believes that HR managers and faculty members of the organisation's training institute have comprehensive knowledge and long term experience about the strategic implementation of OL in PSO. The key informants must be recognised in the study organisation (Yin, 2009). The key informants selected to take part in the study have good standing during their career. They similarly represent the mid-level management with administrative responsibilities and expertise with OL in a public sector organisational structure. A checklist of prospective informants has been prepared before the interviews were conducted.

With the available period and resources, the number of interviews appointed was taken into consideration. The major informants are generally busy, and responsible officials of the organisation, and thus were not always readily available. To obtain prospective informants, the researcher approached the HRD department of the organisation. An official letter of request for research from UNIMAS, which described the details of the research objectives was submitted to the head of the department. Next, the head of the department issues an acknowledgement letter to UNIMAS. He advised the researcher to meet and describe the research theme to the Managing Director (MD) of the organisation. The researcher had a meeting with the MD, in which he explained the research project. The MD was a graduate from an Australian university (University of Canberra) and had an excellent idea about academic research. He highly appreciates the researcher's initiative to research his organisation. The MD then verbally permitted the research and ordered the HRD department to take necessary action.

The researcher had an opportunity to meet with the chairman of the board of directors; the chairman was an eminent management specialist and academician from the same university where the researcher graduated. The principal of RAKUB training institute introduced the faculty members to the researcher. The interview session was conducted after several discussions with the managers/ faculty members with an utmost good understanding of the research context. The informants were well experienced and interested in participating in the interview. They have experience working in several positions and departments of the organisation and a very good network with all the employees of the organisation, as they are the OL practitioner of the organisation.

Merriam (2009) mentioned that many factors determine the number of informants in a qualitative study, such as the questions asked, data gathered, analyses performed, and the

resources to support the study. Data saturation is a condition in which data is replicated when interviews do not offer any new or further information or insights into the research phenomenon in context (Yin, 2013). In this study, after conducting the eighteenth (18th) interview, the researcher had reached a data saturation level.

3.5.1 Sample Structure

A sample comprises of selected members of the population (Sekaran, & Bougie, 2009). This study applied the non-probability sampling technique, particularly the purposive sampling. In this particular sampling technique, informants are usually selected depending on their experience based on the perspective of the study. Similar to other non-probability sampling technique, purposive sampling does not construct a sample that is representative of the bigger population. Though such sampling is applicable in research carried out within organisations, community, or evidently defined, and relatively minimal group (Robinson, 2014; Powell, 1997). The researcher intentionally selected one government organisation due to its nature and socio-economic importance, and the sampling technique employed is purposive sampling. Eighteen (18) mid-level managers from the organisation's head office were selected as informants for the final data collection. Some interpretations by various researchers (such as Miles et al., 2014; Jankowicz, 2005; Hussey, & Hussey, 1997; Powell, 1997) on the issue of non-probability sampling are recognised during the examination. Notably, not all of these views use the same classifications and terminology for the non-probability sampling method.

3.6 Research Instruments

In this study, two main research procedures were applied concurrently to understand the phenomena, the interview protocol, and the researcher. Applying these two research

instruments together in the study paves the way to demonstrate the intellectual and research capability of the researcher to understand the phenomenon of the social reality of human behaviour in a dynamic environment profoundly.

3.6.1 Interview Protocol

An interview guide listed the questions or issues to be explored during the interview. The prepared interview guide is to ensure that the same basic lines of inquiry are pursued with each person interviewed. The guide provides topics or subject areas that the interviewer could explore, probe, and ask questions, which will shed some light on the specific subject (Patton, 2015). Thus, the interviewer was free to build a conversation within a particular subject area, to word questions spontaneously, and to establish a conversational style but with the focus on one predetermined specific subject. The guide serves as a checklist during the interview to ensure that all relevant topics are covered (Seidman, 2013).

3.6.2 Researcher as a Research Instrument

The process of conducting qualitative research depends upon a series of transformations. Qualitative researchers seek to understand the phenomenal world through the study of events, actions, talk, and interactions. Denzin and Lincoln (2011) characterise the interpretive nature of qualitative inquiry by explaining that ‘qualitative research is a situated activity that locates the observer in the world. It consists of a set of interpretive, material practices that make the world visible’. The first transformations involve creating representations of the phenomenal world through data generation, which is an ‘active, creative, and improvisational process’ (Graue, & Walsh, 1998, p. 91). The researcher conducts observations and interviews and gathers documents and artefacts that illuminate the

phenomenon understudy in the field. Since the researcher's perceptual acuity in observation and finely developed capacity for eliciting detail from the respondents are paramount, the concept of the researcher as the instrument is prevalent in qualitative literature. This concept accentuates the distinctive function of the researcher's knowledge, perspective, and subjectivity in data acquisition.

The level of researcher involvement in qualitative interviewing—the embodiment of the unique researcher as the instrument for qualitative data collection—has been widely acknowledged (e.g., Cassell, & Symon, 2015, 2012; Rubin, & Rubin, 2012; Turato, 2005). As an instrument in the semi-structured or unstructured qualitative interviews, unique researcher attributes have the potential to influence the collection of empirical materials. Although, it is common for scholars to advocate interviewer reflexivity (Ellis, & Berger, 2003; Pillow, 2003) and acknowledged the researcher as the primary instrument in qualitative interview studies (Merriam 2009; Guba, & Lincoln, 2005). The following section provides a brief background of the researcher to elevate the readers' confidence in his qualifications to perform this qualitative study.

The researcher is from Bangladesh who studied human resource development, as a full-time PhD student. He was awarded the Bachelor (Honours) and Master degree in Public Administration from the University of Rajshahi (the second largest and oldest public university in Bangladesh, established in 1963). During his university life, he has conducted several research projects as part of the undergraduate and postgraduate (Master) study requisite. He carried out an intensive internship programme in Export-Import (EXIM) Bank of Bangladesh Limited, Rajshahi Branch. Though it was not a requirement of his academic research project, the internship was conducted out of his profound interest in organisational research. After graduation, his professional career began as an Executive (Training and

Workflow Control Department) at the head office of Runner System Technology (a sister concern of Runner Group of Companies), an eminent business conglomerate of Bangladesh. He gathered hands-on experience in training, OL, and strategic management during his deployment.

After that, he started working as a Lecturer at the School of Liberal Arts and Social Sciences at the University of Information Technology and Sciences (UITS). He has taught several subjects, namely Human Resource Management, Strategic Management, Professional Ethics, Sociology, and Economics. He was entrusted with various responsibilities by the academic council of the university, such as student counselling, supervising students' final year project/internship, and managing examination as a member of the examination management committee. During his employment, the researcher conducted in-depth research and published several research papers in reputed journals. The researcher has also worked in several research projects funded by NORAD (Norwegian Agency for Development Cooperation), and Bill and Melinda Gates Foundation.

The researcher holds the membership of several professional organisations in the field of OL and development, such as Bangladesh Society for Human Resource Management (BSHRM) and Bangladesh Organisation for Learning and Development (BOLD), which are a professional body in research and consultancy. He is also a Junior Research Fellow at the School of South Asian Academic and Researcher (SSAAR) under South Asian Youth Research Institute for Development (SAYRID), an eminent social research organisation under the vision of South Asian Association for Regional Cooperation (SAARC). Additionally, the researcher received individual membership status from the Eastern Regional Organisation for Public Administration (EROPA), which has consultative status (Category II) with the United

Nations Economic and Social Council (UNESCO). This organisation is also a renowned research body in the field of public management related field.

After two years of working in the university, he left the job and started his journey as a PhD student in the Faculty of Cognitive Sciences and Human Development, Universiti Malaysia Sarawak (UNIMAS) in 2014. He chose the research area by his educational and professional background, and also due to research interest. He firmly believes that the research project will open a new horizon of thought on OL in PSO.

3.7 Validity and Reliability of the Study

Validity and reliability of the qualitative study can be achieved in several ways, namely the design of the study, its methodology, and most importantly, the way the data are analysed. An appropriate and ethical data analysis method reduces bias, increases confidence in research data, and provides a better understanding of the studied phenomenon. This research followed the activities recommended by Lincoln and Guba (2004) that may support the author in improving the credibility of the results, such as:

- Prolonged engagement in the field
- Persistent observation
- Checking interpretations against raw data
- Peer debriefing
- Member checking

To augment the credibility of qualitative content analysis, the author has designed transparent processes for coding and concluding from raw data. Dependability refers to the

coherence of the internal process and the way the author accounts for changing conditions in the phenomena (Given, 2006; Morrow, 2005; Bradley, 1993). Conformability, on the other hand, refers to the extent to which the characteristics of the data, as posited by the author, can be confirmed by others who read or reviews the research results (Given, 2006; Bradley, 1993). The main technique for establishing dependability and conformability is by auditing the research processes and findings. Dependability is determined by checking the consistency of the study processes, and conformability is determined by examining the internal coherence of the research product.

This is defined as data, the findings, the interpretations, and the recommendations. In this research, the sets of informants are selected to provide data for the study and single type of qualitative data are obtained through interviews. One of them was provided through the semi-structured interviews aimed at gaining the opinions of the managers. The qualitative results from interviews were used to strengthen the findings of the study. In order to ensure data validity, each interview was recorded using a digital recorder. This process will increase the external validity. Addressing validity and reliability in research is fundamental if the research is to have any value. Denzin and Lincoln (1994) state that "researchers are obligated to delineate the interactions that have occurred among themselves, their methodologies, and the settings and actors studied" (p. 278). The basic strength of qualitative research lies in its ability to drive theory and test theoretical validity. Nevertheless, it has an inherent weakness; the method requires rigour in the area of validity.

The validity and reliability of interview analysis can be increased by doing what Guba and Lincoln (2005) describe as a final check, which involves presenting the inquirer's perceived reality to those who live it, and asking them whether it represents their common and shared experience. Thus, excerpts from the findings chapter were sent to the informants for

review. Informants were given a review containing an interpretation of their quoted comments and asked whether the text accurately depicted their intent. The aim was to authenticate further the descriptions collected in the interviews and increase their validity.

Marshall and Rossman (2011) suggest supporting dependability through traceable documentation and conformability by various testing methods, such as having colleagues confirm findings and rival stated proposition. Common themes in the literature include the importance of documenting procedures, following rigorous methods for data collection and analysis, performing multiple checks on interpretations of findings with both colleagues and subjects, and being explicit about assumptions and bias. The researcher actively sought to use these methods by enlisting the aid of colleagues throughout the research process. Eventually, the researcher has an in-depth discussion with academic advisors, of which he received valuable feedback and reviews. It also strengthened the researcher's understanding of data and improved the codes further, which enhanced the credibility of findings.

Reliability of a study refers to the extent to which, if the context and all other aspects of a second study were identical, the outcomes would be consistent with the original study (Kerlinger, & Lee, 2000). While precise reliability is not an expectation of qualitative research since context cannot be duplicated, it can be enhanced through the use of peer debriefing, the process through which a colleague reviews the study to determine if it "will resonate with people other than the researcher" (Creswell, 2003, p. 196). Thus, the researcher enlisted the aid of two fellows (Lecturer) from his previous workplace (the University) to test and debrief his coding decisions. The two colleagues received a printout of coded transcripts, and the final coding scheme complete with definitions; they were asked to code two of the researcher's findings independently. The peer-coded interviews ultimately agreed with the

researcher's coding at an average rate of 95.5% (one peer had 94% agreement with the researcher's coding decisions, and the other peer had 97% agreement.)

Generally, qualitative research does not cover a broad enough range to provide a reasonable degree of reliability required to allow for the generalisation of the findings. Generalisation, in this instance, refers to an understanding that the findings of a research study will be accurate for a larger population and a wider range of contexts that are represented in the study. Case studies can be generalised in theory, but cannot simply be scaled up to explain the whole populations, as Yin (2009) explains: "case studies, like experiments, are generalisable to theoretical propositions and not to populations or universes. In this sense, the case study, like the experiment, does not represent a "sample" and the investigator's goal is to expand and generalise theories (analytic generalisation) and not to enumerate frequencies (statistical generalisations) (p. 10)". With this study, the researcher aims to provide additional generalisations about theories related to learning to think strategically.

3.8 Ethical Consideration

Ethical conduct is a set of moral principles and values that guide the researcher while conducting research activities (Ahmad & Hasbee, 2011). Punch (1994), as cited in Ntseane (2009, p. 296), suggested that ethical issues in research comprise protecting the right of individual privacy, informed consent, voluntary participation, and confidentiality and anonymity of the informants. In addition, the researcher needs to ensure that the informants are not deceived into participating in the study; thus, their participation is voluntary. A researcher needs to oblige to ethical conducts in each step of the research process; from the data collection process, data analysis, to reporting (Sekaran, & Bougie, 2009).

3.8.1 Permission to Conduct Fieldwork

Permission to conduct fieldwork was formally obtained from the management of the organisation being studied. The researcher applied to conduct a study issued by the Centre for Graduate Studies, UNIMAS and the Faculty of Cognitive Sciences and Human Development to the management of the organisation being studied, seeking their permission. With the official letters from UNIMAS, the studied organisation, RAKUB, acknowledged and issued a letter of permission to research their esteemed institution. Once the permission is granted, the researcher contacted the potential informants inviting them to participate in this study.

3.8.2 Voluntary Participation

One of the critical elements of ethical issues in research activities is voluntary participation. It is to ensure that the informants participated in the study voluntarily and not cheated or forced to participate. Thus, before the interview session begins, the informants were briefed about their rights, and that they can withdraw from the study if they wish to do so. They were also not forced to answer any questions if they choose not to answer.

3.8.3 Privacy, Confidentiality, and Anonymity

Informants need to be assured of the privacy and confidentiality of their personal information and responses during the interview, and that their identity remained anonymous and their responses will not be disclosed to other irrelevant parties. Thus, only general information of the informants was used in the reporting. Assuring the privacy and confidentiality of the informants encourages them to answer each question truthfully, which increases the reliability of the information given (Miles et al., 2014).

3.8.4 Informed Consent

Informed consent is another critical element of the ethical consideration in this study. Sharma (2009) asserted that the consent indicates that informants are well-informed and understood the purpose of the study, their right as a participant in the study; and subsequently, their consent is formally obtained. Therefore, before the interview process, the researcher informed the informants who were well-aware of the study purpose. Once the informants agreed to participate, they were required to sign an informed consent form, indicating that they understood the purpose of the study, their right as informants of the study, and they agreed to participate in the study. Elements of voluntary participation, privacy, and confidentiality, rights of informants, and informed consent were detailed in the informed consent form (Appendix A). In addition, the recording of the session was also included the informed consent form.

3.9 Data Collection

This study applied a semi-structured interview and documents to gather data necessary to answer the research questions. The majority of the interviews' concerns required information about the opinions and attitudes, perspectives, and insights of managers. Likewise, this study sought to comprehend how managers and employees respond and adjust to the bureaucratic structure. This data collection technique is presented in Figure 3.2.

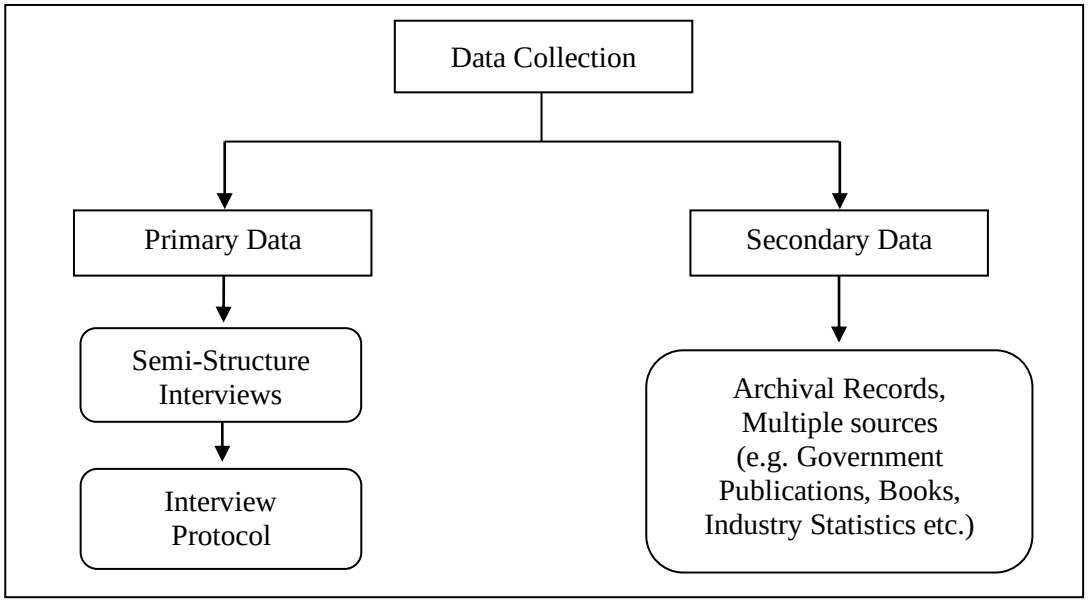


Figure 3.2: Data Collection Process of the Study

Primary data guides information through the themes, which were collected from key informants and other individuals. The interviews are the main source of primary data of this study. The interviews were conducted with the mid-level managers of the organisation, as the study's subjects to elicit the necessary information about the topic.

Secondary data can be in a written or digital form, and collected from archival records (e.g., organisations' websites, reports, and emails), and initiated from multiple sources (e.g., Government publications, books, and organisational statistics). The secondary data support this research with various indicators at the different stages: comparative data, the speed of gathering, and unforeseen discoveries. However, it has possible drawbacks, such as no match with the rationale of the study in context, costly data, no control over data quality, and not well presented (Saunders et al., 2015). Archival records balance the interviews as a valuable source of supplementary data. In the context of this thesis research, the researcher had access to archival records linked to the organisations, and these archival records offered further

information obtained from the interviews. The archival records scrutinised include annual reports, websites, and media. Reports related to the networks, relationship, transactions, and deliverables of earlier projects were examined. The analysed data of archival records and observations were employed to corroborate the findings.

3.9.1 Interview Process

The researcher conducted semi-structured interviews with employees of the organisation understudy to collect primary data (Rowley, 2014; Mann, 2010; Gray, 2009; Kvale, & Brinkmann, 2008; Rapley, 2004; Balogun, & Johnson 2004). These interviews were conducted at the organisation's office. Different persons from several organisational departments, including training institute, were interviewed, as well as key informants involved in the OL and strategic implementation process, to cope with the changing organisational work environment (Paroutis, & Pettigrew 2007; Maitlis, & Lawrence 2003). Informants were approached with informed consent, which enhanced the reliability of the case study design (Vissak, 2010; Danniels, & Cannice 2004; Grinyer; 2002; Fontana, & Frey, 1998). They were informed about the confidentiality of the study and the preservation of their anonymity.

The interview questions were clear, and complicated terminology use was avoided (Patton, 2015). Questions were designed to capture real-world facts and behaviours from the past, rather than intentions and beliefs of the informants on the topic being researched (van Esch, & van Esch, 2013; Wengraf, 2001). Special attention was paid to the sequencing of interviews (Patton, 2015; Wengraf, 2001), intending to explore the role and mid-level managers in all different phases of OL. Each interview lasted between one and one and a half hours, and all of them were digitally recorded, as suggested in the literature (Wilkinson, &

Young 2004; Fontana, & Frey, 1998). During the interviews, probing, follow-up questions and most suggested interview techniques were used (Rubin, & Rubin, 2012).

3.10 Data Analysis

Empirical data from the organisation were analysed to draw interpretive inductions. Miles et al. (2014) reported that difficulty in using qualitative data is that the methods of analysis are often poorly developed. As a result, it appears that although the process of qualitative data analysis takes numerous forms, essentially it is non-mathematical. In this study, data analysis entails investigating the denotation of individuals' arguments, behaviours, and actions. Similar to other research studies (e.g., Lub, 2015; Simons, Lathlean, & Squire, 2008), the research findings of this study were extracted from the empirical data.

Meanwhile, using the transcripts, categorising key dimensions of associations, and summarising are also strategies to analyse data (Saunders et al., 2015). Also, a qualitative content analysis (thematic analysis) can be aided by and presented as thematic networks that summarise the key themes within a piece of text (Attride-Stirling, 2001). The qualitative content analysis enhances the understanding of a phenomenon and describes data collected better, leading to explorations and explanations.

Yin (2013) identified patterns matching and explanation building as dominating analytic techniques. Pattern matching is used for assessing the match between practice and theory to link empirical evidence partially with theoretical propositions (Yin, 2009). The technique of pattern matching helps to predict a pattern of outcomes based on the propositions to explain the expected findings (Saunders et al., 2015). The qualitative analysis research proceeds from the interaction of the inductive process (Hyde, 2000). Miles et al. (2014) discuss the model of data analysis in qualitative research, which concerns with three major activities: data

reduction, data display, and conclusion drawing. Attride-Stirling (2001) explains that a thematic network includes three types of themes:

- First-order themes (lowest-order premises evident in the text)
- Second-order themes (categories of first-order themes grouped to summarise more abstract principles)
- Overarching themes (super-ordinate themes encapsulating the principal metaphors in the text as a whole)

These themes have different explanations but similar general concepts of analysis, which provide guidelines to support this research. As a result, many parts of the data analysis processes are evident in the literature. Nevertheless, at the same time, there is significant confusion about how to combine them, which type of techniques to use, how to ensure a chain of evidence, and how to use them as logical analysis to provide valid and reliable findings. Therefore, this research relies upon qualitative content analysis and the propositions as general analytic strategies and selects the most appropriate analysis techniques from the available sources. The techniques of data reduction (coding), data matrix, a thematic network, and pattern-matching are followed to explore and explain the result. This analysis aims to provide analytical generalisation by looking at multiple actors, codes, themes, patterns, and by trying to consider each configuration as a replication of the topic.

3.10.1 The Process of Qualitative Content Analysis

In the process of conducting a qualitative content analysis, the researcher followed the eight steps by Zhang and Wildemuth (2009). The reason for undertaking this method is because it is more flexible or more standardised. Generally, it can be divided into the

following steps, which begin with preparing the data and proceeding with the writing up of the findings. The following steps were undertaken in this study:

- **Step 1: Analysis of Interview Transcripts** – Qualitative content analysis can be used to analyse various types of data. Generally, data needs to be transformed into written text before analysis could start. If data were derived from existing texts, the choice of content must be justified by what the author wants to know (Patton, 2002). In this study, the first step of the qualitative analysis is to analyse the managers' interview transcripts to reveal information related to behaviours and thoughts.

- **Step 2: Identification of Individual Themes** – This step identifies the themes, such as the unit of analysis that includes words, sentences, or paragraphs. Each theme is expressed in a single word, a phrase, a sentence, or a paragraph. Codes are assigned to a text portion of any size, as long as that portion represents a single theme or issue of relevance to the research question(s). According to Schilling (2006), a researcher may assign a code to a text chunk of any size as long as that chunk represents a single theme or issue of relevance to the research.

- **Step 3: Coding Schemes** – The third step is a coding scheme derived from three sources—the data, previous related research studies, and theories. In this research, the categories are generated inductively from data categories and their properties through the development of interpretive memos. The development of categories and coding scheme in this research is based on the open interview guide developed earlier (Miles et al., 2014; Bryman, & Bell, 2007; Boyce, & Neale, 2006). When developing categories inductively from raw data, it is encouraged to use the constant comparative

method since it is not only able to stimulate original insights but also able to make differences between categories apparent (Saldaña, 2013).

- **Step 4: Testing the Coding Consistency** – The fourth step is coding consistency. If the level of consistency is low, the coding rules must be revised. In the context of this thesis, sample data were coded to the clarity and consistency of the category definitions. The researcher is expected to test the coding scheme on a sample of text, which can be done manually. At this stage, the coding consistency needs to be checked. Moreover, any problem regarding category definition, coding, or categorisation should be dealt with by the researcher (Schilling, 2006).

- **Step 5: Application of Coding Rules** – This could be achieved after consistency has been determined. Coding of themes was checked repeatedly to avoid drifting. It could happen because coding will proceed while new data continued to be collected; there is a possibility that new themes and concepts may emerge and need to be added to the coding manual afterwards. During the coding process, the researcher checked the coding regularly. This is important to prevent "drifting into an idiosyncratic sense of what the codes mean" (Schilling, 2006).

- **Step 6: Rechecking of Coding Consistency** – The sixth step is coding the complete data set. Again, there is a need to recheck the consistency of coding. It is not safe to assume that if a sample is coded consistently and reliably, the coding of the whole corpus of text is also consistent. Patton (2015) claims that for a study to be replicable, the researcher needs to check and report their analytical approach and processes as completely and truthfully as possible. Qualitative content analysis is an alternative for a report not based on counts, numbers, or statistical significance, but instead a deep

insight and interpretation of the findings. However, this does not limit the researcher form presenting the research findings with typical quotations to justify the conclusions (Saldaña, 2013).

- **Step 7: Developing Inferences** – This step includes making sense of the themes or categories identified and their properties. At this stage, inferences may be made and reconstructions of meanings derived from the data. It involves exploring the properties and dimensions of categories, identifying links between categories, finding patterns, and testing categories against the full range of data (Saldaña, 2013; Bradley, 1993).

- **Step 8: Reporting** – This step is about reporting the coded data. This research used a qualitative content analysis, also known as "thematic analyses in analysing the qualitative data. It is an interpretative method for qualitative text data" (Kohlbarcher, 2006). All the interviewees' data will be first transcribed in a document (text) from the audio file. This is followed by the development of coding or theme. The entire interview transcript will be viewed based on informant by informant basis to define the effect of findings. It involves a back and forth process (Miles et al., 2014). The researcher will also have considered checking and reporting the analytical approach for processes as completely and truthfully as possible.

The chronological steps of data analysis using qualitative content analysis (thematic analysis) were described precisely in this section.

3.11 Translation of Interview Data

Translation of interview data is one of the important issues in the trustworthiness of the findings of the study. The interviews were conducted in the native (Bengali) language of the informants and researcher. As a research instrument, the researcher used his reflexivity regarding the language matter. The researcher believes that to understand and express real scenario on issues, the informant must realise the research theme and answer the questions from his/her lifelong experience. It is attainable by using the native language, through which informants feel more comfortable and express their ideas more frequent and flexible manner. The interviews were conducted and transcribed in Bengali. In this regard, the researcher was the sole translator guided by a specialist who is proficient in both English and Bengali, who is also a professor at the University of Rajshahi. During the translation, the researcher sometimes was unable to find the proper Bengali terms that had no apparent English equivalent; the researcher carefully chose the words with the adjoining meaning to maintain the accuracy of the text. Thus, the researcher closely consulted a specialist who is a professor at a Bangladeshi university.

3.12 Summary

This chapter discusses the methodology employed in this research. It elaborated the research design, sampling procedure, instrument for the data collection, and pilot study. Also, it explained the ethical consideration as well as trustworthiness (validity and reliability) related to this study. Data collection and analysis procedures applied in this study are described thoroughly as well.

CHAPTER 4

FINDINGS AND DISCUSSION

4.1 Introduction

This chapter presents the findings and discussion of the results obtained from data collected for this research. The findings of the study were based on the research objectives and research questions, as stated earlier in Chapter 1. Furthermore, the findings of this study were analysed through qualitative content analysis. This chapter also reports the discussion on the information obtained from the fieldwork, which sets out to get a holistic understanding of the phenomenon of OL in PSO, which is perceived as prominent in OL process. Data interpreted were obtained from the narration described by the informants about their practice and experience of OL. A detailed discussion on the research findings, including the structural, cultural, and external factors that influenced OL, types of OL occurred in PSO. Finally, the strategic role played by mid-level managers in OL is presented in this chapter.

The author discusses the research findings thoroughly to answer the overall questions by referring to previous academic empirical research to ensure that the study is conducted under the guidelines of scientific research. Additionally, the implications of the specific findings on the body of knowledge, policymakers, HR practitioners, as well as future research, were detailed. Likewise, some of the proposed recommendations, in line with the implications of this study, were provided as a contribution. For the new research findings that were not discussed in previous literature, the author justified them to make it understandable. Accordingly, this chapter provides a detailed description for the reader ease of understanding of the present research novelty, derived by the empirical findings.

4.2 Qualitative Data Analysis through Individual Interviews

This section presents all the findings and the subsequent discussions on the findings of the study. The findings are based on the analysis of data collected through the semi-structured interview sessions where informants were asked a set of questions related to their strategic role in the implementation of OL in coping with the change process in PSO. Informants were also observed by the researcher as part of the research design to understand the phenomenon in a better manner.

4.2.1 Demographic Profile of the Informants

The informants of the study were chosen based on their background, that is, department, job position, length of service, the highest level of education, age, gender, etc. Profiles of informants in individual interviews are shown in Table 4.1.

Table: 4.1: Matrix of Informants Demographic Background

In	Department	Job Position	Length of Service (year/s)	Highest Level of Education	Age (year /s)	Gender
1	RAKUB, Training Institute	Senior Principal Officer (SPO)	31	Political Sci. (Master)	52	Male
2	RAKUB, Training Institute	Senior Principal Officer (SPO)	24	Physics (Master)	43	Male
3	RAKUB, Training Institute	Senior Principal Officer (SPO)	31	Social Work (Master)	55	Male
4	RAKUB, Training Institute	Assistant General Manager (AGM)	31	Agriculture (Bachelor)	56	Male

Table 4.1 continued

5	Human Resource Development Department (Head Office)	Senior Principal Officer (SPO)	18	Government and Politics (Master)	44	Male
6	Human Resource Development Department (Head Office)	Assistant General Manager (AGM)	32	Management (Master)	53	Female
7	ICT Department (Head Office)	Assistant General Manager (AGM)	07	Computer Science (Bachelor)	36	Male
8	Loans and Advance Department – 2 (Head Office)	Senior Principal Officer (SPO)	19	Management (Master)	50	Male
9	Budget and Expenditure Control Department (Head Office)	Assistant General Manager (AGM)	33	Accounting (Bachelor)	56	Male
10	Research and Development Department (Head Office)	Assistant General Manager (AGM)	34	English (Master)	58	Male
11	Branches Control Department	Senior Principal Officer (SPO)	16	Management (Master)	42	Female
12	Engineering, Procurement and Maintenance Department (Head Office)	Assistant General Manager (AGM)	35	Mechanical Engineering (Diploma)	57	Male
13	Local Principal Branch (Head Office)	Senior Principal Officer (SPO)	10	Economics (Master)	38	Male

Table 4.1 continued

14	Central Accounts Department – 1 (Head Office)	Senior Principal Officer (SPO)	35	Accounting (Master)	54	Male
15	Loan Recovery Department – 1 (Head Office)	Assistant General Manager (AGM)	33	Finance (Master)	58	Male
16	Law Department (Head Office)	Senior Principal Officer (SPO)	16	Law (Master)	45	Male
17	Foreign Exchange Department (Head Office)	Senior Principal Officer (SPO)	16	Finance (Master)	43	Male
18	Internal Control and Compliance Department (Zonal Audit Office, Rajshahi)	Assistant General Manager (AGM)	19	Management (Master)	36	Male

Source: Researcher's Original Construction

Table 4.1 shows the demographic background of this study's informants. Below are the summary of each informants background to help the reader to acquire a better understanding regarding the data source for this study.

4.2.1.1 Informant 1

Informant 1 is a senior principal officer (SPO) of the organisation. It is a mid-level hierarchical position in the organisation. He received his Master of Social Science (MSS) in Political Science, and he is fifty-two (52) years old. He is currently serving as a faculty member of RAKUB training institute. His primary duty is to train the probationary officers of

the bank to develop their fundamental understanding of banking career and cope with new job responsibilities in the organisation. He has vast experience in training and development, OL, and related areas. Serving the organisation for thirty-one (31) years, he had assumed several positions of the bank. The researcher found that he was the first initiator to become an informant of the study. He also convinces his colleagues to become informants of the study. He was also one of the most enthusiastic informants and advocate of such research in the organisation. He was so eager about participating in this study. Besides, he is a great advocate of such research initiative in his organisation; he also offers the researcher to find time to meet him for a discourse and knowledge enhancement.

4.2.1.2 Informant 2

Informant 2 is also a faculty member of the training institute who has tremendous experience in the diversified field of OL, particularly on training and development. His designation is also a senior principal officer (SPO) in the organisation. During his twenty-four (24) years of service in the organisation, he had held several positions of the bank. As a take-charge person, he was the ice-breaker between the researcher and his colleagues to facilitate the research; the researcher found he is also a good advocate for such research activities in his organisation. The informant held a Master of Science (MSc) in physics. He constantly emphasises on formal and informal learning, in terms of better organisational performance.

4.2.1.3 Informant 3

Working in an organisation's training institute for seven (07) years, informant 3 have thirty-one (31) years of experience in the organisation. He is an experienced banker serving several potions in the bank. He received a Master Degree in Social Work. He is also

designated as a senior principal officer (SPO) of the bank. The researcher found the informant is highly motivated in his designated job with a passion for doing something new and effective for the organisation. He is also very friendly with the researcher and highly appreciates this kind of research activities in his organisation.

4.2.1.4 Informant 4

Informant 4 is also working in the training institute as a faculty member. During his thirty-one (31) years of service in the organisation, he had served several departments of the organisation. He is an assistant general manager (AGM) of the organisation. He started his career in the organisation as a senior officer (SO) in 1984. After completing his one (01) year probation period, he took part in the forty-five (45) days of foundation training and was placed in the planning department of the organisation. Then, he was designated as the branch manager in the union (the lowest tire of administration), Upazila (sub-district) and Zilla (district) level. After that, he worked at the divisional office of the bank as assistant general manager (AGM) for one and a half years. He then started in RAKUB training institute as a senior faculty member. He has diversified field experience in credit, project, and operational activities of the organisation. His educational background helps his job responsibilities, as he is a graduate in the agricultural field and received his B.Sc. (Honours) degree in agriculture.

4.2.1.5 Informant 5

The researcher found informant 5 the most enthusiastic and dynamic informant. As part of the human resource development department, he played a great role in processing all official documents for the betterment of this research. He is also a great advocate of this kind of research initiative in the organisation for the sustainable development of the organisation.

During his eighteen (18) years of varied responsibilities in the organisation, he has several learning experiences. His department is primarily responsible for making the human capital for the bank, and other responsibilities, such as pension for the retired employee, training needs analysis, training for a probationary officer, the arrangement of seminars, and regulations related to the organisational code of conduct. He received his Master of Social Science (MSS) in Government and Politics. This informant was a great advocate of this kind of research in his organisation.

4.2.1.6 Informant 6

Informant 6 is also from the human resource development department, and she has been working with RAKUB for thirty-two (32) years. She is the assistant general manager (AGM) of the department. She is also in charge of the department as an additional duty. During her service in the organisation, she has served several departments. She played a critical role in human resource development policy-making for the organisation. She particularly played a vital role in the coordination of the National Innovation System (NIS Focal Point), an initiative taken by the government to enhance innovation in the PSO. Hence, she is a key person for enhancing organisational learning to promote innovation in her organisation.

4.2.1.7 Informant 7

Graduated in information communication and technology (ICT), informant 7 has precise experience in a particular field. He is serving as an assistant general manager (AGM) to the department. During his seven (07) years career in the organisation, he has conducted several training and learning sessions in ICT to enhance the technical knowledge of the

employees of the organisation. He is also involved in the ICT strategy making and implementation of the organisation. His major role includes support and maintenance of the data centre, IT support for branches, MIS-related activities and looking after the Bank Network Security and Anti-Virus updating. He is a keen informant for this research. In the organisation, he is one of the great advocates of such research for future development. Due to his interest and passion for learning more about the current research project, he came to see the researcher several times.

4.2.1.8 Informant 8

Having a first master degree in English, this informant recently receives his MBA in management studies for the betterment of his organisational career. He is a strong advocate of life-long learning and believes that it is learning that can prepare employee and organisation to adapt to the changing of situation. He has nineteen (19) years of work experience in this organisation. Currently, he is serving in the loan and advance department – two of the head office. His department is responsible for making the agro-loan strategy for the bank. It is one of the crucial jobs because they need to follow all government rules regarding making strategy, which is the best fit for the organisation and they need to follow the directions of the Ministry of Agriculture, Bangladesh Bank.

4.2.1.9 Informant 9

Informant 9 is an assistant general manager (AGM) in budget and expenditure control department at the head office. He is regarded as one of the most experienced in the organisation who was involved in the strategy formulation of the organisation. He is responsible for the controlling of expenditure and prepares the organisation budget by

gathering information from all departments of the organisation. The informant also involved in the training of the newly recruited officials of the organisation, where he delivered a lecture in the training institute related budget and expenditure control. He visits different branches of the organisation to make a proper budget for the organisation. Due to his busy schedule, he was very reluctant to manage his time to become an informant of the study. He changes his schedule for the interview several times, though he apologises and set another time to see the researcher.

4.2.1.10 Informant 10

Informant 10 is working in the research and development department of the organisation. His organisational designation is an assistant general manager (AGM), and duration of service is thirty-four (34) years. He received his Master of Arts in English. The role of his department is centralised on innovations, efficiency, and cost reductions for the organisation. As a central development unit, his department plays a significant role in improving the efficiency of the organisation and reducing the costs of transactions for customers. A framework for the product development process is necessary when approaching new products and processes for financial services institutions. The importance of creating a formal research and development unit has far-reaching implications for the bank or investment company. Notably, due to innovation initiatives in PSO, the amount of effort and resources have been utilised in the development of a new product offering for the bank. Furthermore, his department is taking the initiatives to be aligned with the government's innovation programme in the PSO.

4.2.1.11 Informant 11

Branches control department plays a role in coordinating strategy implementation from head office to the branches of the organisation. Informant 11 is working in the department as a senior principal officer (SPO); her length of service is around sixteen (16) years. Her highest degree is MCom in Management Studies. Her duties comprise an internal control system for the branches, overseeing the whole process related to policies, processes, laws, regulations, tasks, behaviours, and other aspects of the organisation. This is to ensure an effective and efficient operation that responds appropriately to significant business, operational, financial, compliance, and other risks in achieving organisational objectives. She used to visit and communicate with the branches regularly so that the strategy implementation would be beneficial to the organisation.

4.2.1.12 Informant 12

Informant 12 is an assistant general manager (AGM) from the engineering, procurement and maintenance department. His length of service is thirty-five (35) years. His major job responsibilities are purchasing electrical and IT-related components and the maintenance of those components. He has a Diploma in engineering. He possesses a crucial position in the organisation as he is responsible for the assessment of the engineering and technological needs of the organisation. Furthermore, he used to prepare a proposal for the engineering and technological components by the demand of each department. Then he submitted the proposal to the top management for sanctioning such components for the desired department. He also works as an advisor to the board of directors regarding his related field.

4.2.1.13 Informant 13

Informant 13 is currently working in a principal local branch of the organisation. He has diversified banking experience and has been working for the bank since 2007. He is a senior principal officer (SPO), and he obtained a master degree in economics. His department is responsible for all general banking activities. They directly deal with customers and handle the loan disbursement among farmers. This branch works as the model branch for the other branches. This informant is a keen believer that research activities are actively contributing to organisational development, which is important for the sustainable development of an organisation.

4.2.1.14 Informant 14

Central accounts department is responsible for maintaining all kinds of internal accounts of the organisation. Informant 16 is a senior principal officer (SPO) of this department. He has been serving the organisation for thirty-five (35) years. He held a MA degree qualification. He is responsible for ensuring timely payment of loans, grants, and bills. He presides over the monitoring and processing of payments and expenditure. He also prepares and monitors the organisation's payroll system. He carries out these duties to ensure all the organisation's finances are precise and up to date. It is his responsibility to ensure that employees get their pay on time. He controls capital expenditures in all departments, improving transparency and accountability. He must pinpoint assets and respond to risks that might affect the accomplishment of the organisation's goals. In doing so, he provides proper information to the board of directors to set a sustainable strategy for the organisation.

4.2.1.15 Informant 15

Loan recovery department plays a very crucial role in the organisation's financial. The performance of the organisation is depending on how well the particular department is functioning. This organisation is no exception from this mechanism. Informant 15 is an assistant general manager (AGM) in the loan recovery department. He has been serving the organisation for thirty-three years. He is responsible for approving loans within specified limits and refers loan applications outside those limits to management for approval. He also meets with applicants to obtain information for loan applications and to answer questions about the process. Also, he used to analyse applicants' financial status, credit, and property evaluations to determine the feasibility of granting loans. He has several field-level experiences on the loan recovery process, which make him a resourceful person for the organisation.

4.2.1.16 Informant 16

Informant 16 is from the law department. He is a senior principal office (SPO) and serving the organisation for sixteen (16) years. During his career, he plays several roles in different departments of the organisation, which makes him more knowledgeable about organisational law. He is an active adjunct faculty of the training institute, where he teaches different kinds of law to the newly recruited officials. His core responsibilities include framing legal documents, as a legal representative and legal counsellor of the bank. As a specialist in this field, he makes laws simpler for everyday use. It is a crucial position within the organisation because the legal matters are a sensitive issue as it should comply with the law of the state.

4.2.1.17 Informant 17

Informant 17 of the study belongs to the foreign exchange department of the organisation. He has been working for RAKUB since 2000 and has diverse knowledge in foreign remittance. Currently, his department is running several services related to foreign remittances, such as Western Union, IME and Xpress Money. Bangladesh's economy largely depends on foreign remittance; thus, so many relatives of the farmers' family are living and working abroad. They used to send remittance in the country, but previously there were difficulties because the commercial banks do not have sufficient branches in the remote area of the region. In order to launch this service, his department is hailed by the organisation to serve the farmers at their door-step. He is working as a senior principal officer (SPO) of the bank. This informant also appreciates the researcher for choosing the organisation as his research location.

4.2.1.18 Informant 18

Informant 18 is an assistant general manager (AGM) of the internal control and compliance department (Zonal Audit Office, Rajshahi). He has been serving the organisation for nineteen (19) years. His highest qualification is a Master degree. His duty includes research, implementation, and manages the areas of banking regulations and laws, banking policies and procedures, consumer protection, and public interest laws. He works closely with the top-management in overseeing compliance procedures and also advises on risk management. It is common for him to advise, oversee, and train the banking staff on these compliance procedures. Additionally, he would lead an investigation related to possible non-compliance or ensure compliance is taking place. They can also be the main source of contact

with external audit companies. His department is also responsible for the internal organisational audit.

The researcher intentionally selected one PSO in this study. Thus, the sampling technique used by the researcher is purposive sampling. Eighteen (18) mid-level managers of the organisation from different departments of the head office are selected as informants by their diversified experience in the organisation so that they can share their valuable opinion in this research context. The researcher would get an appointment with the informants at least one week before the interview because of the busy work schedule of the informants. Nevertheless, the researcher noted that most of the informants are quite enthusiastic about the current research project.

4.3 Research Findings and Discussion

This section presents the findings from data collected, namely the results of the analysis of data collected to answer the research objectives. The findings were presented in length, supported by direct quotes to involve readers in the discovering and understanding of the rich data collected. Research findings and discussions were presented diagrammatically in the first phase, to give a brief idea on it. Then, the researcher thoroughly described the empirical findings by previous literature, which are reviewed in Chapter 2 of this thesis.

4.3.1 Structural Factors that Influence Organisational Learning in a Public Sector Organisation (RO 1)

Recent researchers identified similar factors that influenced both individuals learning and OL (e.g., trust, leadership and organisational culture, and structures). Consequently, the organisational structure is the combination of factors that influence OL.

Several researchers believe organisational structure usually determines OL itself, while most authors believe that the structure is an outcome of OL; thus, the organisational structure plays a crucial role in determining the learning processes. Following this viewpoint, this research takes the initiative to discover the most significant structural factors that influence OL in PSO. The informants were asked to provide their perception and practice on the structural factors of an organisation that influences OL, particularly in the PSO, when change is a constant process to cope with new situations. During the first stage, the researcher discusses the organisational structure to discover some new findings in public sector atmosphere. Informants were enthusiastic about answering such questions.

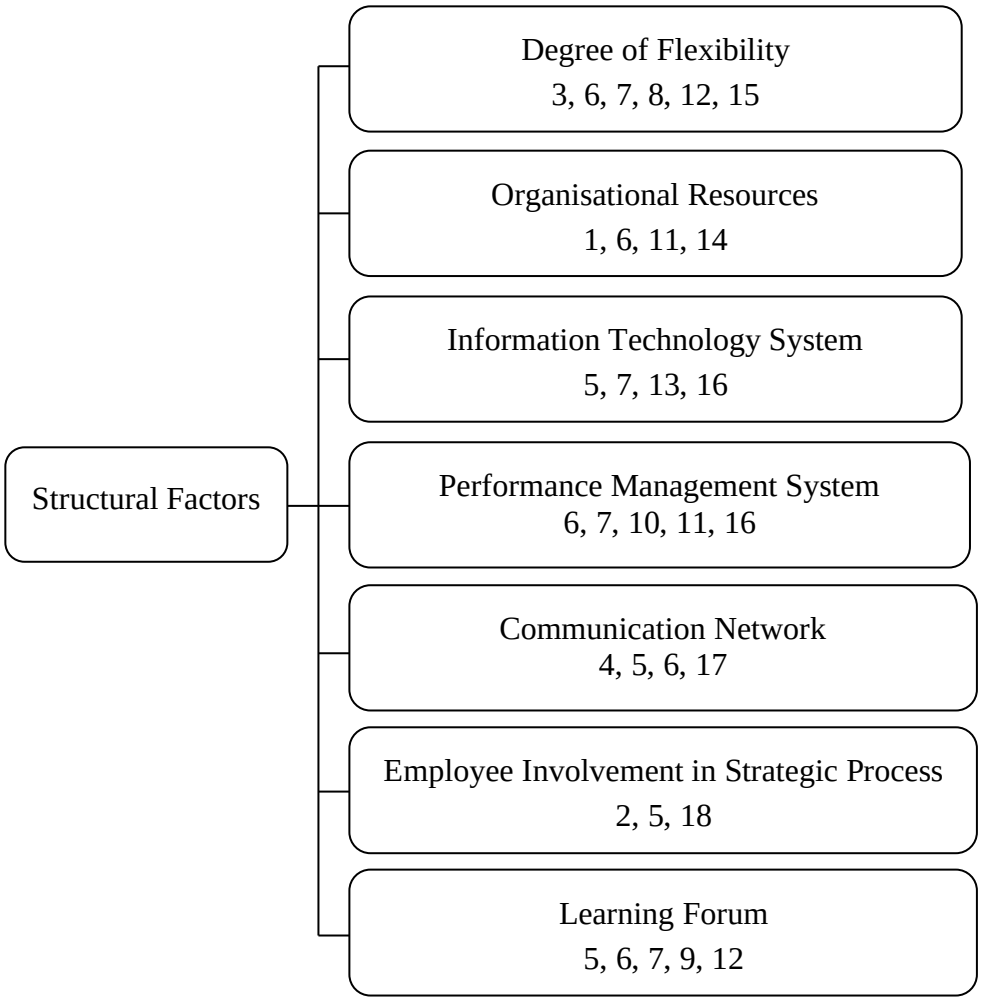


Figure 4.1: Structural Factors that Influence Organisational Learning in a Public Sector Organisation

Figure 4.1 shows the findings on the mid-level managers' perception of structural factors that influence OL during the period of change. Informants found seven different organisational structural factors through their diversified experience in a PSO.

4.3.1.1 Degree of Flexibility

Informants felt that flexibility in approaching OL was important in some ways.They argued that organisations need to develop flexibility skills in the form of a flexible mindset that is open to change and innovation. They also indicated that there is a need to be flexible work atmosphere in terms of being responsive to the operating environment for the OL to have the desired impact. As mentioned by informant 3 that:

> "…*To me, change means learning a new kind of working skill to meet the desired requirement of the organisation. If so, then the conventional system has to be flexible. Otherwise, how change can happen? Yes, I am completely agreed that we must work within the rule, but we can reorganise the organisational rule to meet the new challenges. Otherwise, it is really difficult to achieve the desired result for which we are looking for*…"
>
> [Informant 3]

Meanwhile, informant 7 asserted that a flexible organisational environment can enhance decision-making rationality:

> "…*It is imperative to be flexible when implementing strategy and when thinking about strategy because of the changing business environment, it creates a volatile situation for the organisation if the management does not initiate the capacity of adaptability. Organisational flexibility in decision making is a must to enable such situation; otherwise, it may create hindrance on implementation process*…"
>
> [Informant 7]

In comparison to the other aspects of OL, this component was considered to be of moderate importance in contributing towards the successful implementation of the desired reforms through OL. They also informed that a flexible atmosphere could be a cornerstone for

better OL towards successful change implementation. In this juncture, informant 8 added that:

> "…*Learning is a matter of cognitive ability of human being, as we are working here under some specific rules and regulations. So, we must be obedient about organisational rules but the organisation also should take care of the rules cannot create an obstacle in learning. The more we learn, the more we can provide better service to the organization. So, the organisational structural setup must not be rigid for the sake of learning*…"
>
> [Informant 8]

Another key informant added that flexibility is one of the pre-requisite for any learning in an organisation:

> "…*When the new government policy initiated, then it is really important to learn about the changing situation and atmosphere. If the organisational setup is obsessed to maintain only the rules and conventional structural arrangements, then it might not be possible to cope with the present situation…for successful learning atmosphere flexibility is must, but not avoiding certain organisational rules…it is a matter of check and balance*…"
>
> [Informant 12]

In contrast, an informant feels that flexibility may not be acceptable for the desired OL, as mentioned:

> "…*I think flexibility (extended) may not be appropriate in every sphere of organisational life, anorganisation itself is a system, and learning mechanism is already embedded within its regular way of life…as like, we are used to havingflexible to make our decision…yes, but some controlling mechanism is there to protect us from taking wrong decision…so, to me the flexibility is already there for the betterment of the organisation*…"
>
> [Informant 15]

Though, informant 6 stated that service innovation is happening in PSO, which requires organisational flexibility:

> "*…New kind of management process in public sector organisation brings a flexible atmosphere in decision-making style among the employees. As new ideas are highly appreciated in our organisation so that that employee can bring new insights to the public service. It means service innovation has become one of the buzzwords for the public sector organisation to retain and sustain in the business world. It is true that the public sector has the supremacy over the private sector in several aspects, but they are not out of the competitive environment…*"
>
> [Informant 6]

Informants identified that the degree of flexibility is one of the important aspects of OL that strongly influences the operating environment that is desirable in terms of the degree to which the organisation is best suited to a more deliberate or emergent strategic approach. Contemporary change processes are bringing new kind of ideas in PSO, so most of the informants agreed that the flexible working environment in terms of OL can bring fruitful changes within the organisation.

In this study, most of the informants emphasised that organisational flexibility is one of the most influential factors for OL in PSO, as new public management enables more premises for learning in PSO to be compatible with the on-going change. In order to cope with change process, organisations should adopt strategies and structure that encourage the learning atmosphere in the organisation (Leslie et al., 2012; Walczak, 2005; Goh, 2003). OL is an embedded system within the organisational structure, so most of the informants mentioned that as an organisational process OL have the ability to flourish in the organisational setup a contemporary and flexible work atmosphere is established (Owen, & Dietz, 2012; Fiol, & Lyles, 1985; Morgan, & Ramirez, 1983).

In a similar vein, most of the informants agreed that the rigid organisational structure hinders innovative ideas in the organisation. Also, informant 12 believe that when new government policy is initiated it is really important to learn about the changing situation and

atmosphere (Chanal, 2004). If the organisational setup is obsessed in maintaining the rules, then it might not be possible to cope with the present situation (Lopez et al., 2006; Fiol, & Lyles, 1985; Morgan, & Ramirez, 1983). Thus, it is imperative to become flexible in terms of organisational setup. Otherwise, it is difficult to keep pace with the change. Flexible atmosphere cultivates effective OL of the organisation (Peretz et al., 2017; Santos-Vijande et al., 2012).

Some informants focused on the decision-making process; the more flexible organisational environment can foster better learning capabilities in the organisation, which may propel better decision-making capability among employees with the free flow of information around the organisational structure (Ollier-Malaterre, & Foucreault, 2017; Sminia, 2009; Meyer, 1982). Informant 7 asserted that "it is imperative to be flexible when implementing strategy and when thinking strategy because the environment changes regularly, if you do not have something that can change you will not be able to implement it. Free flow of information needs a flexible atmosphere; it can disseminate knowledge among the employees" (Slater, Hult, & Olson, 2010;Lee, & Choi, 2003).

4.3.1.2 Organisational Resources

Informants endorsed organisational resources as one of the important element that has a great influence on OL. Particularly, they argued that the financial capability of the PSO is one of the determining factors for OL. So, informant 1 stated:

> "…*The resource is a vital factor for organisational learning, as public sector organisations depend on government budget and in most of the cases we do not have our mechanism to increase organisational resource…so it is really important that how the government is emphasising on organisational resources to enhance the capabilities of the organisation. Although, due to the changing situation of public sector…it is quite obvious that the government is quite concern about organisational resources*…"

[Informant 1]

Another informant argued in the same manner, but he emphasised on the leadership of the organisation to handle organisational resource productively:

> "…*Organisational resources are important for organisational learning, no doubt about this. But I think the way of managing resources is also imperative to enhance both resources and organisational learning through the resource, as these are interconnected with competent leadership. Our organisation is also emphasising on managing the resourcemost competently. As a public sector organisation; budget constrain sometime may hamper our learning capability as we are dependent on the government, lack of resource may foster organisational knowledge that how to improve the situation as emerges*…"

[Informant 6]

Besides, informant 11 added that organisational resource is the symbol of organisational capability and it can influence learning capacity:

> "…*My department is responsible for budget and expenditure control so that anorganisation can manage its resources. In a public sector organisation, organisational resources are a very important issue by budget sanction from the government. We do not have our internal source to expand our resources; in that sense, we are dependent on the government. Government priorities are dependent on peoples' demand, so the response by people's demand. It is a crucial issue for public sector organisation to make a balance between budgets from the government to meet certain peoples demand. Organisational resources not only include the monetary issues, but it also includes the administrative and technical resources, and I think, organisational learning can help public sector organisations in organisational resource management to achieve strategic edges*…"

[Informant 11]

Finally, another key informant addressed organisational performance as related to organisational resources:

> "…*I believe that organisational resources are directly related to organisational performance and performance information is influential to organisational learning, so in this way these elements are interrelated. In particular, knowledge about the organisation's monetary and non-monetary capability is a good source*

of information. I mean, it aware us where we have to provide more focus in terms of better performance. So, it is imperative to become a resourceful organisation. I firmly believe that our leaders are aware of this matter and it is also a positive indicator for our organisation…"

[Informant 14]

Organisational resources help to decide within the organisation, as employees have the learning capability to gather knowledge about the resource to get a clear idea towards setting the organisational goals and performance. Consequently, they could perform systematically.

Informants in this study mentioned that organisational resources are the indicator of the organisational capability. Particularly, it is related to the organisational budget and expenditure control mechanism. In the PSO, organisational resources are related and sometimes maintained by the government as the organisation may not have such resources. Allocation of resource can foster or hinder OL in PSO, because organisations receive information from their internal and external resources (Moynihan & Landuyt, 2009). Moreover, informants added that development budgets come from the government and there is a special allocation for training and learning in the organisation. During a weak financial condition, OL requires special attention from the government to overcome such situation and create a better condition at the workplace (Askim et al., 2011; Moynihan, 2005).

Slack of resource is not a good indicator for an organisation, as PSO deal with vast stakeholders; thus, they need to improve faster than the private ones. They must improve the performance by enhancing learning capability to overcome the slacking situation and find better solutions for the development of the organisational resources (Berry, 1994). Informant 6 stressed on such a situation, which helps them to learn more about the problem and to look forward to a better solution to improve organisational performance and resources, as OL is positively associated to organisational resources (Askim et al., 2008). Previous studies also

found that organisational performance provides applicable information to the OL and organisational resources for the organisational improvement (Askim et al., 2009; Moynihan, 2008; Lancer, Julnes, & Holzer, 2001).

4.3.1.3 Information Technology System

During this age of technology, information technology has become the cornerstone for OL. Technology makes OL more versatile in terms of time and organisational intelligence; it enhances knowledge creation and dissemination capability of the organisation. One key informant mentioned that:

> "…*I think ICT (Information Communication and Technology) is playing a vital role in organisational learning. Now-a-day we are conducting training and learning session in our training institute, most of them are related to ICT. As our organisation is going through the automation process, we are also emphasising on on-line system banking services for the grass root level customer (farmers). Mobile baking is such kind of initiative is inaugurated by the bank…and these initiatives are in-line with innovation in public sector organisation policy of the government*…"
>
> [Informant 5]

Adding to his statement, informant 7, an expert in ICT, expressed his view on the current ICT-based service innovation in government:

> "…*Under the government initiative and technical support of Governance Innovation Unit (GIU), we are trying to incorporate ICT based public service from our organisation. As the motto of GIU is 'Putting Citizens First,' we are developing an ICT based banking service. In doing so, we are providing training to our officer and executives, i.e.Basic Computing & Banking Software, IT Security and Prevention of Fraud, Computer Hardware, and Networking and IT Security, MIS, Use of the internet, Email, Social Media and IT Security. Due to the demand of modern workplace learning, we are also trying our best to implement government policy through the enhancement of ICT in our organisation.This can enhance our organisational performance by preparing our human capital for the digital economy…*"
>
> [Informant 7]

SImilarly, informant 13 stressed on ICT as a new kind of workplace culture in the organisation:

> "…*It is imperative to know about ICT in the workplace. Moreover, information technology based on computer-mediated communication can increase knowledge creation quality by enabling a forum for constructing and sharing beliefs, for confirming consensual interpretation, and for allowing expression of new ideas. As I am used to visiting branches regularly, I found that people even sharing their ideas and thoughts by using ICT, which is positive to organisational performance. It seems that it breaks the barrier of organisational communication and makes it simpler within the organisation*…"
>
> [Informant 13]

Another key informant asserted that ICT can reduce the conventional organisational communication barrier towards a meaningful network:

> "…*I think, ICT reduces the barrier of organisational information flow and build a strong networking architecture which can protect the organisation from wrong information and information overload. In the age of globalisation, information is the key source of success to achieve a strategic advantage for the organisations. Particularly, public sector organisations deal with a huge number and diversified stakeholders in their operation. So, to pick the essential information from the vast stakeholder, an information communication system is the most important contemporary issue to mitigate mal-information and boost up meaningful communication among the organisation*…"
>
> [Informant 16]

Most of the informants of the study emphasised on information communication system as one of the major components of the modern workplace, as it is imperative to be a competent employee in PSO. Due to the advancement of electronic governance system, the government has initiated ICT-based public service for better performance of PSO.

The information communication system is one of the key sources of OL in the digital age. Most of the informants highly recommending information communication system as a major area of OL. Several OL literature also advocated these findings of the study (Zheng et

al., 2010; Brown, & Brudney. 2003). Informants mentioned that information communication system ensure the free flow of intelligence within the organisation (Huber, 1990). It also eliminates the formal and rigid communication process in PSO (Alavi, & Leidner, 2001). Nowadays, PSOs are focusing more on information communication technology with the new public management and e-governance. Particularly, the governments of the developing countries are more inclined to utilise information communication technology in PSO to deliver cost-effective, efficient, and timely public services through automation (Agolla & Van-Lill, 2016; Fernando et al., 2016; Hyytinen & Toivonen, 2015; Lewrick et al., 2012).

Informant 5 mentioned that the organisation currently going through the automation process in terms of their service delivery (Hyytinen & Toivonen, 2015). The organisation introduces on-line banking system to provide better and faster services to customers. They are also conducting training and learning session for the employees to ensure that they are capable of handling new challenges and coping with the changes in the workplace due to the increased relationship beyond organisational boundary (Nieminen & Hyytinen, 2015; Marquardt, 2002). Informant nine mentioned about the government's new policy to cultivate an innovative culture in the PSO; they initiated the Governance Innovation Unit in 2016. They also accentuated the information communication system as an important instrument for accurate interpretation of communication (Alavi & Leidner, 2001).

4.3.1.4 Performance Management System

Informants felt an alignment between OL and performance management should be made in some ways to successfully implement a strategy around the desired reforms. These included aligning performance agreements to strategic plans and supporting these with plans for the required learning; basing learning and development plans on capabilities required to

achieve outcomes; and developing skilled people managers who can effectively manage performance conversations. Informant 7 stated that:

> "*…Performance management as an integral part of the organisational process, it plays the role of a great source of information of internal and external organisational process. Performance management influencesorganisational learning, as management can gather in-depth information about how the organisation is going through its process. Performance evaluation is also the feedback of the stakeholders for the organization; it can reflect how the organisation is proceeding towards its desired objectives...*"
>
> [Informant 7]

Another key informant mentioned that the performance management system is embedded in the organisational information system and had direct influence on OL:

> "*…The new strategic direction is reflected in performance agreements – supportive strategies to ensure people can learn where they need to or broaden their experience, knowledge, and skills. So, performance management can be a great information source for organisational learning to be happening in the organisation. It may be a determining factor for the level of organisational learning and the desired place of organisational learning within the organisation...*"
>
> [Informant 10]

Informant 11 mentioned that performance management depicts the real scenario of the organisation:

> "*…Organisational learning is based on organisational information; performance management is a great source of individual and collective information about the organisation. Performance measurement indicates the real scenario of the organisation. As I am working in budget and expenditure control department, it is imperative to prepare a budgetby performance. This kind of performance measurement system can influence organisationallearning process in the organisation…*"
>
> [Informant 11]

Furthermore, another key informant stated that the individual and collective goal in the organisation can be justified by organisational performance:

> "*…It is one of the key factors to know about what and how people are doing in the organisation, to have a clear idea about their desired work procedure. So, that people can precisely focus on their individual and collective organisational goals. The system plays a great source of knowledge to have a clear idea of 'where are we now' and 'where should we go' and 'which is the best way to go'…*"
>
> [Informant 16]

In the same way, informant 6 provided practical evidence about OL, which can be gathered from the performance indicators:

> "*…Through performance management, the organisation gathers information. This information can be treated as a vital ingredient of organisational learning. Learning is based on practical evidence from the organisation. Organisational learning can increase organisational performance, so it is imperative to get feedback through performance measurement for strategic organisational learning in public sector organisation…*"
>
> [Informant 6]

Since strategic planning is often done on an annual basis, it allows managers to use the performance data they collect to assess how well programmes are working and goals and objectives are being achieved. A regular system of planning, measurement, and assessment should contribute to a culture and practice of learning about an agency's work and processes.

OL through the interactive use of performance measurement in creating strategic alignment *(*Appuhami, 2017; Chenhall et al., 2011; Kloot, & Martin, 2000), most of the informants of this study expressed their experience in such a way that performance measurement provides core information about the contemporary situation of the organisation, which is a great source of information. Informant 10 and 11emphasised on performance management; they indicated that strategic planning, performance-based budgeting, and

benchmarking are the key indicators of the performance management system, which helps to make a strategic decision for the organisation (Moulang, 2015; Srimai et al., 2011). Furthermore, it is imperative for the top management to prepare a better learning strategy for sustainable development using performance information (Andrews et al., 2011; Kober et al., 2007; Mahama, 2006; Kloot & Martin, 2000; Atkinson, 2006; Smith, 1993).

Likewise, informant 6 stressed on performance management as the core source of OL (Jurnali & Siti-Nabiha, 2015; Jimenez-Jimenez & Sanz-Valle, 2011; Behn, 2003). As informant sixteen shared his experience on performance measurement, he acknowledged it as a tool to help government agencies or organisations better understand their processes and outcomes. It also allows for a holistic, integrated analysis of the organisation's goals and objectives in relation to its current performance in the context of other internal and external conditioning factors (Bisbe & Malagueno, 2012; Kravchuk & Schack, 1996). Besides, Brudan (2010) pointed on the successful implementation of OL strategy to achieve more benefits from proper OL. Therefore, most of the informants accentuated on performance management system as an influential source of OL, which can reduce errors and assist in making strategic decisions properly (Rajala et al., 2017; Moulang, 2015; Hall, 2011; Watson & Harmel-Law, 2009).

4.3.1.5 Communication Network

Informants felt communication processes should be adapted in some ways in order for a successful OL around the desired reforms. The effort included having strategies to maximise understanding and relevance for the stakeholders, including a two-way communication process, and contextualised, translated, targeted messages. Informants also felt it was

important to select the right communication channels and to consider the most appropriate timing for messages. One key informant mentioned that:

> "…*Meaningful communication is imperative for the decision-making process. Seamless information flow can make sure meaningful communication in the organisation. Organisational understanding can establish two-way communication so that people can understand and share their knowledge throughout the organisation. I believe that leadership is a big factor in meaningful communication*..."

[Informant 4]

Informant 6 also added that the organisational hierarchy communication network must be clear in order to understand the information flow:

> "…*When our management (top) management make any organisational decision, it is imperative to understand why that decision has been made. If we want to decide on an action, we must have to understand the logic behind the decision. Only this understanding can encourage and enable us to fulfil the objectives of the decision. Organisational learning enables us to make sense of better understanding as well as it can design our path of a planned action to achieve the desired goals behind the decision*..."

[Informant 6]

Another informant stressed on avoiding misunderstanding in organisational communication:

> "…*The way we are working under one roof in an organisation, I think the communication network among us. It works like a bonding factor among the employees within the organisation. Through meaningful communication, we can bring out the best for our organisation. It can also help us to mitigate the misunderstanding among the employees and help them to create a culture of shared understanding and mutual interest towards organisational goals and objectives*…"

[Informant 17]

Moreover, another key informant mentioned that communication in the organisation is embedded in its structure but shaped by the organisational culture:

> "…*Organisational communication is the part of the structural process but it also shaped by the organisation's culture, and as part of the organisation we are the part of an entire communication network. Through this network we do not just share information; we share our thoughts and personal feelings. So, if the communication network does not well established or, well-functioning, it may generate wrong information and create a chaotic situation within the organisational process. A strong and open organisational communication network is the backbone of fruitful organisational learning that can positively influence strategy formulation and implementation in the organisation*…"
>
> [Informant 5]

In comparison to other OL components, this one was considered to be the most important in terms of contribution towards the successful strategic learning process around the desired reforms, with four out of thirteen respondents nominating this component as most important and no respondents nominating it as the least important.

Several informants identified communication network as the most fundamental element that firmly influences OL. In PSO, organisational communication structure mostly depends on its hierarchical setup. But the public sector is not isolated in change mechanism, hence, due to reform, PSO is also changing dramatically. Proper communication can mitigate the negative impacts of organisational rigid structural arrangement. Informant 17 argues that good organisational communication can also help to mitigate misunderstanding among employees and help them to create a culture of shared understanding and mutual interest towards organisational goals and objectives (Brudan, 2010; Atkinson, 2006; Schutz & Bloch, 2006). He also mentioned that it creates a culture of bonding within the organisation.

Furthermore, strategy making and implementation also depend on the communication network of the organisation. As part of OL, strategy formulation and implementation are hindered without proper communication within the organisation (Siciliano, 2016; Atkinson, 2006). Similarly, informant 4 expressed his opinion that communication is about getting a

joint understanding, so it needs to be two-way. However, at times even one-way communication would be better because at least people understand why a decision is made and why a strategy is put in place, some context around that so that people understand. In order to overcome such constrain, informant 5 suggested that a strong and open organisational communication network is the backbone of fruitful OL, which can positively influence strategy formulation and implementation in the organisation (Atkinson, 2006; Schutz, & Bloch, 2006). Therefore, a communication network in an organisation works like a link-pin among the employees and different layers, so that they can make proper decisions by engaging them in the desired manner (Wang & Medaglia, 2017; Gherardi & Strati, 2012).

Moreover, informant 5 asserted that, "when our management (top) management make any organisational decision, it is imperative to understand why that decision was made. If we want to decide on an action, we have to understand the logic behind the decision. Only with this understanding can encourage and enable us to fulfil the objectives of the decision. OL help us to make sense and better understand as well as design our path of a planned action to achieve the desired goals behind the decision" (Siciliano, 2016; Burley & Pandit, 2008).

4.3.1.6 Employee Involvement in Strategic Process

Involvement in the strategic process is one of the influential components of OL. Informants believed that this aspect of OL can influence employees' commitment towards organisational objectives and build the environment of trust among the management and employees. Particularly, in PSO it is rare to have employees' involvement in the strategic process, but several reforms in the public sector make this familiar among public sector employees. Informant 2 mentioned that:

"*…Currently, training and learning havebecome one of the most important investment tools for organisations in the enhancement of the knowledge, skill, attitude, andbehaviour of employees through the distinct advantage as it creates valuable resource…for example, committed employees. Committed employees are seen as the most valuable asset as compared to any other asset in the organisation. Committed employees are most involved in the organisational process. Employee involvement has a direct influence on organisational learning that can positively increase employee commitment towards organisation…*"

[Informant 2]

Another key informant addresseds that the issue of employees' engagement is a matter of leadership style within the organisation.

"*…Leadership style is the key factor for employee engagement in the decision-making process. It depends on the leader, how he/she wants to see employee empowerment in the organisation. In public sector organisation, bureaucratic leadership style follows the rule-obsessed rigid mentality to deal with the subordinates. But I think, the way of thinking of leaders in the public sector is changing due to the changing nature of the system. Nowadays public sector leaders are more open to sharing the prospect and problems with their subordinates, as they want to prepare their capable successor in the organisation to handle the changing situation. It means they want to share their authority for the sake of themselves to distribute risk-taking initiatives among all…*"

[Informant 5]

Moreover, another informant added that employees could boost their organisational commitment by having such opportunity:

"*…I think employee engagement is very important for the strategicdecision-making process, as every employee is connected through a communication network within the organisation. So, it is imperative to be engaged for better strategy making and implementation and lower down the leadership for a distributed strategic approach. Organisational learning helps employees to learn from experience and apply those learning to his/her workplace to work more strategically…*"

[Informant 18]

Informants argued that involvement in the strategic process of the organisation could increase OL. It helps them to make a better decision for better performance. This kind of

environment creates a bridge between individual career developments by engaging in the knowledge creation process towards organisational development as a whole. This is the way; the organisation can fill the gap between strategy formulation and implementation.

4.3.1.7 Learning Forum

Informants of this study mentioned that their organisation has taken initiatives to promote participatory decision-making, such as the learning forum to make sure every layer of the organisation can take part in the strategic process by sharing their ideas. These initiatives pave the way of learning and innovation in this PSO. Informant 5 stated that:

> "…*In training institute, we have incorporated the learning forum, by our organisational process. Here, we are used to discussing contemporary ideas of banking and financial industries. Nowadays we are emphasising on some technical issue like internal control and compliance, SME financing and entrepreneurship development, green finance and financial inclusion, prevention of money laundering and terrorist financing, management information system (MIS) in such issues as part the free discussion in our learning forum. So, that we can share our knowledge and generate new ideas for individual and collective strategic performance*…"
>
> [Informant 5]

Another key informant added that such initiative opens a new window of cross-level communication in the organisation:

> "…*These kinds of initiatives are constantly enhancing inter-departmental knowledge sharing and helping them to work in a team. Learning forum is such a platform to generate new ideas in the contemporary situation by previous experiences. Employees in the organisationneed a cross-level learning process to find out collaborative solutions for the emerging challenges in every day'sorganisational life*…"
>
> [Informant 6]

Moreover, informant 7 specifically stated about the recent initiatives taken by the government to make PSOs more learning innovation-friendly:

"…Government is trying to make public sector organisations more productive in terms of innovating new ideas in public service delivery and generate new segments of peoples' oriented public service so that the general people can receive the best out of it. As a public sector organisation, we also have an innovation unit in our organisation. Which comprises experts from different departments, they are used to organise special meeting, seminar, and conference on managing and scale-up ideas among the departments. I found this is a great platform to enhance our knowledge of the strategic process of the organisation to improve the work environment of our work and provide better service options to our customers (stakeholders). In the human resource development department, we are used to having a monthly discussion on innovative ideas…"

[Informant 7]

Informant 9 described his experiences on recent innovation initiatives taken by the government in PSO:

"*…Our department has the sole responsibility to implement the government's innovation policy within the organisation. We have three representatives as a member of the innovation team. Recently, we have incorporated innovation corner in our official website, anyone can log-in the portal and can describe their innovative idea in public service. It is a kind of discussion forum for learning new ideas and innovation for better performance. I think these kinds of initiatives are new for a public sector organisation. But we have to take such contemporary steps to survive in a competitive business environment. This is imperative, and our management firmly understands it…*"

[Informant 9]

Eventually, informant 12 discussed his observation on the current changes taking place in the PSO:

"*…I have been observing several changes that are taking place in our workplace, and it is changing our conventional thinking and way of work. I believe this must be happening to meet the desire of our stakeholder and for the sustainability of our organisation. Here in our department, we are also researching these contemporary issues that are taking place in our organisation. We are used to working in association with our innovation team, not only but also we collaboratively researching with our respective departments. These research initiatives are being discussed in the learning forum to get more inputs from the employees…*"

[Informant 12]

Several informants of this study show their support on learning forum, which is initiated under Governance Innovation Unit project in the PSOs to promote learning and innovation for sustainable development.

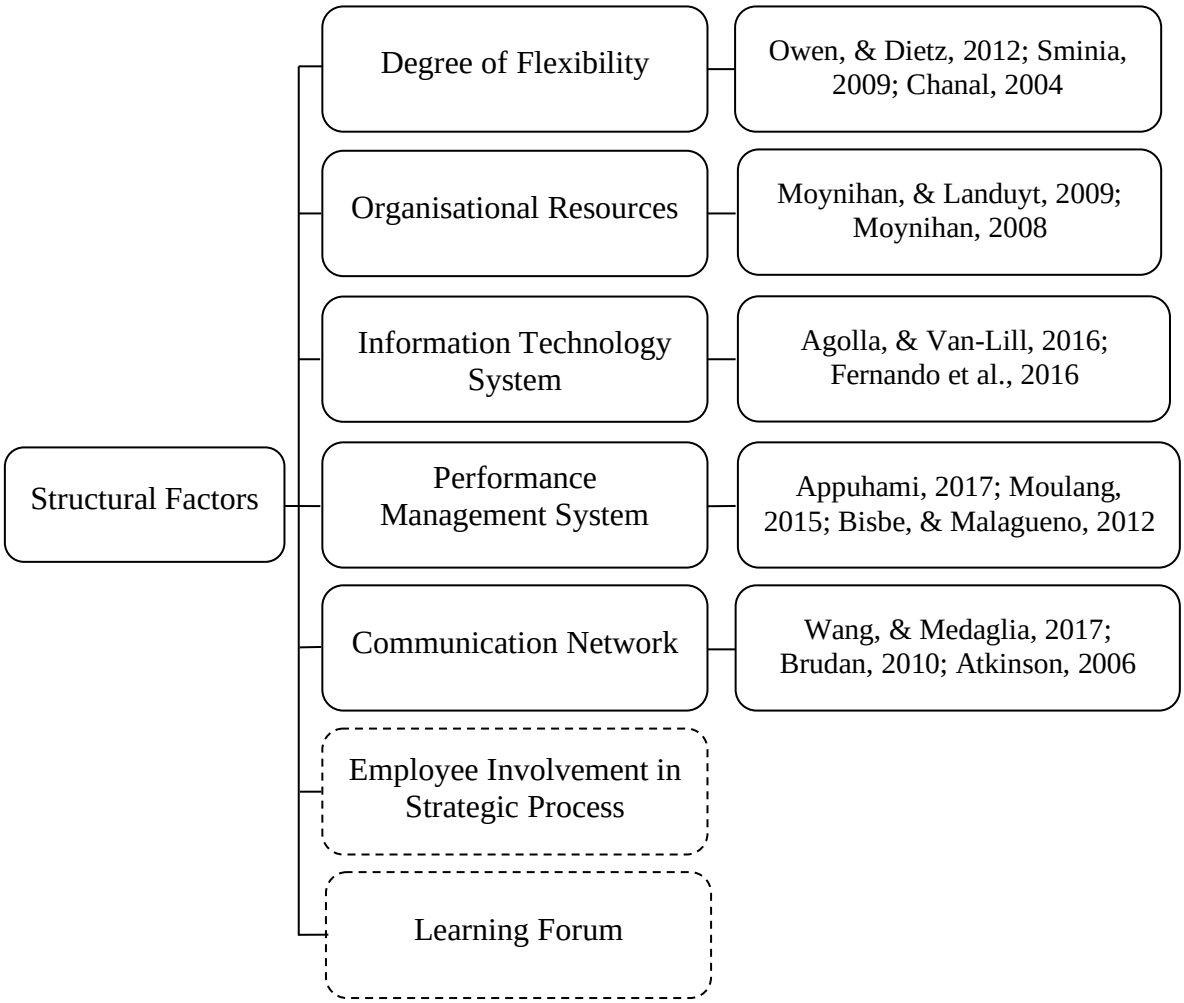


Figure 4.2: Structural Factors that Influence Organisational Learning in a Public Sector Organisation

This discussion is based on empirical findings of the study conducted by the researcher. In this part, the researcher shows how related previous studies in this field support the findings. The findings' explanation through the theoretical background of the study was also the core importance of this section. This section of the study also depicted the justified answer of research question one, which was raised in Chapter 1 of the study. Through this extensive discussion, readers of this thesis will get a clear idea about the structural factors that influence OL, particularly in PSOs, from a developing country perspective.

4.3.2 Cultural Factors that Influence Organisational Learning in a Public Sector Organisation (RO 2)

Contemporary PSOs more and more often see human resources as their most valuable asset. This is why they created a wide range of opportunities to help them grow. The approach aims to increase involvement, improve effectiveness, and innovativeness. Hence, leading to the continuous improvement of competitiveness, which is not possible without employees continual learning and self-actualisation. Therefore, the learning process is stressed as an essential element of every modern organisation. As a result, one of the key tasks for PSO is to create a proper environment that generates and spreads knowledge. This is where organisational culture proves to be very useful. Most authors seem to agree that organisational culture is central to the functioning of an organisation.

Hofstede et al. (1990) also agreed with other researchers that organisational culture is holistic, soft, difficult to change, has a historical basis and socially constructed. In this juncture, informants were asked to illustrate their observation on the cultural factors that influence OL in their organisation during a change in the organisational environment, as indicated in Figure 4.3, which presents seven perceived cultural factors shared by the

informants. Readers of this study will get a brief idea about the organisational cultural factors that have extensive influence on OL process, particularly from the perspective of a developing country.

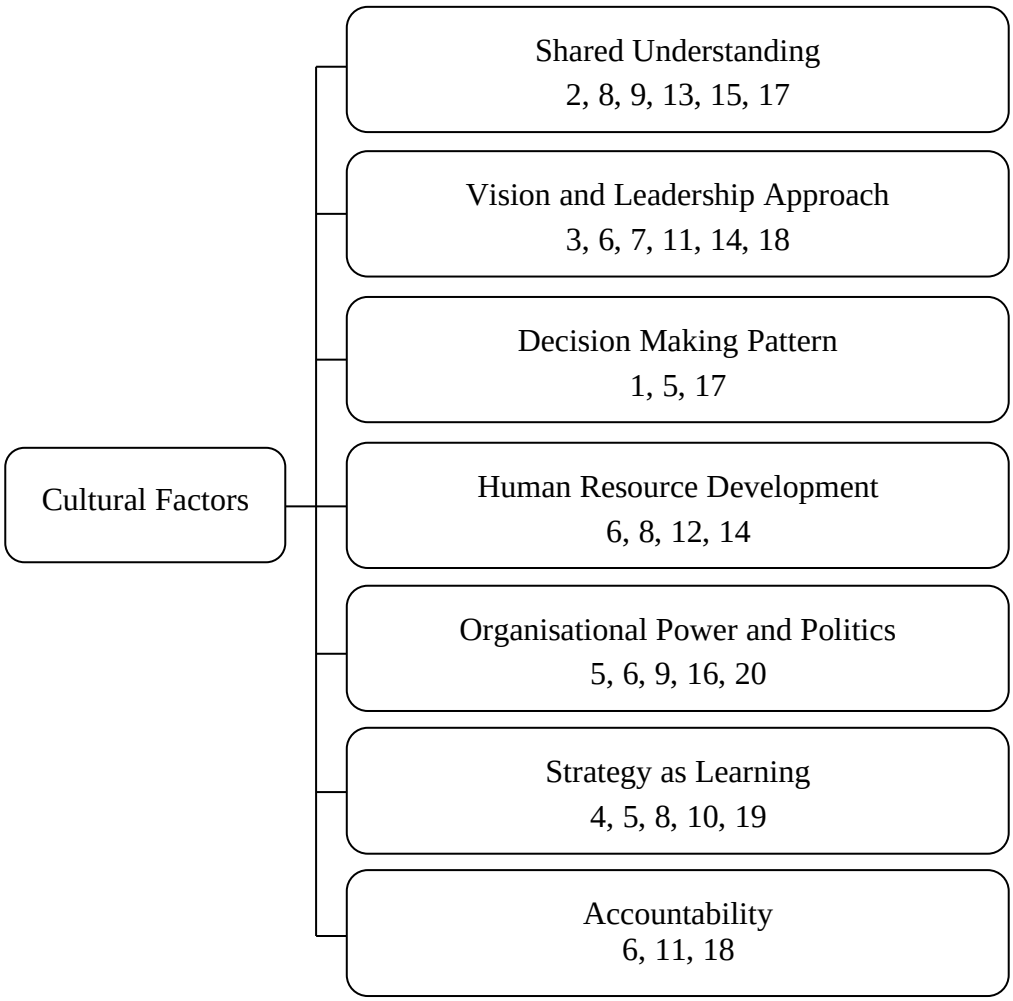


Figure 4.3: Cultural Factors that Influence Organisational Learning in a Public Sector Organisation

4.3.2.1 Shared Understanding

Informants felt that it was important for this form of OL to occur, and organisations need to have mechanisms in place to encourage relationship building and sharing that will facilitate mutual learning. Such mechanisms would include cross-functional work teams,

networking forums, collaboration systems, group discussions, and committees. Informant 2 stated that:

> "*…To me, the organisation is a living organic system, as human being collectively works under a systematic structure. Mutual understanding is the key component for teamwork, to cope with the changing nature of the work environment is highly dependent on understanding within the workgroup…to achieve desired organisational performance implementation of change initiatives is necessary and teamwork is pre-requisite for this condition…*"
>
> [Informant 2]

Another key informant also mentioned that ICT is helping them to build better understanding by removing communication barrier:

> "*…Our organisation takes several initiatives to develop the ICT infrastructure of the organisation; we have also conducted training and learning session in association with the training institute to enhance the adaptive capacity of our employees with this new kind of technologies in the workplace. It increases productivity in the organisation. Contemporary ICT system and collaboration enable us to better-sharing capabilities within our work process. So that we can share new knowledge to achieve organisational goals…*"
>
> [Informant 8]

To cope with the changing organisational situation, most of the key informants highlighted on the fact that shared understanding within and among the organisations are important for OL, for instance:

> "*…Developing a relationship is the key factor for organisational learning practice within the organisation. This kind of association helps us to involve in networking across agencies and departments so that we can enhance our thoughts and believes in producing new kind of ideas in our workplace. I think, this is the best way to learn and disseminate learning capabilities within the organisational atmosphere and it also makes sure the availability of common information which is regarded as the strategic capability of the organisation…*"
>
> [Informant 9]

Informant 13 compared the shared understanding with a strategic imperative for contemporary PSO:

> "*…I think shared understanding provide strategic competitiveness to the organisation to learn and to cope with the changing situation. So, shared understanding is the great source of organisational learning, which can shape the organisational learning process within the organisation…*"
>
> [Informant 13]

Moreover, another key informant added that the social process of communication is important for understanding:

> "*…Networking always creates opportunities for new kind of learning to manage new kind of situation emerges in organisational life and help to reflect on desired outcomes. For fruitful networking, there must be a good understanding among the employees so that they can share their ideas in a free manner…it may have regarded as the social process of collaboration. In a public sector organisation, several reform programs have been taken as part of the reinventing government. These initiatives make the public organisation more learning-oriented towards innovation…*"
>
> [Informant 15]

Finally, informant 17, who is working for loan recovery department, stated that:

> "*…Shared understanding is imperative to become an organisational being; otherwise, we will be isolated in the organisation. Shared understanding has an enormous influence on the organisational learning process. Because it shapes the organisational sense-making and sense-giving capacity, by shared understanding, employees can share their thoughts and ideas among them. So, that employee has the platform to disseminate their tacit knowledge and can productively affect the organisation…*"
>
> [Informant 17]

This aspect of OL was considered to be an equally vital component in contributing to the successful implementation of the desired strategic reforms, along with leaders instilling a

shared vision. Four out of the twenty informants nominated this as the most important component.

Shared understanding is regarded as the most important influential factor for OL. Informant 2emphasised on organisations systematic organic structure, where people interact under some specific objectives to be achieved (Andreadis, 2009; Yeo, 2007b; Gummesson, 2006; Jerez-Gomez et al., 2004). Working for the same objective makes them more interactive and interdependent in terms of their understanding and behaviour so that they can share their ideas and new knowledge. Informant 9 and 13 stressed on shared understanding to achieve organisational goals collectively through sharing new ideas, and knowledge gathered form training and learning session organised by the organisation (Fenwick, 2008; Tynjala, 2008; Espinosa, Harnden, & Walker, 2007; Choo, 2001; Bierly & Hämäläinen, 1995).

Likewise, informant 15 stated that networking always creates opportunities for new learning to manage a new situation that emerges in organisational life and help to reflect on desired outcomes. For fruitful networking, there must be a good understanding among the employees so that they can share their ideas freely. It may be regarded as a social process of collaboration. Nowadays, the public service is modernising as several reform initiatives are being taken, and these initiatives make the public organisation more learning-oriented towards innovation (Espinosa & Porter, 2011; Fenwick, 2008; Espinosa et al., 2007; Chanal, 2004). Moreover, informant 8 complies with the previous statement and vows that shared understanding is imperative for the organisational change management process (Popova-Nowak & Cseh, 2015; Bierly & Hämäläinen, 1995). Thus, shared understanding plays a crucial role in the OL process, as it is like a physiological bonding among the employees working together under an organisational mission (Putz et al., 2012; Kluge & Schilling, 2009).

4.3.2.2 Vision and Leadership Approach

Informants argued that the most crucial consideration for this component is that leaders need to use open, two-way communication of their visions to get it shared all around. They also need to lead by example as the active role models of the change. Informant 3 described the matter from his long experience as a learning and development practitioner of the organisation. Informant 3 mentioned that:

> "*...Leadership support towards change is a crucial element for the organisation as well as clear direction from the leader to cope with the change process through organisational learning can foster the collaboration towards organisational goals. If leaders do not create a level playing field for the change mechanism, the change process might go through in the wrong way...*"
>
> [Informant 3]

Therefore, informant 6 described the vision and leadership as one of the major ingredients for the OL process.

> "*...I think leadership is like a guide in an unknown ocean because they play the role of envisioning a strategic path towards organisational learning by making subordinates a true follower and by applying charismatic power in the organisation. So, leaders who treat his/her subordinate as a fellow worker, always try to learn together for the collective welfare and achieve the desired performance for the organisation...*"
>
> [Informant 6]

This opinion was supported by another key informant that supportive leadership style can enhance employees' cross-level communication:

> "*...Cross-level communication can facilitate an organisational culture that enables organisational learning by its open and supportive leadership style…when people feel that the leader can generate a suitable atmosphere of organisational values and help them to achieve…then, they have the confidence in their organisational work process…*"

[Informant 7]

Furthermore, informant 11 added that the progressive leadership style initiates new kinds of ideas:

> "…*Leadership can instil a new way of thinking in the organisation. I think they do not change the organisational set-up; they show us the same work differently and capable. It enables us to achieve our desired outcome by learning a new way of work. Changing public sector organisations are getting new leadership style among the leaders by building role-model in front of them*…"

[Informant 11]

A plethora of studies have proposed that the collective and inclusive leadership style, which inspire and motivate employees will better prepare the teams to participate in learning tasks that ultimately improve the organisational performance levels. Supported by another key informant:

> "…*I think; organisational learning starts with leaders in the organisation. We are used to observing our leader, as well as it is also a psychological matter that people are used to following the leader's style in his/her organisational life. This is a great source of organisational learning. This organisation always emphasised on good leadership; we are appreciative to our leaders that they are always keen to disseminate their knowledge among the subordinates by instilling trust and confidence. This is a very important motivational factor to learn*…"

[Informant 14]

Also, informant 18 ascribed on the pragmatic role of leadership style in the modern PSO:

> "…*The role of leadership is the crucial one for the organisation, particularly during the period of change, as they are used to handle the dynamic situations from internal and external aspects of the organisation. Our leaders are supportive in-terms of learning a new way of work. During my probation period, my boss used to share several cases with me. Those were related to credit recovery, agro-loan and so on. I have learned so many things from his experience. It always gives me pleasure that I have such a mentor in my work-life, who feels me safe in-terms*

of doing error…even he never blames me for the error, he used to correct my work…"

[Informant 18]

As described above, this component of OL was nominated as the most important in terms of contributing to the successful implementation of the desired reforms. No informant nominated it as least important.

The findings of this study provide evidence that leadership and OL have a significant positive influence on organisational vision. The research also demonstrates that there is a significant effect of the mediation role of OL in the relationship between leadership and organisational vision (Kamya, 2012; Hoe, 2007; Yeo, 2007a; Hodgkinson, 2002). Informant three stated that capable leadership could foster OL towards building a shared organisational vision through coping with organisational changes. Informant 11 reinforced this statement by adding a new dimension of leadership that can foster confidence among employees, which is by providing appropriate atmosphere for learning (Kurland et al., 2010; Hodgkinson, 2002; Silins et al. 2002; Bierly et al., 2000; Senge et al., 1999). He also emphasised that leadership sense-making capability can instill employees adaptability towards a new dimension of work by focusing more on organisational vision and learning (Voronov, 2008).

Also, informant 14 shared a very important experience that leaders can fabricate trust and confidence among the employees to be a better learner in the workplace. He also added, as a subordinate, they have great expectation towards their leader transformation in nature, who can nurture them as individuals and achieve the organisational goals as well (Chen et al., 2016; Hsiao & Chang, 2011; Garcia-Morales et al., 2008; LeBrasseur et al., 2002; Bierly et al., 2000). Likewise, informant 18 also appreciate organisational leadership for playing a crucial role in OL, which can create an atmosphere of organisational addictiveness to cope

with the new situation and also in-line with the organisational vision (Liao, Chen, Hu, Chung, & Liu, 2017; Mirkamali et al., 2011; Atwood et al., 2010; Berson et al., 2001). In this research, most of the informant shows trust in their leadership, which makes them confident in establishing a shared vision through OL.

4.3.2.3 Decision-Making Pattern

Informants did not have a strong belief that this aspect of OL made a significant contribution; only three out of eighteen informants nominated it as the least important component and no informant nominating it as most important. There was some support for the use of a research-based approach using evidence to support the decision-making process as well as the decision itself. There was also some support for questioning the existing decision-making patterns including where decision-making power sit in the organisation.

> "…*Leaders are used as a set example by doing their work in the organisation because they know that the subordinates follow them. So, they make their decision keeping this thing in their mind. I think, deciding on public sector organisation is a crucial one, because of public science. So, the decision-making pattern depends on several factors in the organisation. As mutual understanding and strong communication network are the most influential among them*…"
>
> [Informant 1]

Informant 5 argued that PSOs still has their bureaucratic heritage, but they are in a changing process:

> "…*Decision-making pattern highly influences organisational learning. Particularly in public sector organisation where there is bureaucratic atmosphere shape-up the mentality of the leaders, constructive decision-making may not be possible. But it does not mean that thing is not changing; various reform initiatives have redesigned the organisational culture of public sector organisation. This changing system is also changing the mind-mapping of the leaders within the organisation*…"
>
> [Informant 5]

Another informant mentioned that organisational psychology is one of the key issues of OL atmosphere in the organisation:

> "…*Decision-making pattern is influenced by sense-making and sense giving process. So, the decision-making pattern is a matter of human cognition, though the organisational environment shapes it and mostly by previous experience. Organisational learning and decision-making pattern precisely interdependent matter, both have a mutual influence on each other*…"
>
> [Informant 17]

Learning process constitutes the main part of absorptive capacity and increase the rate of successful innovation. OL determines how an organisation acquires, assimilates, and exploits internal and external knowledge. This means that the knowledge accumulated through the decision-making processes reflects and explains the nature of OL in an organisation.

The decision-making process is a basic activity in organisations. Managers in all organisational levels make decisions to achieve organisations objectives and to ensure the organisation survival. This systematic approach is dissimilar depending on three tips: managerial level, the importance of the decision, and decision-making styles. The most critical is the style of decision-making because it reflects the mentality or the way of thinking of managers in an organisation (Johannessen & Olsen, 2011; Willema & Buelens, 2009). Moreover, it explains how the managers use the information and how they conceptualise and envision the future of their organisations (Choo & Neto, 2010). Informant one mentioned that decision-making style affects knowledge acquisition, sharing, and utilisation (Espinosa et al., 2007; Choo, 2001; Johanessen et al., 1999). Choo (2001) also argued that success in innovative programmes and learning competencies depend on the style of decision-making processes.

Thus, the decision-making pattern is all about sense-making and sense-giving process where their cognitive style heavily influences managers. Informant 17 mentioned that decision-making pattern is influenced by sense-making and sense-giving process (Ghili et al., 2013; Bustinza et al., 2010). So, the decision-making pattern is a matter of human cognition; it is shaped by organisational environment and mostly by previous experience. OL and decision-making pattern precisely interdependent matter, both are influencing each other (Espinosa & Porter, 2011; Snowden, 2005). Decision-making pattern is the exploration of a mental model of human being, which shapes the organisational culture of the organisation in an individual and collective manner (Sanchez et al., 2009; Jensen & Rasmussen, 2004; Johanessen et al., 1999; Senge et al., 1999).

4.3.2.4 Human Resource Development

Most of the informant aout human resource development are a core ingredient of OL. They emphasised that human resource development should be embedded in the organisational culture to achieve the desired goal of OL. As informant 6 mentioned that:

> "…*The reform is occurring at an increasingly rapid manner in public sector organisation. In this environment of increasingly frequent change, human resource development is not just an option but strategic imperative. The existence of learning culture in the organisation, the establishment and ongoing encouragement of an environment that facilitate learning and development, can be a significant factor in achieving successful outcome*…"
>
> [Informant 6]

Another key informant mentioned that human resource development is part of systematic learning:

> "…*I think that human resource development is a set of systematic and planned activities designed by an organisation to provide its members with the opportunities to learn the necessary skills to meet current and future job demands.*

So that organisation can get best out of their employees and employees can capable themselves for the sake of their individual and organisational development. In our organisation, the human resource development department is continuously working to achieve that goal…"

[Informant 8]

Moreover, informant 12 added that OL is an integral part of human resource development:

"*…Human resource development help is one of the key factors for organisational learning. It helps employees to understand the importance of organisational learning and how organisational learning can enhance their career towards better organisational performance. Human resource development also brings out the positive learning culture within an organisation, which may eliminate the misconception about the change process and it creates a vision of fruitful learning…*"

[Informant 12]

Finally, human resource development is indicated as a new concept of managerial decision-making by informant 14:

"*…In a public sector organisation, human resource development is still a new concept, though due to new public management embedded such initiatives. We may consider human resource development as the architecture of preparing the workforce for the new and changing work environment by adopting new kind of work culture…*"

[Informant 14]

Informants pointed out human resource development as a crucial part of the OL. Though in PSO the concept of OL is not that much old, due to the several reform processes, it has become an integral part of the organisation, and human resource development properly facilitates OL in the organisation.

Individuals play a fundamental role in the development of OL since the organisation would not exist without them. Therefore, human resource development may contribute to the

capacity of the organisation to learn by facilitating the development of organisation-specific competencies, which result in complex social relationships based on the organisation's history and culture (Werner & DeSimone, 2012). Human resource development practitioners take the lead to transfer individuals' OL to their job performance by designing appropriate human resource development activities (Keep, 2015; Lim & Morris, 2006). Informant 6 stressed on human resource development as an important strategy in the rapidly changing PSO. As part of organisational culture, human resource development influences the OL process by its nature and extent; this is supported by informant six and eight (Bierema & Eraut, 2004).

By influencing OL culture, human resource development has a great impact on informal learning capability of the organisation and the elimination of misconception of information among employees (Armstrong & Taylor, 2014). In a similar vein, informant 12 also asserted that human resource development assistance is one of the key factors in OL. It helps employees to understand the importance of OL and how it can enhance their career towards better organisational performance. Human resource development also brings out the positive learning culture within the organisation, which may eliminate the misconception about the change process and creates a vision of fruitful learning (Wang et al., 2015; Harrison & Kessels, 2004; Ter Horst et al., 2003). Human resource development also shapes the learning capability in the organisational structure by preparing entailed infrastructure, network, and system (Garavan & McCarthy, 2008). Thus, human resource development is regarded as one of the most important elements that influence OL within the PSO, as part of organisational structure and culture. The central idea of human resource development is to find the best organisational culture, which is more suitable for learning and development. Accordingly, the organisation can obtain strategic advantages of human capital for a sustainable future (Beattie et al., 2014; Schechter &Atarchi, 2014; Beattie, 2006).

4.3.2.5 Organisational Power and Politics

Informants argued that organisational power and politics have a great influence on OL, particularly in PSO, whereby the influence seems quite obvious. Informants perceived that power and politics are great sources of OL and an embedded part of organisational life. Correspondingly, informant 5 addresses that:

> "…*Organisational power and politics are one of the crucial issues of learning in a public sector organisation. As an embedded part of the structure and culture of the organisation, this provides the opportunity of institutionalisation within the organisation. So, that organisational employee can easily involve them in the socio-cultural life of the organisation.The concept of systemic power begins to address the issue of which new ideas will become institutionalised*…"
>
> [Informant 5]

Also, informant 9 asserted that organisational power and politics are an integral part of PSO:

> "…*It is quite obvious that public sector organisations are highly influenced and driven by internal and external power and politics. Quite often political issues influence the internal power structure of the public sector organisation, which may hinder the organisational learning process. But it is also true as an embedded part of the organisation employee also learn from the organisational power structure and political issue, which help them to cope with the changing pattern of the organisation. Rather impediment we may consider it as the institutionalisation process of organisational learning in public sector organisation. From that viewpoint, the organisational learning process is highly shaped by its power and political atmosphere*…"
>
> [Informant 9]

Another key informant described that socio-political system shapes the organisational setup in the public sector:

> "…*In the public sector organisation, it is imperative to have comprehensive knowledge of power and political issues, as some extent public sector organisations are the part of the socio-political system of the country. Power and politics are also part of the cultural structure of the society, which shapes inter*

and intra- and inter-organisational knowledge within the organisation. Yes, organisational learning is an embedded part of this organisational life, so organisational learning is shaped by the organisational politics and power as per its public nature…"

[Informant 6]

Informant 16 added that in PSO power and politics plays the role of institutionalisation:

"*…Connecting episodic power to interpreting and integrating, and systemic power to institutionalising and intuiting provides a foundation for understanding how organisational politics affect organisational learning. These connections only begin, however, to address the issue of predicting which ideas will proceed successfully through each of the four organisational learning processes. Greater understanding requires examination of the specific political processes that are tied most tightly to each learning process and the resources on which they depend. The need for organisational learning also raises based on public demand for the product and services…*

[Informant 16]

Informants pointed out that organisational power and politics enhance their institutionalisation process within the organisation; it is one of the major components of OL. In a similar vein, informant 6 also indicated:

"*…From my experience, when things go wrong in the public domain, organisations often face increased political involvement and demands to improve. This situation creates learning imperative within the organisation. As organisational power politics facilitate the production of information, lesson-drawing, knowledge dissemination, and institutionalisation process. It may encourage the employee to share diversified knowledge within the organisation…*"

[Informant 6]

Learning within public organisations can be either facilitated or inhibited by the process of politicisation, depending on the characteristics of the political process. Political attention may have a positive effect on learning if politicians ultimately commit to certain structural solutions and carefully monitor the process of institutionalising the lessons.

Acquisition of new knowledge is always associated with different interests from a variety of actors. The learning processes are to a large extent governed by political ideology, which prescribes what valuable learning is and what is not (Cacciattolo, 2015; Sánchez et al., 2010; Lawrence et al., 2005). Informant five mentioned that in PSO it is imperative to have comprehensive knowledge of power and political issues, as to some extent PSOs are part of the socio-political system of the country. Power and politics are also part of the cultural structure of the society, which shapes inter and intra-organisational knowledge within the organisation. Yes, OL is an embedded part of this organisational life, so the organisational politics and power shaped OL as per its public nature (Ege et al., 2017; Nonaka & Krogh, 2009; Ferdinand, 2004; Coopey & Burgoyne, 2000; Burgoyne & Jackson, 1997).

Moreover, informant 6 stated that based on his experience, when things go wrong in the public domain, organisations often face increased political involvement and demands for improvement. This situation makes learning is imperative within the organisation as organisational power politics facilitate the production of information, lesson-drawing, knowledge dissemination, and institutionalisation process. It may encourage employees to share diversified knowledge among them (Lawrence et al., 2005; Coopey & Burgoyne, 2000; Nonaka & Takeuchi, 1995; Levitt & March, 1988). Informant 16 added that when things in the public domain go wrong, government bureaucracies usually face increased political scrutiny and strong demands to reform. The need for OL is high under such circumstances (Dekker & Hansen, 2004). As public organisations core focus is on public service, it is essential to emphasise on public interest and demand on time. Power and political structure allow them to learn about the situation.

Although studies of OL have conceptualised it primarily as a social-cognitive process, it is also an inherently political one. Several public administration researchers argue that power

and politics provide the social energy that transforms the insights of individuals and groups into the institutions of an organisation. Moreover, they propose that different forms of power in organisationsare connected to specific learning processes—intuition is linked with discipline, interpretation with influence, integration with force, and institutionalisation with domination—that an examination of these different forms of power provides a basis for understanding why some insights become institutionalised while others fail to do so. Thus, the discussion of OL process in PSO is profoundly embedded in its power-politics culture, which is an identical part of PSO (Göhlich, 2016).

4.3.2.6 Strategy as Learning

Informants felt that as learning is an integral part of decision-making, it would be important to develop a strategy that include a continuous improvement approach, which systematically captures, analyses, and disseminates the lessons learned; a considered risk management approach and optimised knowledge management. Informant 4 has the following to share:

> "…*The process strategising is embedded in the learning mechanism of the organisation. Particularly, in public sector organisation, people are used to learning from several aspects of life, as they deal with the common public interest and deliver public service. So, the growing demand of the public generates pressure on public sector organisation to meet certain contemporary needs of the people, due to this pressure we need to think and generate ideas strategically. In this way, public servants are used to learning strategies to bring out the best in-terms on individually and collectively*..."
>
> [Informant 4]

Adding to this statement informant 8 mentioned that learning from experience can be the most important direction for the future:

"*…Organisational learning is imperative to make a better decision, as we learn from our workplace. In developing strategy, you are often thinking about mistakes/successes of the past – the element of history – need to test those theories of experience. The strategy is the part of the everyday learning process, in this process, we are used to learning how to choose best from several options in the workplace...*"

[Informant 8]

Informant 10 firmly believe that continuous improvement is only possible through well-planned learning:

"*...Organisational learning is an integral part of strategic decision making. The strategic process helps to understand the interaction between organisational learning and strategy formulation. It is part of installing a continuous improvement culture in the organisation, where it is acceptable to make a mistake, and you don't always have to be risk averse where it is acceptable to do so…some of the best ideas come from taking risks…it is about having a framework that explains what the acceptable and unacceptable risks…*"

[Informant 10]

Another informant added that learning is a part of everyday work-life, as it happens all the time:

"*…Learning is occurring all of the time while we are doing this and we are looking at better knowledge management and sharing of information across boundaries. Strategy making is one of the core components of organisational learning. It helps us to choose the best option in the workplace. As well as when changes come, these kinds of learning enable us to become more flexible to cope with the change process. Though in public sector organisation sometimes it is difficult to initiate successful change initiative, current reform programs are enabling us to overcome those hindrances more successfully…*"

[Informant 19]

Therefore, for organisations to adapt to changing environmental conditions and design themselves to fit that environment, they must learn to review and redesign their organisational process unceasingly to create the necessary organisational capabilities. However, this requires

much more than an analytic framework, as emotional commitments to the past can often deter change.

4.3.2.7 Accountability

Several informants of this research advocated accountability as an influential factor for OL in their organisation. So far, people in PSO do not talk freely about organisational accountability. But the researcher found that the informants are quite liberal in accepting accountability as an integrated part of organisational culture and it has a great influence on the OL process. Informant 11 recalled several aspects of organisational accountability from his experience:

> "*…a public sector organisation has the image of publicness. This is the major issue that public sector organisations are under more public scrutiny rather its private counterpart. Particularly, transparency and accountability have become the buzzword for public sector organisations. As part of the government reform program, our organisation also initiated some arrangements to ensure or improve accountability are developed to address a range of issues that are of different significance to various stakeholders. For instance, Citizen Charter is one of the good examples of being more accountable to the people*…"
>
> [Informant 11]

As an officer of the law department of the organisation, informant 18 brought up some contemporary issues of accountability in the organisation:

> "…*Legal compliance, conformity to decision-making rules and administrative procedures (e.g., due process) is one of the most important issues in public sector organisation. Such regulations are initiated by the government and supported by the law. Access to Information Act – 2010 is also an example to be more accountable to the public in public sector organisation. These reforms and changes are bringing new insights to the government organisation to be more accountable and just about public demand on time. Even though, recently the government initiated the Citizen Charter for each public sector organisation. I believe these initiatives are propelling our learning initiatives and making us more aware of our desired performance*…"

[Informant 18]

Meanwhile, informant 6 mentioned about the influential aspects of organisational accountability in OL:

> "…*Our organisation signed an agreement with the government to make sure organisational performance. To become a performance-based innovative service-oriented public sector organisation. This agreement includes some specific strategic objectives; those are: efficiently implementing performance agreement, development of work process and services, financial inclusion, development of efficiency and accountability, and implementation of the right to information act and accessibility to information by self-responsibility. These contemporary initiatives boosted our learning through be more accountable to the people. The government has also initiated public services award and rewards for the good performance to motivate us*…"

[Informant 6]

Informants of this study view organisational accountability as an integrated part of OL in their organisation. It is related to organisational performance, which may bring new information as part of OL process. In this study, the informants critically analyse the concept of accountability in PSO. They opine that organisational accountability is a crucial matter to enhance organisational performance.

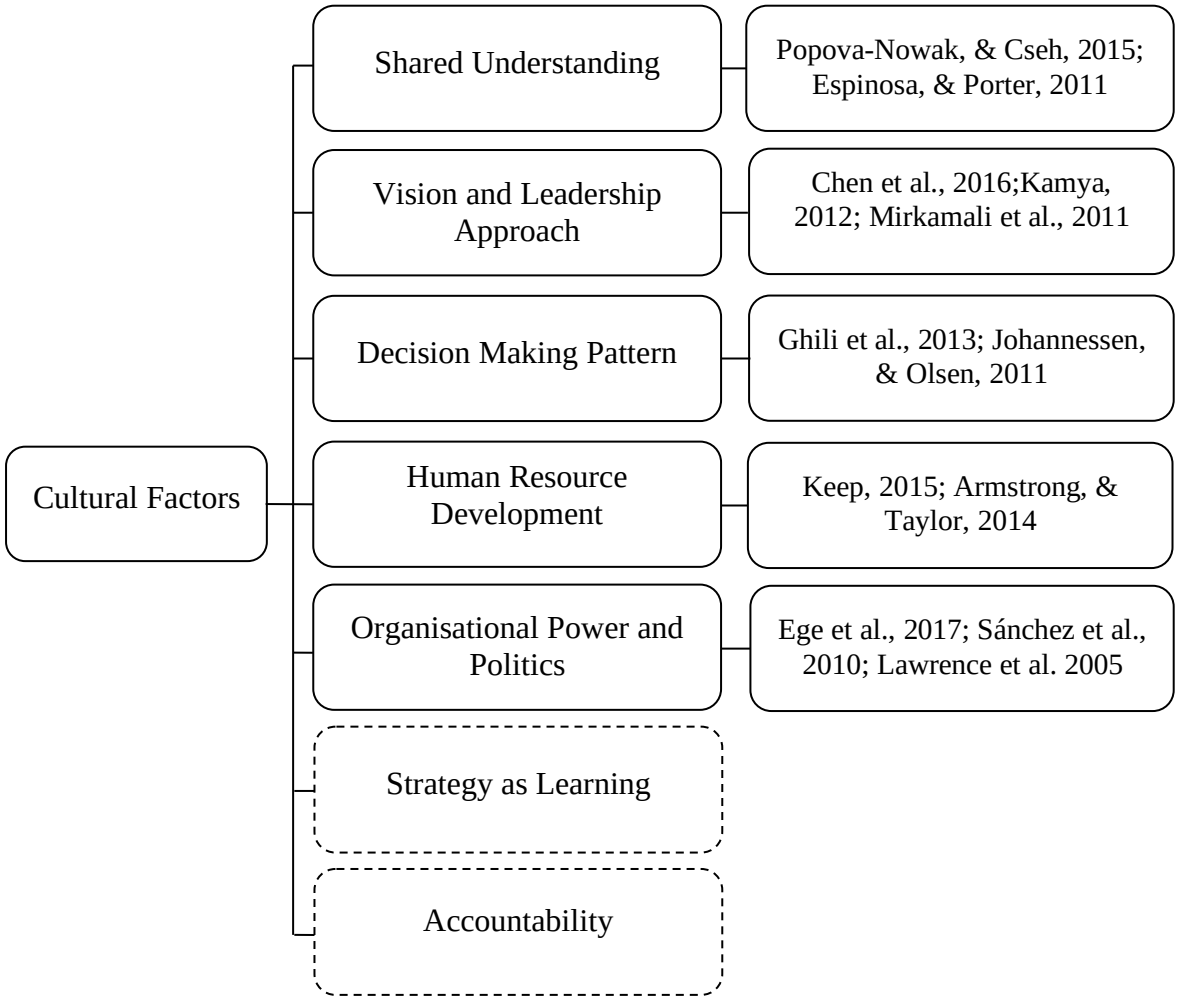


Figure 4.4: Cultural Factors that Influence Organisational Learning in a Public Sector Organisation

This discussion is based on empirical findings of the study conducted by the researcher. In summary, the researcher shows how the findings are supported by the related previous studies in this field. The explanation of the findings through the study's theoretical background was also an essential element of this section. Besides, this section also depicted the justified answer of research question two, which was raised in the first chapter of the thesis. This discussion provides extensive analytical insights to the reader about the cultural

factors of the PSO that influences OL process, particularly from the perspective of a developing country.

4.3.3 External Factors that Influence Organisational Learning in a Public Sector Organisation (RO 3)

PSO deals with several stakeholders of the society, and several external factors shape-up the policy, procedures, and socio-cultural operation of the organisation. Therefore, most of the informants in this study identified some critical aspects of external factors that greatly influenced the OL process of their organisation. Figure 4.5 shows seven external factors that influence OL in PSO, as perceived by the informants.

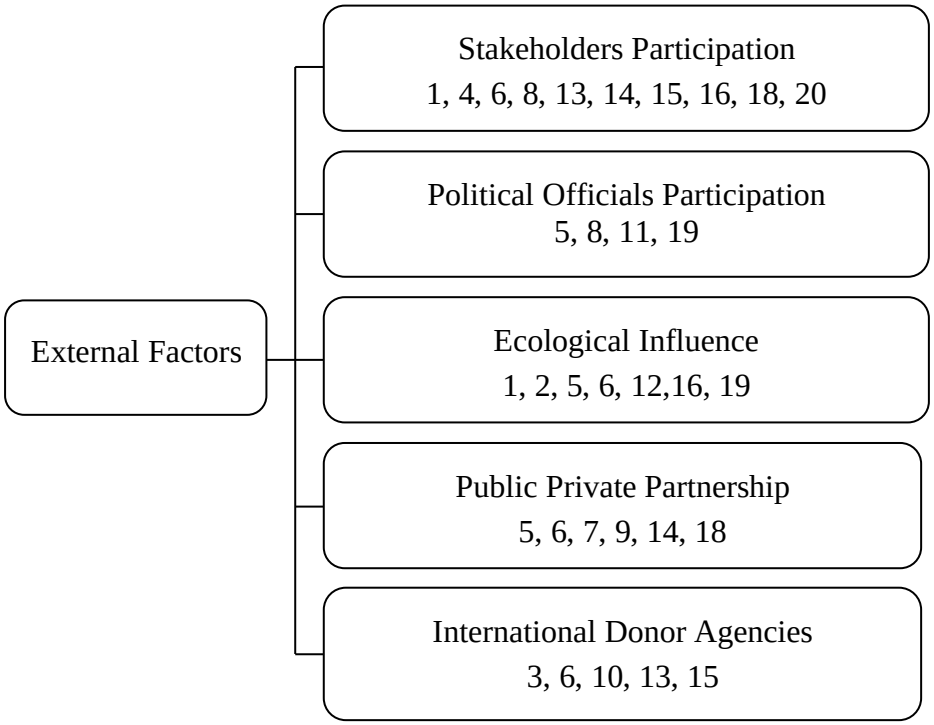


Figure 4.5: External Factors that Influence Organisational Learning in a Public Sector Organisation

4.3.3.1 Stakeholders Participation

In public policy, stakeholders may include any person or organisation whose interest may be positively or negatively affected. This includes government organisations and private businesses of all sizes, local authorities, general community, other interested parties, such as voluntary and community organisations, disadvantaged groups, indigenous groups, and people of non-native language speaking background. The key informant mentioned about a new kind of product and service innovation that can increase people's participation in PSO. He stated some of the recent initiatives taken by the organisation:

> "…*Continuously we are trying to bring new products and services to diversify our service capability. We have introduced new despite schemes, i.e., school banking is one of our most successful savings scheme targeting the school going children so that they can gain the importance of savings from their early ages.To attract foreign deposit, we have arranged an agreement with Western Union so that the workers living abroad can send their money to the relatives very quickly at a very minimum cost. Some arrangement will be made with other companies shortly*…"
>
> [Informant 1]

Informant 4 emphasised on stakeholders participation in PSO, as people's organisation it is imperative to be people-friendly organisation:

> "…*I firmly believe public sector organisations are people-oriented, as this is people's organisation. So, the general people are the main stakeholder of the organisation. When you have such a huge stakeholder community, you need to meet versatile issues in delivering services. Organisational learning is the only instrument that can be capable us of meeting the people's emerging demands because they come with different kind of insights or perspectives about government operations. In this way, they (stakeholders) play a significant role in the organisational learning process, particularly in public sector organisation*…"
>
> [Informant 4]

Another key informant added that stakeholders' participation can bring new insights to the organisational vision:

"*…I think it can bring new insights to our learning process, as the socio-economic demands of the people drive us. Dealing with people helps me to learn the duties and responsibilities of a public servant. It helps me a lot in terms of my career progression in this organisation. Because in public sector organisation it is imperative to know the demand of people (stakeholder) and learn from them, as it is their organisation…our core vision and mission is to serve them in a better manner. So, I think learning is heavily influenced by the people's participation in the public sector organisation…*"

[Informant 8]

Informant 13 highlighted on stakeholders' participation, as part of corporate social responsibility for the organisation. She stated that:

"*…In the branch control department, we frequently visit several branches of the bank as part of our daily activity. Due to the welfare governance, Bangladesh Bank has a clear indication for initiating corporate social responsibility (CSR) in public sector financial organisations to promote public participation in their every day's work activities. Our department provides financial assistance as a grant to different people and organisations under the CSR program of the bank with the approval of the Board of Directors. An amount of Tk. 46.61 lac was granted in the last financial year 2013/2014. Distributing gifts along with crest among freedom fighters, distributing worm clothes among freedom fighters, physically disable and financially insolvent people, distributing clothes and foods among the poor people in the months of Ramadan, etc. are being undertaken as CSR activities…*"

[Informant 13]

In a similar vein, informant 14 mentioned about some of the recent CSR activities taken by the organisation to engage with people:

"*…RAKUB also has a vision of nurturing brighter minds of Bangladesh, as part of the vision, our organisation awarded Prize Bonds worth Tk.1,000 and Tk.1,500 to high-achieving students who secured GPS-5 at SSC and HSC examinations, and whose parents are loaners of RAKUB. Accordingly, 125 students in 2006, and 106 students in 2007 were awarded prize bonds as a reward for their academic excellence. In 2009, the prize bond amount was raised from Tk.1,000 to Tk.2,000 and from Tk.1,500 to Tk.2,500, which was approved by the RAKUB Board of Directors in 2008. It has, of course, formulated a set of stringent rules and has formed a monitoring committee with a DGM to ensure that appropriate candidates are awarded the rewards. This is our commitment to become RAKUB more people's organisation by engaging them through our social responsibility…*"

[Informant 14]

Moreover, informant 15 stressed on peoples engagement, which should be treated as part of the corporate strategy:

> "…*If we do not learn from our stakeholders, then it is really difficult to know about their desire. So, they are a great source of knowledge in public sector organisation like us. We always have to comply with peoples' demand, and on the basis for their demand, we formulate and implement our organisational strategy. So, to ensure transparency in the distribution of loan, effective steps are taken by arranging loan fair outside the bank premises in the presence of local elites, local representatives and mass people. I think, this kind of initiative will enhance our organisational accountability towards public service. Accountability enhances the organisational learning capacity of the organisation*…"

[Informant 15]

Informant 16 also deliberately emphasised on corporate social responsibility by adding another example of the organisation's investment in eco-friendly development projects:

> "…*RAKUB encourages investment in such areas as poverty alleviation, women's empowerment through income-generating activities, environment development, nursery development, etc., through its Small Enterprises Credit Programmes (SECP). It is providing loan for non-farm activities and has made setting up of Effluent Treatment Plant (ETP) compulsory for industries that may cause pollution of the environment. RAKUB is also giving incentives to those who are keen on installing biogas plants in their poultry and dairy farms. It has special credit schemes for teachers of government primary schools*…"

[Informant 16]

Also, informant 18 perceived that service innovation can bring organisation and stakeholders closer:

> "…*Public sector organisations are service-oriented when the organisational motto is to provide services to the stakeholder; there is a need for service innovation…I mean, how to deliver better service to the people based on their expectations. And for innovation, organisational learning is a must. Because organisational learning equips us to learn from versatile aspects of organisational life which enable us to improve and innovate new kind of public service by peoples need*…"

[Informant 18]

Finally, another key informant added that good governance can be achieved by instilling contemporary knowledge from the community:

> "…*People's (stakeholder) participation has been introduced, together with good governance, as the vital element in achieving effective outcomes of aid assistance in developing countries. Social researchers, side by side with the government, stipulate that good governance can only be achieved by incorporating the community's knowledge into their social and political life.Our organisation introduces citizen's charter to get involved with the people and make more aware of their expected service. Recently, good practice policy and innovation unit have been incorporated in our organisation with the motto of "Putting Peoples First," these initiatives bring a tremendous change in our learning process to become a people-oriented organisation*…"

[Informant 6]

The informants indicated that the people (stakeholders) participation is a great source of knowledge to the organisation, from which an organisation can gather information, improve them and provide better service by the people's perception towards their desired organisational objectives.

Stakeholders participation is identified as one of the major influential factors of OL in PSO. PSOs are established for the vision of public service, so it is imperative to provide better service by knowing the public demand. Moreover, PSO's ownership goes to the public, and feeling the pulse of the society is one of the core values of the public sector work ethics (Pandeya, 2015; Gaventa & McGee, 2013; Gaventa, 2004; Lowndes & Wilson, 2001; Fountain et al., 2003). Accordingly, informant 4 expressed his opinion on this matter, "I firmly believe PSOs are people-oriented, as this is people's organisation. So, the general people are the main stakeholder of the organisation. When you have such a huge stakeholder community, you will meet multiple issues in delivering services. OL is the only instrument that can help us to be able to meet the people's needs because they come with different kind

of insights or perspectives about the government operations. Hence, they (stakeholders) play a significant role in OL, particularly in PSO" (Chen, 2017; Yang, 2008).

In contrast, informant 8 mentioned that it might not help to enhance internal management efficiency, as PSO is managed based on specific government rules and regulations (Boona et al., 2013; Yang, 2008; Thomas, 1995). "But I think it can bring new insights to our learning process, as the socio-economic demands of the people drive us. OL helps me to learn the duties and responsibilities of a public servant". In a similar vein, informant 14 stated that when people (stakeholders) are the main concern, then it is imperative to gather knowledge from their viewpoint, it may not have direct influence, but may have a submissive impact on the OL process. By learning from the people, an organisation can accomplish its expected performance (Srimai et al., 2011; Kaifeng & Hsieh, 2007; Zhang et al., 2005; Huber, 1991). Finally, informant 6 boosted up the concept of peoples participation in PSO learning process. He precisely mentioned several contemporary initiatives taken by the government for greater engagement of the stakeholders with PSO that can bring new insights to knowledge management and the overall OL process of the organisation, that is, citizen charter, service innovation unit, and incorporation of good practice policy (Rafique & Khoo, 2018; Nawaz, 2012; Gilson et al., 2009; Gaventa & Barrett, 2012; Lowndes & Wilson, 2001).

4.3.3.2 Political Officials Participation

Several informants argued that OL in PSO is no longer fulfilled without the discussion of political affiliation or the political officials' participation in these organisations. Though they informed that politics might hinder OL process, yet this is also a kind of OL process, in which PSO need to learn from the obstacle. As described by informant 8:

"*…I think as a public sector financial organisation, RAKUB has strong alignment with the government. As a constituted organisation, we abide by government rules and regulation. The government runs by its political ideology; in that sense, we are also a part of the system. I am not saying that we are abiding by those ideologies, but somehow we are influenced by the ideology and political officials'/agents participation; it also intensifies the situation more towards the ideological amalgamation. In most of the cases, it might hamper our responsibility as a public servant, but it is a part of the learning process in a public sector organisation. We have the ability of environmental scanning by working with such people in the organisation; it can also boost up our perfectibility towards the upcoming changes in the socio-political arena of the organisation…*"

[Informant 8]

Informant 11 asserted that this kind of political affiliation helps them to understand good relation with the government:

"*…Learning is a holistic matter, particularly in public sector organisation where public perception and political affiliation is very high. Our organisation is a public company established on Bank Company Act – 1991, so in that sense, we are a public sector company, and political officials are affiliated in our organisation because the government is used recruit advisors for the bank from their political point of view. It may create some negative influence on the learning process by imposing a specific type of political manifesto, but it is also good that the organisation can run their business operation aligning with the government's political ideology.Political attention may provide incentives or force public officials to reflect on the past and current performances of the organisation…*"

[Informant 11]

Smilarly, another key informant emphasised on the same point of making affiliation with the government:

"*…We may have some recruitment in top-level management by political affiliation. This kind of affiliation is quite common in another country also; I think this can help us to work with the government more closely towards our desired goal. As a public servant, it is also imperative to know about the political views of the government. I believe politically affiliated people who work in our top management they play the role of a bridge, maintaining good relationships with the government and they also know the socio-political demand of the society in a better manner. So, I think it positively. We can learn the real socio-political scenario of the country, which can enable us to be more people oriented and that allow us to provide better public service…*"

[Informant 5]

Informants argued that political officials participation in the organisation is good for learning about the socio-cultural situation of the country, but in a restrictive manner; the political ideologies cannot mingle with the administrative process of the organisation.

The notion that OL would contribute to the achievement of the organisation's strategic objectives is problematic to the public sector, in a context that policy outcomes are often difficult to quantify. OL in PSO is often reduced to an outcome of political pressure on the need to be seen 'doing something'; although learning can be 'embedded richly in the taking of an action, rather than simply considering its ultimate consequences' (March 1991, p. 3). Supporting this argument, the informant stated that,"learning is a holistic matter, particularly in public sector organisation where public perception and political affiliation is very high. Our organisation is a public company established on Bank Company Act – 1991, so in that sense, we are a public sector company, and political officials are rather affiliated with our organisation because the government is used to recruit advisors for the bank based on their political viewpoint. It may create some negative influence on OL by imposing a specific type of political manifesto on the organisation, but it is also good that the organisation can run their business operation aligning with the government's political ideology. Political attention may provide incentives or force public officials to reflect on the past and current performances of their organisations" (Jensen, 2014; Dekker & Hansen, 2004; Senge, 1990; Argyris, 1987).

Likewise, Hartley and Benington (2006) argued that poor performance might rise as public issues for PSO. So, PSOs try to learn from errors to amplify their performance towards sustainability. Informant 6 added that "we might have some recruitment in top-level

management by political affiliation. This kind of affiliation is quite common in other countries as well; I think this can help us to work with the government more closely towards our desired goal. As a public servant, it is also imperative to know about the political views of the government. I believe politically affiliated people who works in our top management play the role of a bridge, maintaining a good relationship with the government, and they also know better about the socio-political demand of the society by the dissemination of organisational vision through learning" (Solhaug & Kristensen, 2013; Rashman et al., 2009; Askim et al., 2008; Moynihan, 2005; Rashman & Hartley, 2002).

4.3.3.3 Ecological Influence

Due to the nature of the organisational function, most of the informants are concerned about the ecological influence on OL in their organisation. As an agricultural bank, they must have diversified and in-depth knowledge of the ecological condition. It is imperative to learn about the environment to foster their organisational effectiveness. Most of the informants have an educational background in agriculture and related discipline in the organisation, and they highly emphasise on ecological change, which makes them more learning-oriented to fulfil their organisational mission towards sustainable agriculture in the country. Informant 1 stated:

> "…*As an agricultural bank, our main objective is to distribute agricultural loans to the farmers. We are used to classifying the socio-economic condition of the farmer by their farmland. Not only the condition of the farmers but also the environmental risk assessment one of the major duties of the bank officials for the disbarment of the agro loan. Here is the training institute, we train our officials to be more knowledgeable about the ecology, particularly the changing nature of our environment of this region. As day by day, the northern part of Bangladesh is becoming drought-prone,and that is creating so many problems for the agricultural extension in this region. So, ecological learning takes a large portion of organisational learning in our organisation*…"

[Informant 1]

Another key informant disclosed about the present challenges in agriculture, which bring several changes in this sector:

> "…*Forty years ago many people were afraid that millions would die from hunger because we would not be able to produce enough food for a rapidly growing population. This did not happen mainly as a result of the successful green revolution. Our organisation is playing a vital role in spreading green technology among farmers for sustainable agricultural development. We are also encouraging them in the automation of agriculture. We have a special scheme for the farmers to buy power-tiller and other related automated agricultural instrument in attractive interest so that they feel encouraged going for more automation. In this way, we are facilitating the agricultural production of the country. It is one of the main agenda of our government to become self-reliant in food production*…"

[Informant 2]

Conversely, informant 5 emphasised on the farmers who are the core stakeholders of the organisation. He mentioned that:

> "…*Farmers are a very important source of information. They have in-depth knowledge of ecology. Many farmers experiment with new technologies and make in this way valuable contributions to the development of location-specific knowledge. They play a major role in the development of new farming systems. It is very difficult to test a new farming system on an experiment station. It is quite important for a farmer to be correctly informed about the trustworthiness of different business partners. Usually, the most valuable information on this topic is with his colleagues. A country where farmers are willing to share this knowledge with their relatives, friends, and neighbours has an important advantage in the competition over countries where one is not willing to do so. Information from farmers is not only important for decision making, by other farmers, but also for decisions on extension and research programmes and government policies. Information on government policies about prices, land use, the environment, etc., becomes more and more important for decision making by farmers…*"

[Informant 5]

Also, informant 6 accentuated on research and development in the agricultural sector, to discover new ideas and disseminate those ideas among the implementing agencies:

"*…Traditionally, agricultural research is considered to be the most important source of information in developing countries. But in our country farmers plays an important role in exploring agricultural knowledge, because they are directly involved with farming. In our organisation, we are used to having a monthly meeting with the farmers as one of the important forum for learning. In branches, we have instruction to meet with the farmers in a regular basis to have information about the environment as well as we are used to conductingtraining along with the environment and meteorological department of the government. These kinds of initiatives enable us to play a vital role in the coordination of different stakeholders of agriculture in one platform. You can say that; we are playing the role of one-stop solution centre for this kind of activities. These are increasing our cross-sector knowledge…*"

[Informant 6]

Informant 12 added that ecological influence on their OL is essential due to the organisational objective:

"*…It is imperative to know about ecology/environment when you are financing in the agricultural sector, as agriculture directly related to our eco-system. Particularly, production risk in agriculture arises from the high variability of production outcomes. Unlike most other entrepreneurs, farmers cannot predict with certainty the amount of output their production process will yield, because of external factors such as weather, pests, diseases, and other natural calamities. Such events are higher for farmers engaged in a monoculture of crops that are particularly sensitive to the correct use of high-quality inputs or the timing of harvesting…*"

[Informant 12]

Therefore, informant 16 emphasised on environmental impact assessment before any investment in agro-loan. He stated that:

"*…As an agricultural bank, RAKUB is contributing a large number of agricultural communities in the north-western region of Bangladesh. As known as the granary of Bangladesh, by doing so we are not only disbursing agro-loan among the farmers but also implementing several rural development programs for the government. Yes, we are a public sector organisation. But, it does not mean that as a public sector organisation we cannot go for profit, we can generate profit for the sake of society. I think to be a well established and profitable agricultural bank we need to develop our decision making capability before disbursing the agro-loan; we should go for environmental impact assessment to address the geological issues in this region for sustainable development. As a public sector organisation, we have a huge responsibility to do so. We are also*

responsible for disseminating the ideas among our stakeholders, especially farmers. Only then we can look for the sustainable performance of our organisation…"

[Informant 16]

Finally, informant 5 highlighted on some of the initiative incorporated under green banking initiative on Bangladesh Bank's guideline:

"*…Our bank has incorporated mobile banking service to the customer from March 2014, as a part of green banking initiative under the guidelines of Bangladesh Bank. We are hoping that this initiative will open a new window of sustainable performance through the contemporary learning process for our bank. Also, our branches are installing a solar panel to be emerging as one of the pioneers in green technology in the public sector organisation. Our top level management is already sanctioned a notable amount of fund regarding this matter…*"

[Informant 5]

Most of the informant indicated that the agricultural sector ecology is the main source of learning, and if the organisation is aiming for better organisational performance, it has to implement a proper OL strategy, which is embedded in ecological knowledge.

A significant numbers of the informants deliberately mentioned about the ecological influence on their organisation's OL. The organisation's core mission is to distribute agro-loan among the farmers who are living in the marginal line of poverty, and to reduce poverty for the sustainability of the agricultural sector. Due to climate change, PSOs are more incline to learn from the environmental effect on their business process strategies (Agolla & Van Lill, 2016; Fernando et al., 2016). In a similar vein, informant 2 described the situation as an agricultural bank, "our main objective is to distribute agricultural loans to the farmers. We are used to classifying the socio-economic condition of the farmer by their farmland. Not only the situation of the farmers, but also the environmental risk assessment one of the major duties of the bank officials for the disbarment of the agro loan. Here, in the training institute, we train

the executives to be more knowledgeable about ecology, particularly the changing nature of our environment in this region" (Rahman et al., 2013; Osbahr et al., 2008). As day by day, the northern part of Bangladesh is becoming drought-prone, which is creating numeorus problems to the agricultural extension in this region. Thus, ecological learning takes a large portion of OL in our organisation (Hyytinen & Toivonen, 2014; Lin & Chen, 2014).

In fact, informant 5 pointed out some of the major contemporary issues in agriculture, such as (a) the potential increase, as a result of green revolution technologies has been realised to a large extent, (b) environmental problems, such as soil erosion, pollution, and salination leading to the decrease in yields; many of the present farming systems are not sustainable, and (c) investments in agricultural research and extension have decreased (Fernando et al., 2016; Naranjo-Gil, 2009). Therefore, to collect authentic and precise information from the field, informant six emphasised on farmers as a source of OL for their organisation. Also, informant 12 stressed on agricultural research that involve farmers for better learning and innovation in agricultural sustainability (Leszczynska, 2012; Ekboir, Dutrénit, Martínez, Vargas, & Vera-Cruz, 2009). Informant sixteen supported this statement and mentioned that information about the environment is the best source of OL for PSO whose business process is closely related to agriculture (Pant, 2012).

4.3.3.4 Public Private Partnership

A public-private partnership has become crucial in the field of OL, particularly for PSO. The informants expressed their views on public-private partnership as one of the key influential factors for OL in a changing public sector environment. Informant 5 asserted that:

> "…*As this is the age of globalisation, organisations need to be more open, in terms of generating new knowledge to sustain in a vulnerable situation. Our*

organisation is also trying to be more open to learning from different stakeholders of society. The public-private partnership is such kind of idea to bring both sectors under one roof to share their specific knowledge and building an atmosphere of mutual learning from each other's experience. For instance, we have already launched mobile banking services in cooperation with the Dutch-Bangla Bank. This service will be available in all the branches very soon. I firmly believe that this is a great initiative to be more successful in terms of achieving organisational objectives…"

[Informant 5]

Informant 7 addressed the ideological differences of public and private sector organisation, and added that:

"*…The ideologically public and private sector is different, as the public sector looks for more social service and welfare but private for more profit. The public-private partnership is a concept to bridge the gaps between these two sectors to bring out more effective and efficient solutions in our contemporary society. Our organisation also has vast experience to work with the NGOs and private sector organisations, which gives us a good platform to work and share our experience to become more productive in organisational performance…*"

[Informant 7]

Moreover, informant 9 identified the sectors that are more focused on PPP projects and mentioned that:

"*…Nowadays we are paying more attention to public-private partnership (PPP) as per government initiatives. The public-private partnership is more happening in the infrastructural development of the country but in the agricultural sector government also taking such initiatives to bring out the best for the society. Our bank initiated several agricultural credit programs in collaboration with the non-governmental organisations (NGO); we found that it enhances cross-sector knowledge flow among the organisations…*"

[Informant 9]

Therefore, the informants found that public-private partnership has open a new window of learning by sharing their resources and experience. In a similar vein, informant 14 stated that:

"*…Public sector organisations face increasing demands for modern, high-quality public services. To meet these challenges, a growing number of public organisations have, in the past few decades, ventured into public-private partnerships (PPP), a novel approach to improving public services by using the expertise knowledge accumulated in the private and non-profit sectors. Partnerships usually involve a considerable financial and political commitment to the long-term development of social or economic infrastructure. Therefore, matching the financial flows with knowledge flows is of utmost importance, making learning within and between public-private partnerships a critical issue…*"

[Informant 14]

Eventually, informant 18 came across some example of public-private partnership in his organisation:

"*…The Bank has 900,000 borrowers. The loans taken by borrowers created opportunities for employment generation. Many unemployed youths have been employed in various RAKUB financed projects. Loans for production of high-value crops are disbursed among farmers under NCDP project through BRAC, Proshika, RDRS, and GKF. The Bank disburses SME loans through RAKUB Small Enterprise Credit Project (SECP) for employment generation. The project, SECP has turned to be RAKUB-SME Financing Company Limited, a subsidiary company of the Bank…*"

[Informant 18]

It is quite obvious from the informants' point of view that public-private partnership is gaining importance among the public sector employees because the new dimension of OL has taken place in this regard.

In this globalised world, inter-sector collaboration has become one of the major cornerstones for sustainable development issue. Learning from the different sectors by gathering experience and sharing of knowledge is the key challenge for development. PSOs are not lagging behind this reality, hence the concept of public-private partnership has become one of the buzzwords for governments of developing countries (Sørensen & Torfing, 2016; Metaxas & Preza, 2015; Ekström & Dorn, 2014). This is supported by informant 9 and 18,

who mentioned that PSOs are facing increasing demands for modern, high-quality public services. In order to meet these challenges, a growing number of PSOs have, in the past few decades, ventured into public-private partnerships, a novel approach to improve public services by using the expertise knowledge accumulated in the private and non-profit sectors (Bovaird, 2010, 2004; Bogason & Musso, 2006; Sørensen, 2002).

Therefore, by sharing cross-sectoral experience under a legitimate platform, public-private partnership is propelling a new era of the collaboration of development in developing countries (Verma, 2016; Vangen et al., 2015; Forrer et al., 2014; Rufín & Rivera-Santos, 2012). These projects are incorporating some potential to leverage financing, risk sharing and innovation, and market access in the agricultural sector. As stated by informant 1 that, "in the age of globalisation, organisations need to be more open in terms of generating new knowledge to sustain in a vulnerable situation. Our organisation is also trying to be more open to learning from different stakeholders of society. I firmly believe that this is a great initiative to be more successful in terms of achieving organisational objectives" (Vangen, 2017; Brinkerhoff & Brinkerhoff, 2011; Chien, 2016; Brickell & Elias, 2013; Boland, 2012; Spielman, Hartwich, & Grebmer, 2010).

4.3.3.5 International Donor Agency

In developing countries, governments used to take assistance from international development agencies, such as, DFID and NORAD. Informants stated that collaboration with the development partners is a great source knowledge, as the international development partner has vast experience working in development projects and programmes. Informants 3 mentioned about new insights of these projects:

"*…Learning occurs when we meet new kind of experts specialised in a specific field. I found that it is an imperative be collaborating in the development program. Through this, we can share our experiences to be more productive and effective to bring out more form development programs. Our organisation plays a vital role to collaborate with such development programs in rural areas. The finance and technical support came from international development/donor agencies, and we support them to access into grass-root level agricultural communities which owe that support from the program…*"

[Informant 3]

In addition to this opinion, informants 10 described from his experience of how these projects were deals by the bank:

"*…My department was directly involved in this program. Small Enterprise Development Credit Program was financed by NORAD (Norwegian Agency for Development Cooperation) with our organisation. The main objective of the project is to create employment opportunities through the development of small/micro enterprises. It gives priority to financing the women entrepreneurs' business and creating a minimum of 20% of women entrepreneurs. The project would provide training, credit support and other related services to the entrepreneur. It was great learning experiences form them as they have versatile experience in development projects all over the world. In this globalised world it is imperative to exchange of knowledge from global manner so that we can compare to the other development programmes and prepare ourselves for better development project implementation, but in such kind of project uncertainty of desired performance level is very high as the outcome depends on environmental turbulence related to agriculture. The desired project performance is always evaluated under high-level of public scrutiny. So, that learning is the only option to survive and succeed in such developmental projects…*"

[Informant 10]

In a similar vein, informant 13 elaborates on his experience in relation to these foreign aided projects:

"*…Our organisation has several experiences to implement development projects in association with the international development partner. Northwest Crop Diversification Project was funded and technically supported by the ADB (Asian Development Bank). It was a big project and several government organisations, NGOs were involved in implementing this project. Through which we came across different expertise from a different field, and it was a great learning experience. It also helps us to improve our project coordination capability. But we were always under pressure of learning from new kind of experiences as this project was*

related to the ecological change of the river basin of the north-western region of Bangladesh. Surviving in such a project is solely depending on the free flow of the information through organisational collaboration…"

[Informant 13]

Most of the informants indicated that collaboration capability is the most important learning in such projects for PSO. Informant 15 mentioned that:

"…*I worked in Small Enterprise Development Credit (SEDC) Programme and Northwest Crop Diversification Project (NCDP), in both projects as a project officer. I think collaboration among the agencies is a good platform for organisational learning, as they come across the different background with a different kind of experience. There is a good opportunity to learn from each other; even organisations can find out their shortcomings by exchanging their views and thoughts. The most important thing is to have a cross-sectoral learning experience. So, that people can interact in an atmosphere where experts from different field share their ideas in a very practical manner. But political and bureaucratic constraints; the unequal nature of the aid relationships; problems internal to the organisation of aid agencies may create embargoes in the proper implementation of the project*…"

[Informant 15]

Moreover, informant 6 also added some new ideas on such international aided projects, which could bring better collaboration and performance:

"…*I think during the collaboration with international donor/aid agencies, it is imperative to go for project feasibility first. Different donor agencies come with their agendas and objectives in development projects. Not only but also local political affiliation is also a serious matter for the success of such projects. But I have trust in my top management they are capable enough to a re-evaluation of the feasibility of this kind of aid projects; they have enormous experience in project management. This may enable us to coordinate different actors for the success of projects*…"

[Informant 6]

With the new public management, PSOs are more organised to collaborate with international aid/donor agencies to mitigate budget and technical deficit and find out cutting edged solution for the development program. Cross-sectoral collaboration is a must to meet

the growing demand of the people in PSO. Particularly, government in developing countries cannot afford their development budget for several reasons, such as budget deficit, lack of national financial management, poorly managed revenue system, corruption, natural disaster, the deficit in national production due to lack of efficient workforce, political instability, geopolitical issues, and lack of foreign investment. These reasons may influence government decisions to approach the international aid to boost up the economy. However, in most cases, international donor agencies have their agenda through these development projects. Thus, the government should have better policy and implementation plan to accommodate comparatively competent development partner for the national interest of the country. Otherwise, international aid/donor agency may exploit the situation.

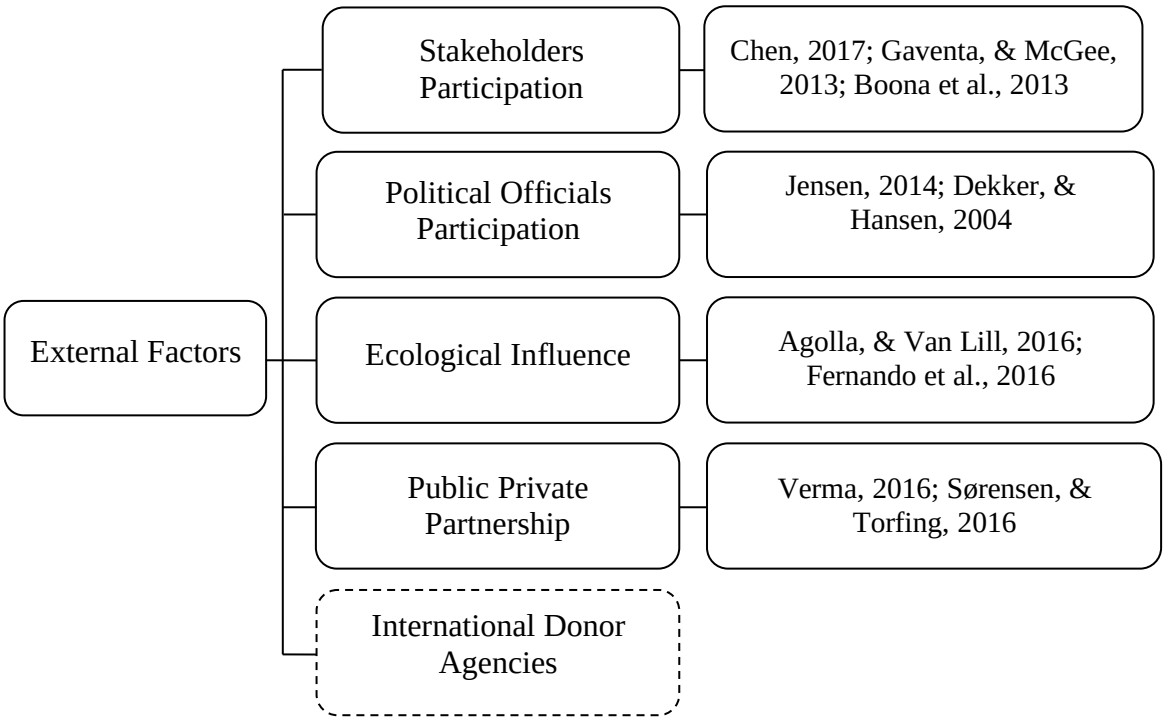


Figure 4.6: External Factors that Influence Organisational Learning in a Public Sector Organisation

In summary, the researcher shows how the findings are supported by the related previous studies in this field. The explanation of findings according to the theoretical background of the study is essential to this section. This section also depicted the justified answer of the research question three, which was raised in the first chapter of the study. The discussion also describes some new findings, which may be regarded as the novelty of this study. Therefore, this section provides a better understanding of the study. The readers of this study will acquire rigorous insights about the external environments of PSO that could influence the OL process, particularly in a developing country perspective.

4.3.4 Types of Organisational Learning in a Public Sector Organisation (RO 4)

Informants were asked to discuss their experience on the types of OL and their preference about the method of OL in their workplace; particularly when change is a constant process to cope with new situations.

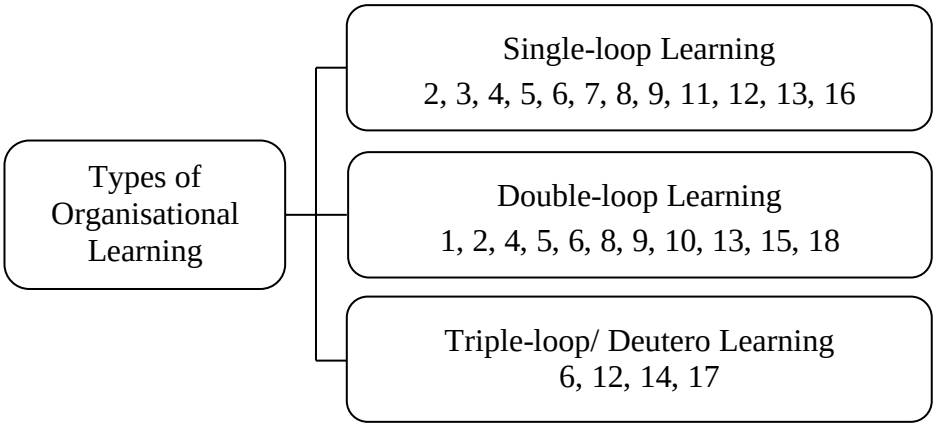


Figure 4.7: Types of Organisational Learning in a Public Sector Organisation

Figure 4.2 shows the findings of the mid-level managers' perception of the types of OL in PSO. Informants pointed out three different learning pattern in their organisation to discuss the whole learning process from their experience.

4.3.4.1 Single-loop Learning

Most of the key informants advocated that single-loop learning is one of the best ways of OL in PSO. Informant 2 asserted that:

> "…*Our organisation starts its journey aiming to develop the agricultural sector of the northwest region of Bangladesh. This is the prime goal of the organisation. We have some specific mission, visions, and goal, which are clearly defined by government, regulatory authority and Bangladesh Bank...with their directions our board of directors makes the regulations for field-level activities. Those rules are informed to every employee of the organisation, and they try to learn the work process from those procedures and get the instructions...this is the formal organisational learning. Another thing is on the job learning or employees can learn by doing their job...sharing work experience...learning from the superiors... also there is formal training...we have a rich training institute in our bank...these training programs conducted by several departments of the bank and also Bangladesh Bank...Bangladesh Institute of Bank Management also conducts training in association with RAKUB...through all these procedures we are achieving our organisational learning. Training is very important for organisational learning because training will equip the employees of the bank and provides real-life ideas about their designated work. Like in house training, we bring experts from outside of the bank or, also invite experienced and efficient employees within the organisation. Besides this expert from a training institute, from a different region of the bank they earn different experience...we try to bring all these innovative and diversified ideas under one umbrella. That's why when we conduct training here, participants get much more real-life experience and ideas from here and then they can execute this in a better manner in the field. The core objectives of training here are too well equipping our employees for the future. It is not just about formal learning...it is all about holistic learning...that they can apply the learning in real life. They get confidence and efficiency from here. A capability build-up is done here. We invite old and new employees for the sake of better learning. They enrich their self. In a nutshell, learning about rules and regulations, on the job learning and formal training makes the organisational learning more fruitful in our organisation*…"
>
> [Informant 2]

Informant 3 also added that learning within the organisational setup is known as OL:

> "…*Organisational learning is the process of learning within the organisation on the individual, group, or organisation as a whole. It is on the job learning. It can happen individually, organisationally, socially also...*"
>
> [Informant 3]

Another key informant described OL from his thirty-one years of organisational experience:

> "…*I started my banking career in 1984 as a senior officer, then probation period was for one year, after that, I complete foundation training for 45 days then my first posting was in Rajshahi as a planning officer. I have gone through credit-related activities, project-related, and operational activities of the bank. After that, I was designated as a branch manager in union, Upazila and district level. And then I work in a divisional office as an assistant general manager for 1.5 years. After that, I started as a senior faculty in RAKUB training institute, and still, I am working as senior faculty. From that point of view, I can say that organisational learning is all about creating knowledge, acquiring knowledge, disseminating knowledge, retaining knowledge for the sake of better organisational performance for sustainable development in a comparative work environment. As the organisation is a set of people who come from different backgrounds, like technical and non-technical, but there is a common goal of the organisation as a whole, and it is the development of agriculture in this agro-based society. Finally, to me, organisational learning is a part of an organisational culture, which can drive an organisation towards its optimum goal with knowledge-based management. Organisational learning is also related to leadership philosophy, which is effective and efficient through social connectivity. Formal learning is really important, along with informal learning. There should be coordination between formal and informal learning*…"
>
> [Informant 4]

Similarly, informant 5 articulated his opinion on single-loop learning, as a combination of formal and informal learning in the organisation:

> "…*Organisational learning is the directive knowledge about set rules, target, objectives of the organisation, and to know how the organisation went through upon its work process. Organisational learning is a process to learn from the organisation. There is formal and informal learning. Formal learning is really important for an organisational, and at the same time, informal learning has a great influence on organisational learning so that there should be a combination of formal and informal, which make organisational learning holistic towards organisational performance. On-the-job-learning is essential for any person of the organisation, as we also call it on the job training, which teaches the organisational responsibility, relationship, protocol as the culture of the organisation. I want to define organisational learning as an acculturation process within and outside the organisation as a whole. This can prepare a man as a whole the organisation for the upcoming changes...*"
>
> [Informant 5]

Correspondingly, informant 7 expressed his opinion by supporting informant five's statement:

> "…*Organisational learning helps to work effectively and efficiently in the organisation. To know how to maintain the rules and regulations, hierarchical positions, designated work, fulfil the professionalism. In a nutshell, organisational learning is all about the combination of formal and informal in the workplace, which is firmly based on the culture of the organisation*..."
>
> [Informant 7]

Another key informant mentioned that knowing about the organisational rules and protocols are part of the OL process:

> "…*Personally, as an organisational being, I have a general understanding of organisational learning. Every organisation has its own rules, procedure, and its structure and culture. To know all the matter and to prepare the workforce for better performance by organisational culture is known as organisational. First of all, every organisation prepares its workforce with its organisational goals and objectives. To prepare efficient employees, we need organisational learning. Institutionalisation process is the major ingredient of organisational learning. Policymaking is also a part of organisational learning. Making policy within the public sector organisation is a long process. It is made by the government. Formal and informal is part of this process. Both are important regarding organisational learning. Informal is important for an individual's attitude, personality, and as a social being, which can largely influence his/her formal learning and organisational learning process as a whole*..."
>
> [Informant 8]

Informant 9 reported that OL is the formal process of knowing about the organisation to work as an organisational being:

> "…*To me, organisational learning is the formal process of knowing about the organisation, including the rules and regulation, code of conduct, and other official protocol. It helps us to accomplish our designated job within the organisation. Yes, informal learning, i.e., learning from social media help us to enrich, but formal learning about the organisational process to perform like an organisational being is the priority of organisational learning*..."
>
> [Informant 9]

Likewise, another key informant emphasised the same thing that organisational rules are the crucial source of knowledge within the organisation:

> "…*Knowing about organisational rules and regulations and work by that is the first and foremost responsibility for an employee. Organisational rules are made by experienced policymakers in public sector organisation, so for better performance, we need to follow the organisational rule book properly. I think this is very important for the organisational outcome...*"
>
> [Informant 11]

Informant 12 firmly believed that organisational policy, procedure, rules, structure, and culture are deeply rooted in the organisational process. Thus, knowing these things from the experts of the organisation enhances the employees' learning capabilities:

> "…*We have certain responsibilities in our organisation; abide by the specific organisational policy, procedure, rules, structure, and culture. I think, to learn about these things is part and process of organisational learning through organisational experts. It specifies our particular role in the organisational process...*"
>
> [Informant 12]

One of the key informants in this research is informant 13, who is one of the female informants among two female informants. She mentioned that:

> "…*We have some routine and repetitive work in the organisation. These are known as the designated work for the organisation. Every day we are used to doing such routine work; it makes us an expert in a particular field. By doing the routine work, we can gain our ideas to do the work in a better and efficient manner so that our performance can be appreciated by the management. I believe this is a classical learning process, though we can learn from the changing demand of the workplace...*"
>
> [Informant 13]

Informant 16 corroborated by adding that learning could enhance individual and collective performance for the future:

> "…*Learning is an integral part of organisational development. If we want to develop individually and collectively, there is no other option to learn about organisational procedures, as it is the only way to survive in the organisation and prosper for the future, but for the betterment of efficiency, we may reshuffle our existing process and strategies within the corporate regulations*..."
>
> [Informant 16]

Another key informant indicated some of the main issues in single-loop learning as the basis of OL:

> "…*In my every day's organisational work, I am used to asking myself whether I am properly accomplishing my organisational duties. What about my organisation, is it proceeding properly, or we need to change the way of work to get a better result cost-effectively as the resource is limited. This kind of realisation in the organisation is a must for better and proper performance in the workplace*..."
>
> [Informant 5]

Informant 6 also added new insight into the discussion by mentioning about organisational protocol:

> "…*I think organisational learning is all about knowing the organisation where I am working. Knowing about the core objectives of the organisation and act by the organisational objectives. To me, learning about how to maintain organisational protocol is the best and only way to perform in the organisation because it can enhance our efficiency*..."
>
> [Informant 6]

OL is the process of creating, retaining, and disseminating knowledge within the organisation. Accordingly, single-loop learning is like a double-edged sword; single-loop learning enables organisations to do their work better in routine and repetitive operations. However, single-loop learning may also act as blinders for more radical change or adopting new strategies needed to address environmental change.

Most of the informants of this study found single-loop (adaptive) learning is a common phenomenon in PSO. As mentioned by informant 13; we have some routine and repetitive work in the organisation. These are known as the designated work for the organisation. Every day we are used to doing such routine work; it makes us an expert in a particular field. By doing the routine we work, we can gain our ideas to do the work in a better and efficient manner so that our performance is appreciated by the management. I believe this is a classical learning process, though we can learn from the changing demand of the workplace (Duijn et al., 2010; Van der Knaap, 2004; Arygris & Schön, 1996; Levinthal & March, 1993; March, 1991; Levitt & March, 1988; Fiol & Lyles, 1985). Informants address this type of learning process in their workplace. The learning is guided by the rules and procedures of the organisation.

Moreover, informants identified single-loop learning an instrument to become efficient in their designated work in the organisation, which is mentioned in the bureaucratic theory of the organisation. Informant 5 asserted that "in my every day's organisational work, I am used to asking myself whether I am properly accomplishing my organisational duties. What about my organisation, is it proceeding properly, or do we need to change the way we work to get a better result, cost-effectively as the resource is limited". This kind of realisation is vital for better and proper performance in the workplace (Mohan et al., 2010; Moynihan, 2005). Several informants even identified it as accurately performing their routine, which leads to efficiency and helps them to achieve their strategic organisational performance (Gilardi & Radaelli 2012; Howlett, 2012; Fiorino, 2001; Jenkins-Smith & Sabatier 1993; May 1992).

Several researchers suggested that single-loop learning only took place in the public sector context. In a similar vein, informant 8 asserted that every organisation has its own rules, procedure, structure, and culture. To know all the matter and to prepare the workforce

for better performance by organisational culture is known as organisational. First of all, every organisation prepares its workforce with its organisational goals and objectives. To prepare efficient employees, we need OL. Institutionalisation process is the major ingredient of OL. Policymaking is also a part of OL. Policymaking within the PSO is a long process, which is handled by the government. Formal and informal is part of this process. Both are important to OL. Informal is important for individual's attitude, personality, and as a social being, which can largely influence his/her formal learning and the OL process as a whole (*Visser* & *Togt, 2016;* Maden, 2012; Howlett, 2012; Dooren, 2011). Thus, single-loop learning is regarded as the classic way of the learning process in PSO.

4.3.4.2 Double-loop Learning

Double-loop learning asks 'Can we do it better?', and goes beyond the process of monitoring errors to determine ways of changing processes to make them better. In traditional government, it is more about effectiveness, by raising questions about whether outputs are particularly well-directed towards achieving the desired outcomes. Several informants agreed that such type of learning is happening in PSO due to the recent reform initiatives by the government. As informant 1 mentioned that:

> "…*In our organisation, we are going through several reform programmes to enhance our capability for better performance. Like in training institute, we are designing our training based on contemporary banking issues, i.e., SME Financing & Entrepreneurship Development, Green Finance, and Financial Inclusion, IT Security & Presentation of Fraud/Forgery, Basel-III & Risk Management in Banks, Innovation in Public Service, etc. It means we are not only maintaining conventional and procedural learning in our organisation. Our management wants to see that RAKUB is an innovative public sector organisation towards better public service and organisational sustainability. To achieve that goal, our training institute is conducting training and knowledge sharing sessions in the training period and a joint task with information communication and technology department we are conducting e-learning session...*"

[Informant 1]

In a similar vein, informant 2 added that recently the government initiated a Governance Innovation Unit to promote new ideas in PSO:

> "*…As a public sector organisation, we are abiding by government rules and regulations; even when the government initiates new reform programmes, we follow the instructions to cope with the changing situations. Recently, the government initiated Green Financing as part of environmental conservation of the country, keeping peace with the government and followed by Bangladesh Bank's guidelines, we are designing our training programme, which has a separate and special session for Policy Guidelines for Green Banking; Creation of Climate Change Risk Fund, In-house Environment Management in Bank; Online and Green Banking. These kind of training are quite a new idea I have seen throughout in my banking career, particularly after joining in RAKUB training institute as a faculty member. So, I must say that the way public sector organisation is changing to cope with the new environment and to compete with its counterpart and to sustain in a turbulent competitive atmosphere, it is quite obvious that they are thinking beyond the conventional learning process. Yes, the organisational procedure is the base for learning in the organisation but changing nature of the business environment is paving the platform to think in a faster and unconventional way...*"

[Informant 2]

Informant 4 is also a faculty member in the training institute; he is an eminent advocate of revisiting the basic organisational mission, goals, and strategies regularly so that innovation in governance can be a fruitfully implemented in PSO:

> "*…I am profoundly grateful to our policymakers that they have initiated such an innovation programme in the public sector organisation. Though this is the demand of modern public service to initiate new ideas and successfully implement them to make public service easier to the general people of the country. Initiating corporate social responsibility in our organisation is the example that the government has a complete commitment towards a welfare state. In doing so, our organisation is finding out a new avenue of corporate social responsibility by identifying the sectors where society is struggling for developing the condition of people. Our bank is playing a major role to investigate and promote development programmes in the desired segment of the society through a new kind of learning and innovation...*"

[Informant 4]

A new kind of learning process is happening throughout the PSO, as the New Public Management and E-Governance is initiated in government bodies. Thus, informant 5, who is working as the principal of the training institute, stated that:

> "…*In the training institute, we are trying to prepare our employees to take the next level of challenge in this highly competitive business world to survive. In doing so, we are incorporating contemporary training and learning programmes to meet new challenges. We are promoting several learning sessions, which were previously not well identified and recognised in public sector organisation because we are getting out from the classical bureaucratic type of nature and trying to incorporate a people-friendly and welfare organisation, which can fairly compete with its multi-sectoral counterparts to survive in this twenty-first century. For instance, in the general banking training, we have included Customer Relationship Management (CRM) and Social Connectivity and Business Development concept to be more customers-oriented and to reduce our conventional image of the bureaucratic type of organisation. It means we are prioritising new kind of learning to sustain in the future...*"

[Informant 5]

Another informant, who is the assistant general manager of the personnel department of the organisation, stated that:

> "…*Along with Branch Control Department and Innovation Team, we are involved in the development of the work environment and customer service development. Particularly, in the branch level, we are trying to initiate new ideas to develop our work environment, to make our organisation more lucrative as build up career for the promising workforce, at the same time we are making sure that our service quality to be enhanced through motivation and commitment of our workforce, to promote such activity there is a reward system in our organisation. This interdepartmental collaboration also enhances the theme of learning in a team. I believe this kind of initiative is fruitful for long term efficiency for the organisation...*"

[Informant 6]

Informant 8 is one of the most important informers in this regard due to her direct involvement, as she plays a major role in the National Innovation System (NIS) good practice strategy:

"*…I am the in-charge officer for NIS Focal Point for my organisation. We have set forth innovation planning for our organisation, i.e. service innovation, e-service and e-filing, development of work environment, idea management and scale-up, monitoring innovation activities among subordinates, e-learning, providing monetary benefits to the inventors, reward for an innovative idea and implementation, partnership and networking, use of social media for innovation and development, publication and documentation. These are the basic areas of innovation in public sector organisation, guideline given by the government. As a public sector organisation, we abide by this guideline to keep pace with the government. We have our innovation team in the organisation made up of some promising officers and employees, who are eager, to put the organisation in the realm of success. This kind of initiatives shows that public sector organisations are also changing and reshuffling its classical bureaucratic nature, which can scale up the performance of the organisation, I believe so...*"

[Informant 8]

Information communication and technology (ICT) department are one of the major implementer of innovative services in the organisation. Informant 9 is the responsible person for implementing such innovative initiatives:

"*…The government takes the initiative to invent new kind of service and trying to make existing services more people-friendly by using information communication and technology. In public sector organisation under the shed of classical bureaucratic couture, it is difficult to exploration strategy that develops new alternatives through activities involving search, experimentation, risk-taking, discovery, and innovation. But as the public service entering in a new era by adopting modern technology, the government realises that apart from such modern progress, the public sector cannot survive in a productive and service-oriented manner. From that point of view, our organisation also adapts such changes for the sake of sustainability in terms of service innovation through searching new avenue of public services, experimenting new ideas whether it may not be feasible but need to be tested for new initiatives, any experimentation comes with tremendous risk, but now it is a new culture for our organisation, i.e. school banking is such experimentation initiative, and we are really happy that we are in the second position in the country in terms of school banking success. Online banking is another initiative because we were not sure how far we could go due to insufficient expertise and infrastructural establishment. Our customers are getting benefits from this service. Another initiative is mobile banking service; for this, we have an agreement with Dutch-Bangla Bank, the largest mobile banking service provider in the country. They are providing logistic support to us; this is an example of service innovation by partnering with a private sector organisation. This kind of cooperation helps us to learn about collaboration initiatives with the private sector. In association with the training institute, our department is providing logistic support in e-learning for the employees. You will be surprised to*

know that our bank is publishing official news, circulars, events in the Facebook so that our stakeholders can be informed about the organisation, but previously this was unimaginable due official secrecy act in public sector organisation, yes we are doing this by maintaining government procedures. Even we have a separate section named innovation corner in our official website, where easily anyone can go and post their opinion about new kind of ideas…I think these examples are well enough to understand that the public sector is learning beyond its classical boundary and engaging more towards society..."

[Informant 9]

Informant 10 described his experience as a member of the innovation team in the organisation:

"*…I think new kinds of ideas are bringing new opportunities to learn and serve in a better way. Our organisation is following and maintaining the innovation guidelines form the government. Not only that, we have our own innovation team for the organisation, combining several experts from different departments under one roof of an innovation team so that we can bring out the best ideas for our organisation and nurture innovative ideas among the subordinates. As a member of RAKUB innovation team, we have worked out with several departments and units of RAKUB in promoting new ideas for public service innovation and implementing innovative ideas to action in the organisation. We have endeavoured to create an innovation-friendly atmosphere throughout the organisation so that we can meet the growing demand of society...*"

[Informant 10]

Informant 13 affirmed her experience as part of such innovative activates in the organisation, which enhanced her learning experience at the workplace:

"*…In our department, we are used to visiting branches regularly, from our top management, we have an instruction that brings out the best ideas form root-level of the organisation. In doing so, we are working with Personnel Department and Innovation Team in our organisation to manage ideas and scale up those ideas from our line management, to promote better working environment by establishing a greater relationship with the customer and other stakeholders. Networking and partnering with the different segment of society are one of the major achievements of such an innovation programme for our organisation...*"

[Informant 13]

Moreover, informant 15 deliberately informed that the organisation is going through a transformational period, in term of organisational reform:

> "…*I want to say that our organisation is crossing a very prime time to cope with new business ideas to be more competitive and sustainable in terms of performance. I believe these changes are radical changes because previously we never thought in this way that we, in public sector organisation, will do something that is beyond our traditional way of work, or better to say, which will realise the actual effectiveness of our work in the society. The insight of such initiatives helps us to be more cautious about our present and future work, to work more effectively for the organisation and in a greater sense for society as a whole. Working in such an organisation, I feel that I am a social worker and my work can bring new insights for the sake of society at large*..."

[Informant 15]

In contrast, another key informant accepted the reform process, but he used to say it is part of organisational rules and procedure. Though, informant 18, who is a legal official in the organisation, asserted that a new way of thinking is taking place in his organisation. He admires such thought of changing process, which can bring the organisation and customers (a community in large) closer to meet the needs of the society:

> "…*Yes, some reform programme is happening in our organisation, which is good for coping with the new situation, but this is also part of traditional rules and procedures. Because, we cannot ignore the organisational procedures and our organisational learning starts from that, but for a new kind of learning process, we cannot abandon our organisational protocol and procedures. Within the organisational procedure, it might be good for the organisation*..."

[Informant 18]

Double-loop learning is the process of realisation of the organisational performance by its effectiveness towards society. In PSO, due to the reform programme, this kind of learning is frequently happening.

Informants, in this context, deliberately mentioned that recently double-loop learning had become the best way of OL process in PSO, as the public sector has adopted several

reforms, such as New Public Management and E-Governance. These initiatives pave the way of double-loop learning as the most desirable way of learning (Dooren, 2011). Several informants advocate this kind of learning process in the organisation by describing their experience and providing some examples from their organisation. Informant 8 asserted that "I am the in-charge officer for NIS Focal Point for my organisation. We have set forth innovation planning for our organisation, that is, service innovation, e-service and e-filing, development of work environment, idea management and scale-up, monitoring innovation activities among subordinates, e-learning, providing monetary benefits to the inventors, reward for an innovative idea and implementation, partnership and networking, use of social media for innovation and development, publication, and documentation" (*Visser* & *Togt, 2015*).

Moreover, she added that these are the basic areas of innovation in PSO, guidelines given by the government. "As a public sector organisation, we are abiding by this guideline to keep pace with the government. We have our innovation team in the organisation made up of some promising officers and employees, who are eager to put the organisation in the realm of success". This kind of initiatives shows that PSOs are also changing and reshuffling its classical bureaucratic nature, which could scale up the performance of the organisation (Moynihan, 2005; Argyris & Schön, 1996). This type of learning is pointed out by several researchers as social innovative learning for the greater collaboration between the organisation and stakeholders so that the changing situation can be adapted properly and effectively, and the organisation can perform well (Visser & Togt, 2015; Gilardi & Radaelli, 2012; Van der Knaap, 2004; May, 1992).

Similarly, informant 15 described that the organisation is crossing a very prime time to cope with new business ideas to be more competitive and sustainable in terms of performance.

The informant stated that "I believe these changes are radical changes because previously we never thought like in this way that, we in public sector organisation will do something that is beyond our traditional way of work or, better to say which will realise the actual effectiveness of our work in society. The insight of such initiatives helps us to be more cautious about our present and future work, to work more effectively for the organisation and in a greater sense, for society as a whole. Working in such organisation, I feel that I am a social worker and my work can bring new insights for the sake of society at large" (Kim et al., 2013; Moynihan, 2005; Fiol & Lyles, 1985). Therefore, double-loop learning is paving the way of innovation and development in a reformed PSO (Dooren, 2011). Accordingly, this study found numerous supports from the informants about double-loop learning; they confidently expressed their experiences in this regard and showed their support in such a learning process in modern PSO.

4.3.4.3 Triple-loop Learning

This type of reflexive learning is based on past practice and often very difficult in government organisations, especially in developing countries where, ultimately, the ruling party has to answer to the public rather than market forces. Informant 12 asserted that this type of learning might happen in policy-making level, by the top management:

> "…*I think the organisational learning process in public sector organisation is deeply rooted in the political system of the country. Most of the public sector organisations abide by the political manifesto of the government, even by their political ideology. Because, when the government makes their policy, they make it their political ideology. Changing and experimenting about policy is not an easy matter, because it goes through huge public scrutiny and that's why policymakers are aware of this matter because somehow they are part of the political system in the government*..."
>
> [Informant 12]

Similarly, informant 14 mentioned the political attachments of the top-level management of the organisation:

> "…*In the public sector organisation, it is quite common that recruitment at the top level is selected by the government. I think this may be good for the government to fulfil their election manifesto and convince people for next term election. People are recruited by political choice; they are always in pressure to prove they are part of political patrons, and they are unable to rethink about the organisation's core assumptions*..."

[Informant 14]

In comparison, informant 17 asserted that this kind of learning is the assimilation of previous double-loop learning:

> "…*My organisation is doing well as a public sector organisation because we are incorporating several reform programmes based on market demand, and that is why in recent years our organisational performance is good. Recently, we make our organisation a profitable public sector financial organisation. It happens because of our commitment and initiation of innovative ideas in customer service. So, I think the way we are learning in our organisation for better performance is sufficient for sustainability*..."

[Informant 17]

Informant 6, who is working in the internal control and compliance department, particularly related to the internal audit of the organisation, mentioned that:

> "…*In a public sector organisation, thinking in a new way is quite difficult due to its bureaucratic and political nature. During strategic policymaking, policymakers used to think more about government manifesto and political ideology, which is shaped by public demand. Public sector organisations handle several kinds of stakeholders, so it is quite difficult for them to reconceptualise the organisational process regularly. Because of the rigid hierarchical nature of the organisation, changing and experimenting about the decision is complicated, and sometimes it may be impossible*..."

[Informant 6]

Some scholars regard deutero-learning as an incisive form of cognitive rethinking and critical reflection on organisational core assumptions. In PSO, it is difficult to go for triple-loop learning, as it requires enormous experimentation. But public policy undergoes public scrutiny, so PSOs rarely attempt such policy experimenting initiatives.

This study founds triple-loop learning, or deutero-learning as a vague notion in PSO. Very few informants discuss this, and those who discussed mentioned that they never experienced such kind of learning in their organisation. As the reflexive learning process form the experience, this kind of learning is regarded as socio-political learning and high-level of learning about the organisation's core assumption, particularly in PSO (Dehler & Vendelø, 2010; Thomsen & Hoest 2001; Wijnhoven, 2001). Therefore, informant 12 asserted that the OL process in PSO is deeply rooted in the political system of the country. Most of the PSOs abide by the political manifesto of the government, even their political ideology. Because, when the government makes their policy, they are making it by their political ideology. Changing and experimenting a policy is not an easy matter, because it goes through immense public scrutiny; hence, policymakers are aware of this matter because somehow they are part of the political system in the government (Tosey et al., 2011; Visser, 2007; Argyris & Schön, 1978).

Moreover, triple-loop learning is concerned with defining or finding a strategic vision for an organisation. It assumes that people in organisations can only reframe how they look at their activities and roles by a degree of questioning underlying their assumptions, principles, fundamental objectives, and organisational beliefs. Thus, informant 14 stated that "in public sector organisation, thinking in a new way is quite difficult due to its bureaucratic and political nature. During strategic policymaking, policymakers used to think more about government manifesto and political ideology, which is shaped by public demand". PSOs

handle several kinds of stakeholders, so it is quite difficult for them to reconceptualise the organisational process regularly. Because of the rigid hierarchical nature of the organisation, changing and experimenting with the decision is complicated, and sometimes it may be impossible (Tosey et al., 2011; Blank, 2000).

In this study, most of the informants were in favour of double-loop learning as the most convenient way of learning in PSO, because of the several reform initiatives by the government are for better public service delivery.

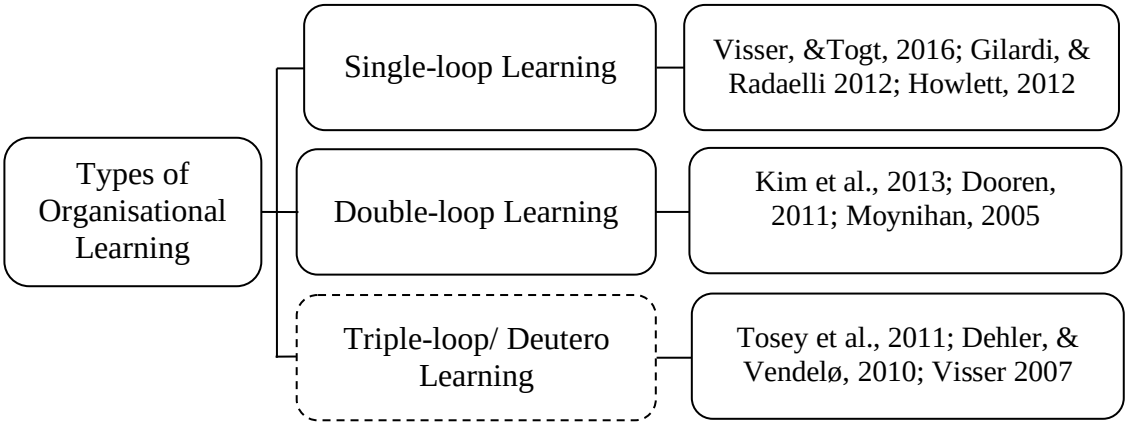


Figure 4.8: Types of Organisational Learning in a Public Sector Organisation

This discussion is essentially based on the empirical findings of the study conducted by the researcher. Through this analysis, the researcher shows how the findings are supported by the related previous studies in this field. The explanation of the findings through the theoretical background of the study is also the paramount importance of this section. This section also depicted the justified answer of the research question four, which was raised in the first chapter of the study.

4.3.5 Mid-level Managers Strategic Role in Implementation of Organisational Learning in a Public Sector Organisation (RO 5)

Informants were asked about their strategic role in the implementation of OL from a mid-level management perspective. The researcher found that most of the informants are aware of their desired role in their designated work, particularly when asked about OL and the strategy implementation, in which they profoundly and confidently express their opinion based on their versatile experience in the organisation. As they are recruited by their merit, thus, they feel ardently towards their job responsibilities. Figure 4.9 shows the Mid-level Managers strategic role in implementing OL in PSO.

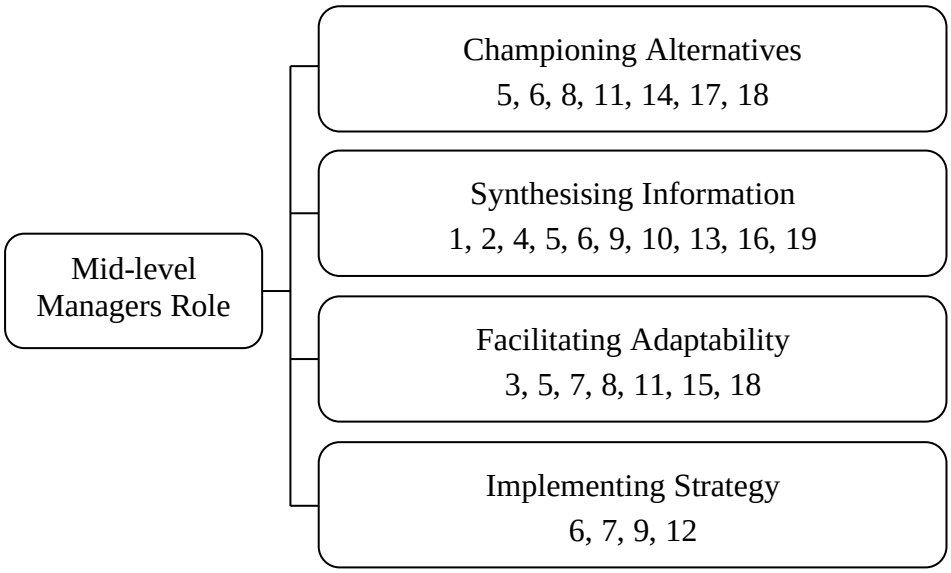


Figure 4.9: Mid-level Managers Strategic Role in Implementing Organisational Learning in a Public Sector Organisation

4.3.5.1 Championing Alternatives

Informants believe that this kind of role makes mid-level managers as essential strategy initiator and implementer of an organisation. One key informant mentioned that:

"*...Mid-level management plays a crucial role in the organisation. Their position is in between top-level (decision-maker) and line management (action-taker), so they have very strategic importance to make cooperation among the several layers. In doing so, they also take part in the strategy formulation process. As they accumulate grass-root level data from line managers, then they shape the data into meaningful information and present it in front of the top-level management. Through this process, they generate extensive knowledge management process and offer the best strategic option to the top-level; in this way, they can take part in the decision-making process...*"

[Informant 8]

Informant 11 emphasised on the strategic position of mid-level managers in the organisation:

"*...I think our position in the organisation is strategically enabling us to bring new ideas for the betterment of the organisation; we work as a mediator between the top and line management. We are used to helping in strategy-making with top management, as top management gather core information about the organisation form us. For instance, my department collects all relevant data from different departments of the organisation to prepare budget and expenditure control for the fiscal year, we analyse the collected data and then send to the top management for strategy formulation. Actually, top management depends on our report to move farther for making new strategy...*"

[Informant 11]

Another informant added that mid-level management possesses extensive internal and external knowledge, which enable them to contribute to strategy formulation:

"*...As we have direct communication with the top management, so we can also participate in strategic planning...it enables us to influence the organisational policy and buying in new ideas to the strategic process. Organisational knowledge helps us to do so, as we have upward and downward communication and accessibility, so we have extended knowledge about the organisation. But this is not possible without proper support of the top management; fortunately, our senior management is concern about it. So, they always extend their support towards enabling our full potential in the strategic process through organisational learning…*"

[Informant 14]

Further, informant 17 mentioned that mid-level manager has the sense-making and sense-giving capability in the organisation:

> "*...From our position, we try to suggest the best alternative in strategy making to our top management. During the time of reform/change in the organisation, we work closely with our higher management to cope with the change process. As we know the strategy formulation and implementation, we can contribute to both managerial levels. Our strategic position helps us to contribute to the sense-making capability and sense-giving capacity within the organisation...*"
>
> [Informant 17]

One informant provided an alternative but complementary position about the role of mid-level managers on their championing issue:

> "*...I agree with the strategic importance of our organisational position, but it does not come with the assurance that we can deliberately bring or propose ideas to our top management. But we can offer the best alternative options to the top as a situation emerge so that they can make a competent strategy. I think this is one of the most important parts of our organisational learning...*"
>
> [Informant 18]

This activity is both ascending and integrative, and it concerns the expectation for mid-level managers to promote ideas and their ability to participate in bottom-up initiatives that can be valuable in renewing the strategy processes in their organisations. It means the expectation to champion and sells new ideas that can be achieved through the notion of participatory strategic practices initiated is by mid-level managers (Nordqvist & Melin, 2008). The inclusion of the mid-level managers in planning will enable them to increase control over their future in the organisation and become an integral part of it (Chen et al., 2014; Zampetakis, & Moustakis, 2007; Borins, 2002; Westley, 1990). Mid-level managers need to participate in planning, which can reduce the risk of them feeling isolated or having to deal with targets imposed on them that they did not take part in drawing up or agree too.

Mid-level management is part of a complex web of people that are responsible for strategy implementation in their organisations, as well as for deployment of the available resources, which require an organisational change in general (Conway & Monks, 2011; Sillince & Mueller, 2007). The competency and skills of the individuals involved in the process of strategy implementation is a prerequisite to the effectiveness of strategy implementation (Varma, 2012; Govindarajan, 1989). This idea was highlighted by Viseras et al. (2005), who states that strategy implementation is a humanised activity, and it ultimately depends on the people involved. Ogbeide and Harrington (2011) reiterate that the overall organisation's success depends on a higher level of organisational involvement and commitment during strategy through learning.

As stated earlier, there is a need to explore the roles of mid-level managers in strategy, what is expected from them and what do they do in everyday practice. Mid-level managers are an integral part of the overall success of an organisation (Metheny, 2013; Ren & Guo, 2011). Their importance is cited in the literature as "where the action will be" (Sayles, 1993, as cited by Brandt, 1994, p. 30), as initiators have "taken it upon themselves to have the knowledge of how their organisation fits in the industry and the market they operate in" (Brandt, 1994, p. 32). They are also regarded as the middle layer that cushions and binds senior management and subordinate employees (Ryan, Williams, Charles, & Waterhouse, 2008). Similarly, Belasen and Belasen (2016) proposed that mid-level managers play the role of a mediator; they make the connections between all the players in the organisation, whether superior or subordinate, and they do not necessarily tend to make decisions in the process.

However, they are the interpreters and negotiators within this network of players in the organisation (Floyd & Wooldridge, as cited by Balogun & Johnson, 2004). Often, it is the mid-level managers that have a direct connection to customers as one group among many

other stakeholders in the organisation. Since they have closer ties with customers and other stakeholders, they have a better view of what is happening in the business. The close relationships with the customers also give them additional experience and knowledge of issues of immediate concern or that requires immediate and longer-term attention (Huy, 2001).

4.3.5.2 Synthesising Information

Most of the informants believe that this is one of the important roles of the mid-level management for their strategic positioning in the organisational structure. Informant 1 mentioned that:

> *"...We are used to collecting data from line management and then filter the data then transform into important information and share it with our senior managers...it helps them to make a proper plan for the strategy formulation and implementation. Our extensive knowledge of the organisation enables us to do so..."*
>
> [Informant 1]

Another informant evaluated the work process of mid-level management as a processor of the organisation; he mentioned that:

> *"...Mid-level management work as a processor of the organisation, as we work closely with the line management to collect actual raw data…through our analysing capability, then we shape the data into meaningful information...and then deliver it to the top management for the decision-making process. Alongside this responsibility, we use our entrepreneurial capability to make the information more effectively to strategic process..."*
>
> [Informant 2]

Furthermore, informant 4, who is a human resource development practitioner in the organisation, mentioned that:

"*...It is very important for the mid-level managers' to successfully work as a channel of information within the organisation, as we create bonding between top and line management of the organisation. So, we need to use our cognitive ability to create new kind of ideas based on personal and collective agendas...*"

[Informant 4]

Informant 6 mentioned that information acquired from the line management, and the acquired information is processed into knowledge, and then sent to a proper channel; he stated that:

"*...In the public sector organisation, bottom line employees are those that have direct contact with the outside world. They rarely transfer valuable information to the organisation gathered from outside. Therefore, mid-level managers are those who receive feedback from their employees and transmit new information to the top of the hierarchy. As mid-level managers' play both bottom-up and top-down role in the organisation. This responsibility is highly related to internal and external environmental scanning activities. By helping to link, the overall organisational strategies made on the top of the hierarchy, mid-level managers' play their top-down role in the organisation...*"

[Informant 6]

Informant 9 is an information communication technology specialist, who expressed his opinion on the comparison of responsibilities of mid-level manager between the public and private sphere:

"*...In a public sector organisation, mid-level managers play a more vital role compared to their private-sector counterpart. As public sector organisation, we need to face the emerging new kinds of demand from the public, meet those demand is the matter of political and public scrutiny, due to service-oriented nature of public sector organisation, and as a public servant, we are always under pressure to perform better. Also, this is the age of open media; if public servants do anything wrong in terms of his/her responsibility, it may create huge publicity because of public affiliation. So, working under pressure teaches us how to survive difficulty, as we are people's servant. Particularly, our department is responsible for ICT solution in the organisation, and we play a vital role in this edge of mobile banking to secure our clients' financial issue and to maintain smooth electronic networking within every day's work process...*"

[Informant 9]

In a similar vein, informant 10 expressed his opinion on the strategic role of mid-level managers' in his organisation:

> "*...Top managers create the vision, the general strategy of the organisation according to their views, as well as their interrelations with the outside environment. At the bottom line of the organisational structure, employees are faced with 'the chaotic realities' of the day to day interactions with stakeholders and several other people from the inter- or extra-organisational environment. However, it is quite difficult to creatively link these two extreme structural layers to improve learning and operate successfully. There is, thus, a great need for the middle layer, which will work as a 'bridge' between senior executives and bottom line workers. Therefore, mid-level managers take the lead in converting knowledge, by synthesising the knowledge of senior managers and front line employees and by facilitating the organisation to adopt this distinguishing knowledge creation...*"
>
> [Informant 10]

Informant 13 also added that the strategic position of mid-level managers makes them extremely knowledgeable:

> "*...Another aspect of organisational learning results from the actual performance on the job, rather than participating in training programs. The mid-level managers do not stay out of this process. They are usually involved in the re-design of jobs, which is directly associated with learning opportunities for their subordinates. Furthermore, mid-level managers are responsible for formal as well as informal training to their employees. They also influence certain experimental learning by enacting the 'rules' of interacting with the business environment...*"
>
> [Informant 13]

Besides, informant 16 mentioned that a mid-level manager plays a crucial role in changing the situation. He stated that:

> "*...Their direct involvement in the everyday operations of organisations. However, they also have a sound knowledge of the relations between employees and can be crucial in resolving conflicts and balancing emotions, especially in periods of organisations change. Though top and line management face the first phase of changes, it is true. But for successful change process within the organisation, the mid-level manager plays a significant role in their strategic position and specialised knowledge...*"

[Informant 16]

Informant 5 added that the mid-level manager is the learning agent for the organisation:

> "*...Mid-level managers are the 'learning agents' in the organisation. It seems that they are not only simply 'implementers' of decision-making at the top of the hierarchy. In contrast, they can be the knowledge 'synthesisers' by linking the knowledge-creating outside the business environment as well as inside the organisation. They can also be the knowledge 'facilitators,' by transmitting this knowledge to a common organisational knowledge shared by every structural level...*"

[Informant 5]

This activity is both ascending and integrative, and it concerns mid-level managers gathering information and making sense of it in line with any issues relevant to organisational strategy. It is then up to the mid-level manager's competency to filter important information and share it with their senior managers. At this point, the information provided by mid-level managers to senior management becomes the basis for strategic decision-making (Chen et al., 2014; Nonaka, & Takeuchi, 1995; Nonaka, 1988). Thus, the continuous loop of communication ensures that top-down strategic plans are shared with, and are anchored in, mid-level managers' previous experience. A key element here is that mid-level managers may be able to build on experience to know whether their efforts are successful or not (King et al., 2001).

Mid-level managers also act to fill the gap between senior management and employees, serving as a cushion and bouncing platform for suggestions and ideas. At the same time, they receive whatever complaints and criticisms that ensued. Other definitions of mid-level managers include that they are sometimes referred to as a binder that grips the organisation together; a mediator that bridge the gap between senior management teams and that of lower-level employees (Wooldridge, Schmid, & Floyd, 2008; Dutton et al., 2001; King et al., 2001;

Westley, 1990; Nonaka, 1988; Thompson, 1967). Likewise, mid-level managers decide the direction of the organisation and its strategy; but, it is the senior managers who determine the plan, which puts trajectory to the direction of the organisation (Huy, 2001). Also, Anderson and Billings-Harris (2010) describe mid-level management as a group representing a critical organisational part, while at the same time remaining invisible in many organisations.

When something goes wrong within the organisation, mid-level managers are seen as a target for assigning blame. Even if they are not considered the decision-makers foreseeing the future of the organisation, they are responsible for implementing the strategic decisions made from the levels above them (Ismail et al., 2012; Burgelman, 1994). Difficult as it may seem, mid-level managers have to make significant decisions regarding resource allocation, and also need to mediate deals between teams and divisions, meet the demands of multiple stakeholders, and negotiate critical decisions about compromises (Conway & Monks, 2011; Laine & Vaara, 2007; Birkinshaw et al., 2005; Kuratko et al., 2005; Rouleau, 2005). Also, internal and external environmental scanning activity allows them to engage in such strategic process frequently (Reese & Hunter, 2016; Kuratko et al., 2005).

4.3.5.3 Facilitating Adaptability

Informants believe that this aspect of mid-level managers' role expectation significantly contribute to the strategic implementation of OL, as they view mid-level managers strategic position enables them to provide adaptability towards desired change in PSOs. Informant 3 asserted:

> "*...As a public sector organisation, we abide by government policy, when policy changes or any reform occur...our top-level management first take initiatives to inaugurate those changes and build a mechanism to adapt to the changing environment...so, in this case, top-level play a vital role, but adapting the changing environment is the crucial issue for successful change management.*

Adapting organisational change by learning the new situation is done by the middle management for their strategic positioning in the organisation..."

[Informant 3]

Another informant stated the changing condition of PSO by describing adaptability in a detailed manner:

"*…Yes, at the mid-level of the management, we have a huge responsibility to adapt to the changing situation. Particularly during the period of public service reform, we are used to working as the change manager of the organisation. Adapting with change process is a crucial one, as we have to cope with the situation and has to make a platform for the line management to for adaptability because the top management expects this desired responsibility from us. So, balancing in such condition is a challenging task…*"

[Informant 5]

Informant 7 stressed on communication capability of mid-level managers during change:

"*…Communication has a 'sense-making' component so that employees may understand the reason and detail of change. Responsibility for this rests with senior management in organisation-wide communications. Mid-level managers play a vital role in this 'sense-making' by addressing questions that subordinates raise regarding the granular impact on the work they are doing. Delayed responses are likely to make subordinates think that they are ineffective or highlighting that they have been kept 'out of the loop'; diminishing the value of their leadership in the eyes of subordinates. Similarly, mid-level managers need to communicate in a timely fashion with senior management about any issues arising that may impact implementation effectiveness to ensure agility in managerial responsiveness…*"

[Informant 7]

Moreover, informant 8 described mid-level managers' strategic role from the viewpoint of a human resource development practitioner:

"*...In the human resource development department, we are used to gathering information about change management. To adapt with new kind of change, we need evidence. When we collect such evidence from our top and line management,*

we are used to processing the evidence to communicable information and disseminate through our organisational network. Top management relies on us in making sense of adaptability through building up emotions among the line management to cope with the desired change. I think it is a big responsibility to mould people positively towards changing condition. It is not possible dramatically, bit by bit we have to penetrate in changing circumstance by preparing a platform to sustain in changed condition..."

[Informant 8]

In a similar vein, informant 11 expressed his opinion, mentioning challenges in a developing country for such a responsibility of the mid-level managers:

"*...This is a public sector financial organisation, and due to a new kind of concept in the public sector, it's changing rapidly that ever we think. New public management, electronic governance system is bringing new ideas, possibilities along with hindrances, because from technical and infrastructural perspective public sector organisations in the developing country still lagging. But we need to mobilise our managerial capability to meet such challenges. In this juncture, mid-level management plays a vital role to meet certain changes, as well as to make the adaptable situation in the organisation...*"

[Informant 11]

Also, informant 15 added that top management should render support to mid-level managers, which could make them more committed towards change and motivate them to reach adaptive capability within the organisation:

"*…Mid-level managers' can create an atmosphere of adaptability by the emotional balancing of desired change within the organisation. But sometimes it depends on their leadership capability, how they are responding towards change. If they feel committed and motivated in the change process, only then they can provide adaptability to others in the change process. I believe leaders should have proper support and respect to the mid-level managers who can enable them to play their desired role in change management process…*"

[Informant 15]

Informant 18 added that this is a kind of top-down role for the mid-level managers:

> "…*Facilitating adaptability for desired change is a top-down strategic role of mid-level manager. Mid-level managers should have good communication with their subordinate. Managing subordinates requires having a timely and detailed briefing on change initiatives so that they can deal with the granular impact of change. Engaging their teams in positive change management, generally, a lengthy process requires more than the hubris and hyperbole of "going for it." After the initial flush of enthusiasm fades, sustained progress on implementation will rely on the respect and trust that subordinate employees place in their mid-level managers*…"
>
> [Informant 18]

This role expectation is descending and divergent. Mid-level managers are expected, as part of their role in the organisation, to work on developing their autonomous behaviour, which should be adapted to the changing environment in PSO (Rouleau, 2005; Balogun & Johnson, 2004; Huy, 2002; Beatty & Lee, 1992). This expectation will facilitate adaptability, which will also enable mid-level managers to be in the strategic agency; thus, legitimising their efforts to develop work practices (Gatenby, Rees, Truss, Alfes, & Soane, 2014). As mentioned by informant 5, at mid-level of the management, there is a huge responsibility to adapt to the changing situation. Particularly, during the period of public service reform, they are used to work as the change manager of the organisation (Agostino et al., 2013; Currie, 2000).

Also, mid-level level managers exercise the role of a defender, of which such a role is defined as championing alternatives, promoting, defending, and coming up with alternatives (Kuyvenhoven & Buss, 2011; Balogun & Johnson, 2004; Janczak, 2004). They take information from the bottom back to the senior management. They also act as a synthesiser that consolidates ideas, sells these ideas to senior management, interprets the information, and synthesises it accordingly. Moreover, they also act as a facilitator by reworking and promoting and guiding adaptation activities, sharing information, and facilitating learning (Reese & Hunter, 2016; Conway & Monks, 2011). They communicate and transmit

throughout the organisation horizontally to colleagues and vertically to management and employees (Chen et al., 2014). This strategic positioning makes them the leader of adaptive change through the learning process (Agostino et al., 2013).

Finally, their roles allow them to create emotional balancing during the change process in order to promote adaptability in the organisation because of their good understanding of the subordinates' emotion. As described by informant 15, "mid-level managers can create an atmosphere of adaptability by the emotional balancing of desired change within the organisation. However, sometimes it depends on their leadership capability, how they are responding towards change. If they feel committed and motivated with the change process, only then they can provide adaptability to others in the change process. I believe leaders should have proper support and respect to mid-level managers, which would enable them to play their desired role in the change management process" (Giauque, 2015; Huy, 2002). Moreover, they a occupy leadership role by working with the deliberate strategy and looking at ways of improving or adjusting it, and also by being the catalyst of actions that inspire employees, coaching them along the way (Diamond, 2011; Bowman & Knox, 2008). For mid-level management, it is always crucial to maintain such responsibility by establishing good communication between top and line management, particularly in PSOs in developing countries due to the lack of resources.

4.3.5.4 Implementing Strategy

In this regard, most of the informants highly endorse the strategic implementation capability and responsibility of mid-level managers'. Informant 6 is a great advocate on such responsibility of mid-level management:

"*…In the public sector organisation, decision-making process sometime may highly centralised and implementation direction of the decision may not be clear. In such a situation, mid-level managers of the organisation generate their ideas to mitigate such challenges and bring out the best mechanism to perform in the desired manner. Strategic position in the organisation enables them to find out solutions in challenging condition, due to their extensive knowledge in the organisation they can understand the public and political demand also can realise the viewpoint of top-level management to handle the subordinates…*"

[Informant 6]

Informant 7 even described his similar experience and mentioned the thought process of mid-level management in implementing the strategy:

"*…I think; strategy implementation is the core responsibility of mid-level management. But for proper implementation, mid-level requires support from their leaders. Due to a strategic position in the organisation, they have a great opportunity to access a different level of information, in that sense, they are extremely knowledgeable, but only knowledge may not allow them to proper strategy implementation unless they have access to the sense-making process to do so. So, senior managers should open up the internal logic of thought processes leading to the selection of strategic direction, and the mid-level manager can link previous action and accomplishments to the objectives at hand…*"

[Informant 7]

Another informant added that strategy implementation through OL is a core responsibility of mid-level management in PSO:

"*…Strategy implementation is the core responsibility of mid-level management, and mid-level managers' are well equipped with authority to do so. Achieving the desired goals through strategy implementation depends on the learning process of the organisation. Strategy as part of learning can enable mid-level managers' capability to materialise strategy in practice through using it as a tool for problem-solving. Not only but also, senior management authorises the mid-level managers to make changes to everyday work and should respect their strategic ability to implement a strategy in the desired manner, as mid-level managers' closely related to line management, which enable them to translate organisational goals to action by supervising subordinates so that that organisation can achieve its objectives…*"

[Informant 9]

Informant 12 stated that mid-level managers are the knowledge manager of the organisation. Therefore, they are powerful in the strategic process:

> "…*For better strategy implementation, we need good knowledge about the organisational process; this knowledge comes from the learning process. Through reform or, change process, contemporary public sector organisations accept strategy as an integral part of organisational learning to cope with the change process. The process of deliberate thinking about and creating a strategy is, in itself, a process of learning, while on the other hand; emergent strategies can develop inadvertently, often as a result of the process of learning about a particular situation. So, taking part in the strategic process enables mid-level managers to participate efficiently in strategy formulation also*…"
>
> [Informant 12]

Strategy implementation is seen as the core responsibility of mid-level management in the contemporary organisation. As clearly motioned by informant 7; "I think, strategy implementation is the core responsibility of mid-level management. But for proper implementation, mid-level needs support from their leaders. Due to a strategic position in the organisation, they have a great opportunity to access a different level of information, in that sense, they are extremely knowledgeable, but only knowledge may not allow them to proper strategy implementation unless they have access to the sense-making process to do so". So, senior managers should open up the internal logic of thought processes leading to the selection of strategic direction and mid-level managers can link previous action and accomplishments to the objectives at hand (Conway & Monks, 2011; Nutt, 1987; Hambrick & Mason, 1984; Schendel & Hofer, 1979; Andrews, 1971).

Moreover, informant 9 asserted that the most critical strategy implementation process is the core responsibility of mid-level management, and mid-level managers are well equipped with authority to do so. Achieving the desired goals through strategy implementation depends on the learning process of the organisation. Strategy as part of OL enables mid-level managers

to materialise the strategy in practice by using it as a tool for problem-solving. Also, senior management authorised mid-level managers to make changes to the everyday work, and their strategic ability to implement the strategy in the desired manner should be respected, as mid-level managers are closely related to line management. Thus, it allows them to translate organisational goals to action by supervising subordinates so that the organisation can achieve its objectives (Balogun & Johnson, 2004; Child & McGrath, 2001; Floyd & Wooldridge, 1992).

Furthermore, several researchers found that mid-level management also involved in other crucial organisational work, not only in strategy implementation (Canales, 2012; Balogun & Johnson, 2005; 2004; Rouleau, 2005; Beatty & Lee, 1992; Burgelman, 1983a; Bower, 1970). Therefore, informant 12 stated that "for better strategy implementation, we need good knowledge about the organisational process, this knowledge comes from proper OL. Through reform, or change process, contemporary public sector organisations accept strategy as an integral part of OL to cope with the change process. The process of deliberate thinking about and creating a strategy is, in itself, a process of learning. On the other hand, emergent strategies can develop inadvertently, often as a result of the process of learning about a particular situation". Hence, taking part in the strategic process enables mid-level managers to participate efficiently in strategy formulation as well (Vilà & Canales, 2008; Rouleau, 2005).

A group of researcher described mid-level managers more optimistically as strategic assets for the mediation and implementation of strategic imperatives. Floyd and Wooldridge (1994) see the intermediate spot as a privileged position for change agency, in which mid-level managers can assist senior managers in formulating concrete strategic initiatives and playing an important role in disseminating strategic alternatives. Huy (2001) is even more

optimistic and sees middle managers as influential agents of entrepreneurial ideas, leveraging informal networks and coordinating tensions between continuity and change. Balogun (2003) reviews this literature and contributes more empirical data, finding four interrelated roles of mid-level managers during change implementation—undertaking personal change, helping others through change, implementing necessary changes in their departments, and keeping the business going.

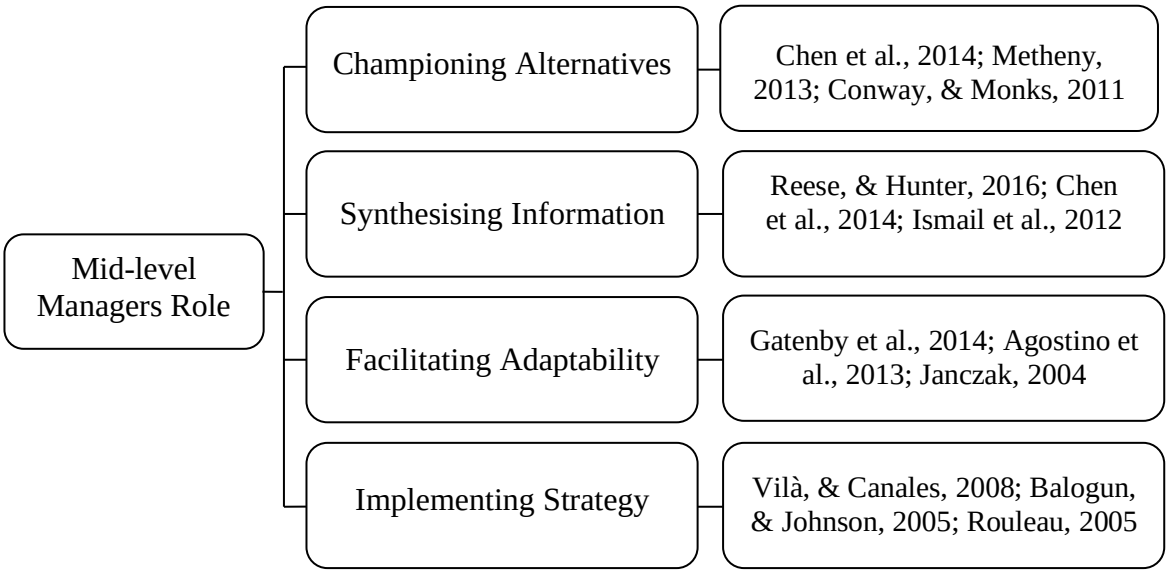


Figure 4.10: Mid-level Managers Strategic Role in Implementation of Organisational Learning in a Public Sector Organisation

To summarise, this discussion shows how the findings are supported by the related previous studies in this field. An explanation of the findings based on the theoretical background of the study was also the main essence of this section. Furthermore, this section depicted the justified answer of the research question five, which was raised in the first chapter of the study. Mid-level managers in the organisation view their strategic role in the implementation of OL to cope with the change process as follows. It is perceived that there are strong interdependent relationships between the three elements, which occur both

concurrently and sequentially with OL as the key. In this regard, OL is deemed both informing the strategy development and implementation while arising due to the development and implementation of that strategy. They also uniformly perceived that the three elements are strongly influenced by, and influence leadership in an organisation.

Analysis of the research findings, which led to the above answer to research question number five, is best understood through the theoretical frame of structuration theory (Giddens, 1982). The theory in the first instance helps leverage an understanding of the strategic role in the implementation of OL and, in turn, advances the understanding of the structuration theory applicability to OL. The structuration theory principle, the duality of structure and culture, was used in the literature review as part of the rationale for considering culture and structure together. Another key structuration theory principle, the duality of structure and agency, gives a complete explanation to the research findings, particularly about OL being considered as both informing the development and implementation of the strategy while arising as a result of that development and its subsequent implementation.

Allison and Merali (2007) argued that the notion of duality of structure and agency is particularly useful in understanding the organisational processes in coping with the changing situation. An explanation as to how structuration theory helps to understand and explain the current research findings is presented in the next paragraphs. The literature argued that structuration theory was used to interpret managerial situations as dualities or tensions (Chanal, 2004). The notion of duality of structure presents the theoretical argument that structure is conceived as both a medium and an outcome: structure shapes people's roles and practices, yet the structure in which they behave is also being shaped by these same practices (Giddens, 1982). This provides a useful theoretical framework for examining the relationship between OL and strategy implementation. The usefulness of this approach is, in part,

informed by the fact that learning and strategy had each separately been identified as being simultaneous products (outcomes) and processes (mediums) (Fenwick, 2006; Sminia, 2009).

Another aspect of structuration theory, namely structuration, is also informative in developing an understanding of the relationships between OL and the other conceptual elements in this research. Structuration was conceptualised as an ongoing process in which the rules and resources of a social system are produced and reproduced (Broger, 2011; Algesheimer & Gurau, 2008), based on their reflexive monitoring of the activity and interaction of knowledgeable organisational members (Akgun et al., 2007; Berends et al., 2003). This extends the argument that when analysing strategic role in the implementation of OL as a recursive rather than as a linear process, the focus should not only be on how structure enables and constrains OL practices but also on how such same practices reflexively recreate and change structural characteristics itself (Berends et al., 2003). This supports the representation of OL, as being purposefully engaged by representing it as both an input to, and an outcome of, strategy and implementation (Beauregard, Lemyre, & Barrette, 2015).

Employing Giddens's theory allowed the authors to offer a compelling account of individuals' (mid-level managers) roles in OL, which avoids the fallacy of reifying and anthropomorphising organisations—a view that regards organisations as independent entities with human-like qualities. Furthermore, Giddens's account enabled authors to avoid the limitations of the accounts, which regard OL as only a metaphor (e.g., Morgan, & Ramirez, 1984) and the reductionism of those who view OL merely as individual learning in the organisational context (e.g., Huber, 1991; Simon, 1991). Berends et al. (2003) follow the proposition by Fiol and Lyles (1985) that OL is more than the simple aggregation of individual learning (see also Argyris, & Schön, 1978). OL should rather be understood as a social process (e.g., Brown & Duguid, 1991).

The unique feature about the explanation by Berends et al. (2003) is that it did not first juxtapose individuals and OL only to reconcile them subsequently. The authors argued that only a 'retreat' into social theory could conclusively clarify the relationship between these two levels of learning, and structuration theory provides an appropriate starting point for developing a coherent account of individuals' (mid-level managers) roles in OL. Understandably, the authors draw upon structuration theory since Giddens's primary aim was to resolve dualisms, such as individual vs society, or agency vs structure. The authors also present a practice-related account of OL by drawing upon two core concepts of structuration theory: the knowledgeability of actors, and the proposition that rules and routines are repositories of structure (knowledge).

Several past studies on OL predominantly in the private sector organisation were to support a competitive business model and promote the profit of the organisation. They attempted to depict a picture of OL as a state-of-the-art tactic to increase the productivity of the organisations. However, this study focuses on PSO to understand and promote the contemporary concept of strategic decision-making as part of OL, particularly from the context of a developing country. Predominantly, this study concentrates on the strategic role of mid-level management as it is believed that this layer of management is was neglected or overlooked in prior research. Empirical findings of the study reveal some important aspects or viewpoints of mid-level managers' role in the implementation of OL, as it was the core objective of the present research. In this juncture, the researcher developed a model, as depicted in Figure 4.11, which is proposed to accelerate and improve OL implementation in PSO to meet the change process.

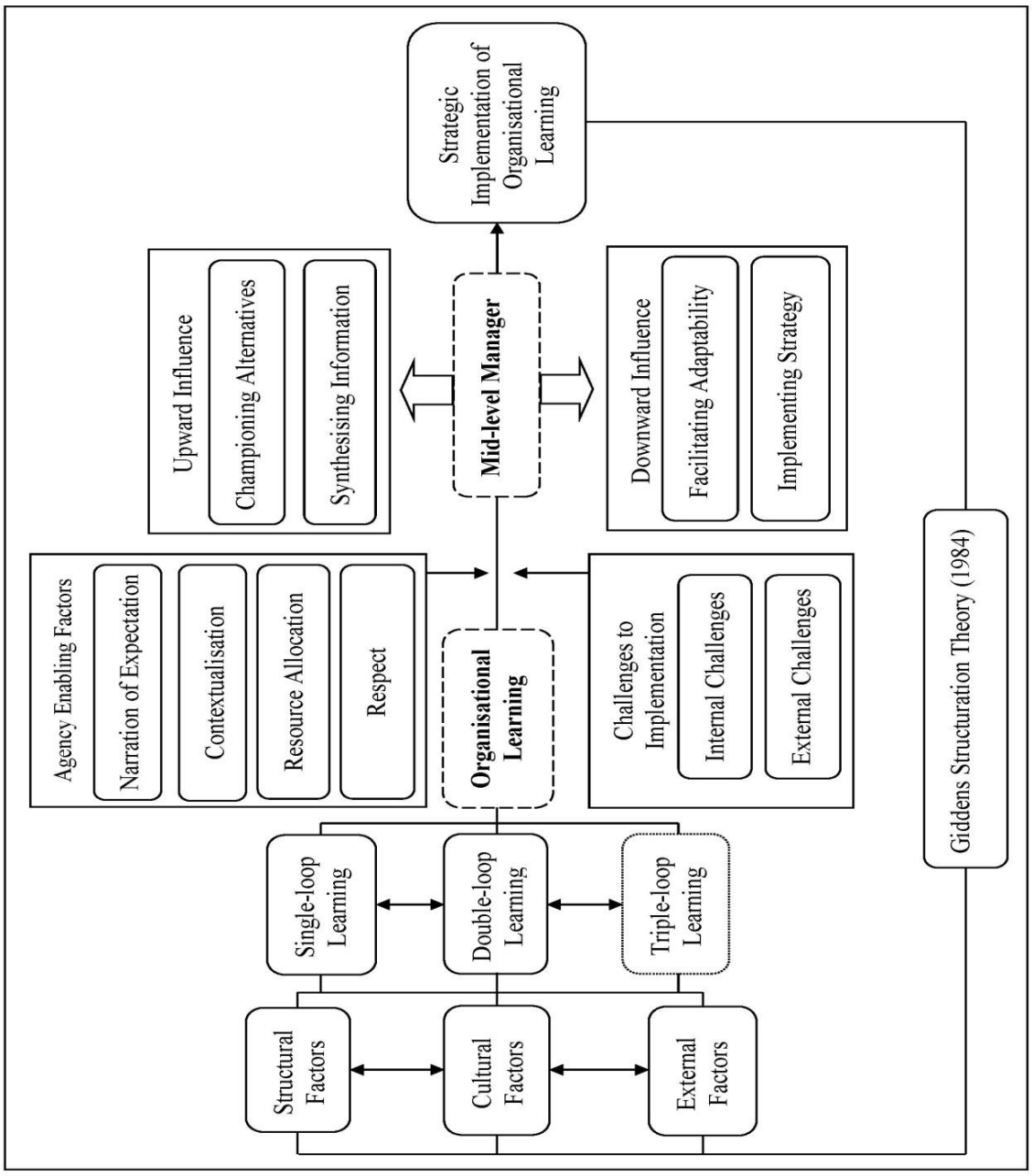


Figure 4.11: Model of Mid-level Managers Strategic Role in Implementation of Organisational Learning in a Public Sector Organisation

The proposed model emanated from the findings of the research and supported by the reviewed literature. Notably, the critical reviews revealed that a structuration lens and approach is the most relevant and appropriate method for studying mid-level managers' strategic roles in implementing OL, to cope with the change process in PSOs. The policy

framework was the outcome of key modifications based on the empirical evidence found in the investigation. The key propositions confirmed the roles relative to the position and the roles in practice performed by mid-level managers. The proposition, in terms of 'facilitating adaptability', was accepted in fewer manners. Thus, it could be inferred that there was an identifiable gap between the roles relative to the position, and the roles performed in practice by mid-level managers.

On the other hand, it was found that there was no significant difference between the perceptions of informants concerning the role expectations of mid-level managers' strategic role in the implementation of OL. This qualitative research was conducted from a near-experience perspective that views human action as meaningful and historically contingent. Since the subjects of the investigation were mid-level managers from a single PSO in Bangladesh, the informants were commonly located within a particular linguistic, historical, and values standpoint.

4.4 Possible New Findings

This study found some new findings, as the potential novelty of the present research. These findings were described chronologically through the research objectives.

4.4.1 Structural Factor that Influences Organisational Learning in a Public Sector Organisation

The informants of this study mentioned about two possible new factors that could influence their OL process to maintain their strategic role in PSO. Particularly, due to several reform initiatives in the public sector, these new ideas were instigated among public officials. This type of ideas has paved the way for thinking and working differently in an innovative

atmosphere of the organisation. Thus, these new findings are essential to improve the strategic process in government organisations.

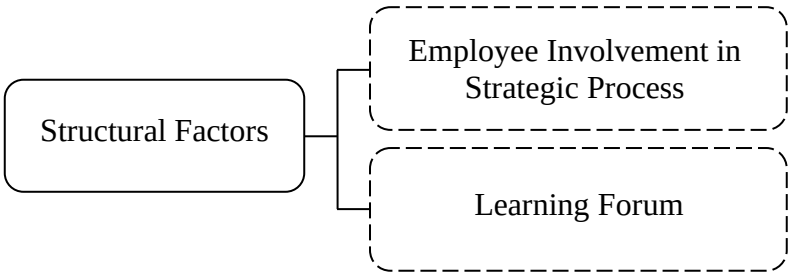


Figure 4.12: Possible New Findings of Structural Factors that Influence Organisational Learning in Public Sector Organisation

4.4.1.1 Employee Involvement in Strategic Process

Several informants of this study mentioned that they view employees' involvement in the strategic process as part of OL. Because getting involved in the strategic process can increase their knowledge and commitment towards the organisation. If the strategic process exclusively belongs to the top-management, then it creates several problems within the organisation. Organisational flexibility could create an open culture to share new ideas and disseminate those ideas among the employees, which then create new kind of knowledge in the organisation. If employees are allowed to be in the strategic process, it will make them feel part of the organisation, which is crucial for a learning environment within the organisation.

As mentioned by informant 2 that, "currently, training and learning have become one of the most important investment tools for organisations, as it enhances knowledge, skill, attitude, and behaviour of employees through the distinct advantage as it creates valuable resource…for example, committed employees. Committed employees are considered the most

valuable asset compared to other assets in an organisation. Employees' involvement has a direct influence on organisational learning that can positively increase employees' commitment towards the organisation". This finding demonstrates the eagerness of the informants to be part of the strategic process in their organisation. They believe that this kind of opportunity will make them a strong part of the strategic process, which may enhance their OL process and increase organisational performance.

Additionally, informant 5 stressed on willingness and deliberateness of the leadership of the strategic process team in the organisation. He asserted that "leadership style is the key factor to employee engagement in the decision-making process. It depends on the leader, how he/she wants to see employee empowerment in the organisation. In PSO, bureaucratic leadership style follows the rule-obsessed rigid mentality to deal with their subordinates. However, I think, the public sector leader's way of thinking is changing due to the changing nature of the system. Nowadays, public sector leaders are more open to sharing the prospect and problems with their subordinates, as they want to prepare their capable successor in the organisation to handle the changing situation. It means they want to share their authority for the sake of distributing risk-taking initiatives among all". This kind of opinion shows the changing leadership style in the structural process of PSO.

Meanwhile, informant 18 stated that better communication network could be built by employees' engagement in the strategic process, which ultimately positively influence OL in the organisation. According to him, "I think, employee engagement is very important for OL, as every employee is connected through a communication network within the organisation. So, it is imperative to be engaged for better strategy making and implementation and lower down the leadership for a distributed strategic approach. OL helps employees to learn from experience and apply those learning to his/her workplace to work more strategically". It

demonstrates that employees in PSO are more aware of their structural, organisational process, which can enhance organisational performance through the OL and participative strategic process.

Informants argued that involvement in the strategic process of the organisation could increase OL. It helps them to make a better decision for better performance. This kind of environment creates a bridge between individual career developments by engaging in the knowledge creation process and organisational development as a whole. This is the way; the organisation could fill the gap between strategy formulation and implementation. However, based on the literature review, the researcher has not found such information, which merely advocates this matter. Moreover, most of the previous literature discussed the top management's cognitive style and their efficiency; but distributed learning process also can bring better performance. These ideas were mislaid in previous scientific discussions. Based on the present findings, it is quite obvious that organisational flexibility can bring every layer close together to share their experience and ideas for sustainable development.

4.4.1.2 Learning Forum

Informant 5, 6, 7, 9 and 12 added great insights about the learning forum as one of the most important instruments for creating, disseminating, and retaining knowledge in their OL process. It is regarded as a free platform for learning in the organisation; this is a new idea in PSO. However, this kind of initiative is working well in enhancing learning in public sector atmosphere. In this juncture, informant 5 mentioned that “in RAKUB training institute, we have created a learning forum, by our organisational process. Here, we used to discuss contemporary ideas of banking and financial industries. Nowadays, we are emphasising on some technical issues, like internal control and compliance, SME financing, and

entrepreneurship development, green finance and financial inclusion, prevention of money laundering and terrorist financing, management information system (MIS), as part the free discussion in our learning forum. Therefore, we can share our knowledge and generate new ideas for individual and collective strategic performance".

Also, informant 6 added that "this involvement of strategic participants lower down the hierarchy is an important factor in understanding how strategy formulation and OL interact. This has a great influence on the distributed learning process in the organisation so that each level of the organisation can take part in the learning process and share their cross-level ideas within the organisation". He also added that this kind of initiatives is enhancing inter-departmental knowledge sharing and helping them to work in a team. Learning forum is a platform to generate new ideas in the contemporary situation by previous experiences. Employees in the organisation need a cross-level learning process to seek collaborative solutions for the emerging challenges in every day's organisational life.

Furthermore, informant 7 brought up the example of Governance Innovation Unit (GIU) as the government's initiative to facilitate new knowledge and innovation in PSO. He pointed out that, "Government is trying to make public sector organisations more productive in terms of introducing innovative new ideas in public service delivery and generating new segments of public service so that the public gets the best out of it. As a PSO, we also have an innovation unit in our organisation, which comprises experts from different departments, they used to organise special meeting, seminar, and conference on managing and scaling-up ideas among the departments. I found this is a great platform to enhance our knowledge of the strategic process of the organisation to improve the work environment of our work and provide better service options to our customers. In the human resource development department, we used to have a monthly discussion on innovative ideas".

Correspondently, informant 9 addressed some important issues in learning and innovation that is the matter of discussion in such learning and sharing session, as his department is the key player in innovation under the government's policy of innovation in PSO. He stressed on contemporary information communication and technology issues, which are regarded as the cornerstone of service innovation in the public sphere. Mentioning such initiatives, he stated that, "our department has the sole responsibility to implement government's innovation policy within the organisation. We have three representatives as a member of the innovation team. Recently, we have incorporated innovation corner in our official website, anyone can log-in the portal and can describe their innovative idea in public service. It is a kind of discussion platform for learning new ideas and innovation for better performance. I think these kinds of initiatives are new for a public sector organisation, but we have to take such contemporary steps to survive in a competitive business environment. This is imperative, and it is firmly understood by our management".

Eventually, PSOs are adopting a new participatory governance system through several reforms. This is indicated by informant 12, as a responsible official of the research and development department. He observed that learning forum is bringing new ideas and solutions to overcome new challenges, which is helping them to take a more suitable decision during the period of change to meet certain conditions that occurred due to the change process. He informed the researcher that, "I have been observing several changes that are taking place in our workplace, and it is changing our conventional thinking and way of work. I believe this must be happening to meet the desire of our stakeholder and for the sustainability of our organisation. Here in our department, we are also researching these contemporary issues that are taking place in our organisation. We are used to working in a team with our innovation team, not only but also we collaboratively researching with our respective departments. These

research initiatives are being discussed in the learning forum to get more inputs from the employees".

Employee engagement in the strategic process is the structural procedure for OL. But the learning forum meets both the organisational structure and cultural process, as perceived by mid-level managers. They emphasise more on a structural process in terms of the learning forum. In previous literature, the researcher did not found precise information, which focused on these two organisational structural factors that have an influence on OL in PSO. Thus, these findings may be reckoned as the novelty of the present study.

4.4.2 Cultural Factor that Influences Organisational Learning in a Public Sector Organisation

The present study has revealed two new cultural factors that have an influence on OL in PSO during the period of change to cope with the change process. This finding will help to bring new insights in further research in the field of OL in PSO from the perspective of a developing country, and readers will get new ideas about the actual scenario of OL factors that are culturally embedded in the organisation.

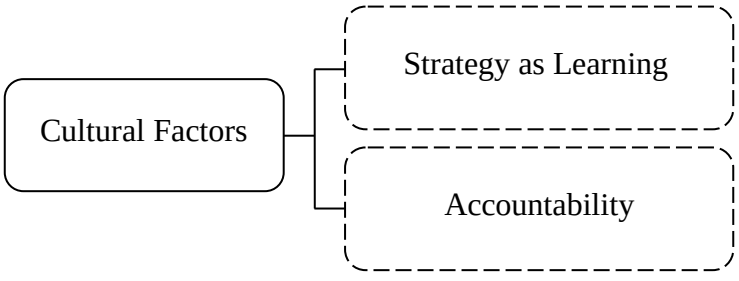


Figure 4.13: Possible New Findings of Cultural Factors that Influence Organisational Learning in a Public Sector Organisation

4.4.2.1 Strategy as Learning

Informants felt that learning is an integral part of decision-making, and it would be important to develop the strategy, including through a continuous improvement approach that systematically captures, analyses, and disseminates the lessons learned. It is considered a risk management approach, and it optimised knowledge management. Informant 4 stated that "the process of strategising is embedded in the learning mechanism of the organisation. Particularly, in a public sector organisation, people are used to learning from several aspects of life, as they deal with the common public interest and deliver public service. Thus, the growing demands of the public generate pressure on public sector organisation to meet certain contemporary needs of the people; and due to this pressure, they need to think and generate ideas strategically. In this way, public servants are used to learning strategies to bring out the best in terms of individually and collectively".

Moreover, informant 8 stated that "Organisational learning is imperative to make better decisions, as we learn from our workplace. In developing strategy, you are often thinking about mistakes/successes of the past—the element of history—the need to test those theories of experience. The strategy is a part of the everyday learning process. In this process, we are used to learning how to choose the best from several options in the workplace". He also added that a strategic process in an organisation is regarded as to search, generate, and implement the competitive advantages for the organisation compared with the counterpart in the same industry. As a financial organisation, we are also competing with our contenders in such a vulnerably changing atmosphere of the business. From that point of view, learning about strategy and learning strategically goes hand in hand in modern PSO. This kind of

information is proof of application of new public management in PSOs in developing countries.

In a similar vein, informant 10 asserted that risk-taking is an integral part of the organisational culture to meet the need for continuous improvement, and this strategic thinking generates from the learning process of the organisation. Hence, his argument that "organisational learning is an integral part of strategic decision-making. The strategic process helps to understand the interaction between organisational learning and strategy formulation. It is part of installing a continuous improvement culture in the agency, where it is acceptable to make a mistake, and you do not always have to be risk-averse that it is acceptable to do so—some of the best ideas come from taking risks—it is about having a framework that describes what the acceptable and unacceptable risks". Therefore, PSOs are also learning about taking the risk of experimentation to bring out the best decisions for the organisation.

Meanwhile, informant 5 pointed out the difficulties of change initiative and learning process in PSO. He advocated strategic learning as the solution to meet certain challenges and mentioned that "Learning is occurring all of the time while we are doing this and we are looking at better knowledge management and sharing of information across boundaries. Strategy making is one of the core components of OL. It helps us to learn things more strategically. As well as when changes come, these kinds of learning enable us to become more flexible to cope with the change process. Though in public sector organisation sometimes it is difficult to initiate successful change initiative. The current reform programmes are enabling us to overcome those hindrances more successfully".

4.4.2.2 Accountability

Accountability in PSO is highly chanted, and the issue is discussed in almost every public debate. Because the public sector is always going through under immense scrutiny of the general people of society. In spite of the substantial increase in the amount and scope of public accountability, government responsiveness, efficiency, and effectiveness have not improved significantly. Such a development may appear as agencies moving from accountability reporting with a short-term focus on dynamic accountability that examines long-run performance. Dynamic accountability requires ongoing OL. But previous literature had not depicted this relationship properly; thus, the researcher did not find sufficient information for this matter.

In this regard, informant 11 elaborated about the areas of accountability, “a public sector organisation has the image of publicans. This is the major issue that public sector organisations are under more public scrutiny compared to its private counterpart. Arrangements to ensure or improve accountability are developed to address a range of issues are of different significance to various stakeholders. For example, they are expected to serve any one of the following possible purposes: transparency, information; acknowledging accuracy and correctness, fixing mistakes and errors; assuring the prudent use of resources; recognising subsidiary relationship: the right to ask for an accounting, the; willingness and ability to give an accounting; providing policy feedback as part of policy evaluation; providing individual feedback; providing group feedback; providing process feedback; providing organisational feedback to facilitate various internal processes (e.g., coordination or planning)”.

Moreover, informant 18 asserted that “legal compliance, conformity to decision-making rules and administrative procedures (e.g., due process) is one of the most important issues in public sector organisation. Such regulations are initiated by the government and supported by the law. Access to Information Act 2010 is also an example to be more accountable to the public in public sector organisation. These reforms and changes are bringing new insights to the government organisation to be more accountable and just about public demand on time. Even though recently, the government initiated the Citizen Charter for each public sector organisation, I believe these initiatives are propelling our learning initiatives and making us more aware of our desired performance”.

In a similar vein, informant 6 argued that “our organisation signed an agreement with the government to make sure organisational performance, to become a performance-based innovative service-oriented public sector organisation. This agreement includes some specific strategic objective; those are, efficiently implementing performance agreement, development of work process and services, financial inclusion, development of efficiency and accountability, and implementation of the right to information act and accessibility to information by self-responsibility. These contemporary initiatives boosted our learning through be more accountable to the people. The government has also initiated public services award and rewards for the good performance to motivate us”.

Informants of the study unveiled these two new cultural factors of OL that are closely associated with PSO. Most of the informant of this study are highly experienced and well-educated with an educational background. Thus, their information and insight about the new findings may be regarded as the novelty of the study.

4.4.3 External Factor that Influences Organisational Learning in Public Sector Organisation

Several informants of the study pointed out international donor agency as one of the major sources of strategic learning and collaboration in the age of globalisation. They mark such cooperation as part of internal and external organisational strength of exposure in the global arena, where socio-economic development is the core issue of debate. Majority of the informant is confident about the organisational capabilities of PSO to handle such partners' in terms of their prior experience.

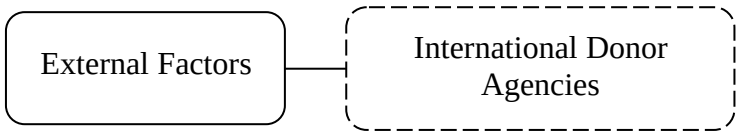


Figure 4.14: Possible New Findings of External Factors that Influence Organisational Learning in a Public Sector Organisation

4.4.3.1 International Donor Agency

In developing countries, governments used to take assistance from international development agencies, such as DFID and NORAD. Informants stated that collaboration with the development partners is great source knowledge. As the international development partner has vast experience of working in various development projects and programmes. Informants 3 mentioned about new insights of these projects: "learning occurs when we met new kind of expertise and specialised in a specific field. I found that it is imperative to collaborate in the development programme. Through this, we can share our experiences to be more productive and effective to bring out more form development programmes. Our organisation plays a vital role to collaborate with such development programmes in rural areas. The finance and

technical support came from international development/donor agencies, and we support them to access the grass-root level agricultural communities which owe that support from the programme".

Also, informants 10 described his experience of how these projects were deals by the bank: "my department was directly involved in this program. Small Enterprise Development Credit Program was financed by NORAD (Norwegian Agency for Development Cooperation) with our organisation. The main objective of the project is to create employment opportunities through the development of small/micro-enterprises. It gives priority to financing the women entrepreneurs' business and creating a minimum of twenty per cent (20%) women entrepreneurs. The project would provide training, credit support, and other related services to the entrepreneurs. It was great learning experiences from them as they have versatile experience in development projects all over the world. In this globalised world, it is imperative to exchange of knowledge from global manner, so that we can compare to the other development programmes and prepare ourselves for better development initiatives in development project implementation. But, in such kind of development, the uncertainty of the desired performance level is very high as the outcome depends on environmental turbulence related to agriculture. The desired project performance is always evaluated under high-level of public scrutiny. So, that organisational learning is the only option to survive and succeed in such developmental projects".

Similarly, informant 13 elaborated his experience on these foreign aided projects: "Our organisation has several experiences to implement development projects in association with the international development partner. Northwest Crop Diversification Project was funded and technically supported by ADB (Asian Development Bank). It was a big project, and several government organisations, NGOs were involved in implementing this project, through which

we came across different expertise from a different field, and it was a great learning experience. It also helps us to improve our coordination capability in cross-sector collaboration. But we were always under pressure of learning from new kind of experiences as this project was related to the ecological change of the river basin of the north-western region of Bangladesh. Surviving in such a project is solely depending on the free flow of the information through organisational collaboration".

Furthermore, informant 15 added, "I worked in Small Enterprise Development Credit Program and Northwest Crop Diversification Project in both projects as an officer. I think collaboration among the agencies is a good platform for organisational learning, as they come across the different background with a different kind of experience. There is a good opportunity to learn from each other; even organisations can find out their shortcomings by exchanging their views and thoughts. The most important thing is to have a cross-sectoral learning experience. So that people can interact in an atmosphere where experts from different field share their ideas in a very practical manner. But political and bureaucratic constraints, the unequal nature of the aid relationships, problems internal to the organisation of aid agencies may create embargoes in the proper implementation of the project".

Meanwhile, informant 6 added some new ideas on such international aided projects, which can bring better collaboration and performance. He asserts that: "I think during the collaboration with international donor/aid agencies, it is imperative to go for feasibility first. Because different agencies come with their agendas and objectives, and in development projects, public sector organisations went through high-level of public scrutiny. Not only but also local political affiliation is a serious matter for the success of such projects. But I have trust in my top management that they are capable enough to a re-evaluation of the feasibility

of this kind of aid project; they have enormous experience in project management. This may enable us to coordinate different actors for the success of projects".

Due to new public management, PSOs are more organised to collaborate with international aid/donor agencies to mitigate budget and technical deficit and find the cutting-edged solution for the development programme. In order to meet the growing demand of the people, cross-sector collaboration is a must in PSO. This kind of collaboration is bringing new insights into the OL process in the public sector, which enhance its capability to be a sustainable organisation in the globalised world.

4.5 Summary

In summary, the results of the data analyses presented in the preceding sections of this chapter have been used to describe how actively engaged managers/practitioners view on the conceptual elements of their precise role in OL, strategy, and implementation to cope with the change process. How these practitioners (mid-level managers) view each of the elements as a separate construct, and which components that were considered most crucial were identified and discussed thoroughly. The relationships that the informants identified between the conceptual elements were also determined and deliberated carefully.

CHAPTER 5

IMPLICATION, RECOMMENDATION AND CONCLUSION

5.1 Introduction

This chapter provides a comprehensive overview of the research project, titled "Strategic Role in the Implementation of Organisational Learning among Mid-level Managers in an Agriculture Bank of Bangladesh". The first segment of the current chapter presents a summary of the previous chapters. Then, it focuses on the summary of the main findings supported by the previous literature and the theoretical lens of the study. Afterwards, the chapter will present the recommendation and future direction of research followed by a highlight on the implications of the study.

5.2 Summary of the Chapters

For the introduction, Chapter 1 presents a glance of the study in which the research is sited, focusing on the context, research issues, and significance of the present study. The chapter also mentioned the main and specific objectives of the study, an overview of the definition of terms, and the empirical setting of the research. Then, Chapter 2 delivers a thorough review of the literature on the existing models and theories associated with the strategic role of mid-level managers in OL implementation in PSO. The literature studied and obtained in this chapter connects to the existing analysis of past studies, and as a result, acknowledged significant research gaps. Initially, the studies on and around the influence involving OL strategy implementation and mid-level managers are limited in the proposition. Inadequate research has been carrying out on public sector concerns such as OL. Then, there is a dearth of a corroborated model to assess the link between the strategic role of mid-level

managers in integrating and implementing OL. Thus, it is usually essential to consider all of these aspects collectively in a study. Lastly, there are still qualms regarding the comparative bureaucratisation in the PSO, as the government initiated several reform programmes for modernisation and service orientation.

The research methodology and framework of the study are discussed in Chapter 3. The research approach and philosophy were also discussed in this chapter, supporting the reasons why the researcher applied the qualitative approach by using inductive logic. Moreover, this section offers an examination of the empirical methodology discussed when it comes to research layout, data collection, and data analysis. In the present study, the research design is divided into three consecutive stages. Literature review, philosophy, pilot study, study protocol, key themes, and interview guideline and the final study were examined in the first stage. Sampling techniques were also discussed accordingly. The second stage examines the data collection stage, data analysis, reliability, verification, and validation. Finally, this chapter discusses the researcher as a research instrument that brings new insights into the trustworthiness of the present study findings.

Chapter 4 presents the results of the interviews conducted with the managers and employees of a state-owned agricultural bank in Bangladesh. The interpretation of the empirical findings from the cases offers probable implications and explanations of the research. Additionally, this chapter validates and modifies the research framework to recognise the key amendments that emerged from the empirical analysis. The present research offers fresh insight into the research framework based on the findings from both the primary and secondary data sources. Therefore, OL practitioners in the organisation can understand the underpinning phenomenon of the learning process; hence, through these results, they can facilitate trust and morale with employees for an effective learning atmosphere.

The concluding remarks of the study are presented in Chapter 5. The investigation presents the actual contributions along with the implications, originality, limitations and potential prospective research directions that will further improve research inside this field. The actual implications and contributions were usually presented along with grouped by merely stating and positioning the actual theoretical contribution. Furthermore, the implications and the findings provide insights into the managerial implications and how policy-makers, public managers, and consultants implement new systems and strategies inside a bureaucratic atmosphere of the PSOs.

5.3 Summary of Major Findings

The main objective of this study is to obtain a deeper understanding of the phenomenon of mid-level managers' strategic role in OL implementation within the public sector context from the standpoint of a developing country. Therefore, it was designed to observe OL, focusing on a single PSO identified as a risk-taking organisation, which assumed experimentation as part of their daily work process as well as involved in several socio-economic development projects that require an extensive challenge to cope with the change process. Research findings of the study succeeded in answering all research questions raised in the first chapter of the thesis. In doing so, the researcher took this as his prime responsibility to answer the research question to the reader. In a broader sense, it is the core responsibility of any researcher to answer the research questions for the society, for which he/she is obelised.

This study strengthens the notion of the learning process within the public sector context, particularly from the perspective of a developing country. Most of the management scholars are fascinated to discuss business organisations because of the reform programme in

public sector learning, which has received increased attention, particularly in developing country perspective (Gilardi, & Radaelli 2012; Maden, 2012; Rashman et al., 2009). In pursuing educational advancement and public awareness, PSOs are facing new challenges to find a cost-effective and sensible solution that allows them to be more responsive, and consequently, provides better service. They also realise the necessity of transparency and accountability in the administrative process due to new trends like 'New Public Management.' These situations are paving the way for organisations to be more learning-oriented in their work process (Greiling, & Halachmi 2013; Bovens et al., 2008; Dent et al., 2007).

Correspondently, this study also discusses the concept of new public management as not merely an idea but has become a day-to-day practice in the modern and service-oriented organisation (Hyndman & Liguori, 2016; Visser, & Togt, 2016). Thus, for the sake of adaptability with new situation and demand, they acknowledged OL as the only process for gaining strategic and sustainable advantages (Visser, & Togt, 2016; Vithessonthi, & Thoumrungroje, 2011; Andreadis, 2009; Sanchez et al., 2009; Dealtry, 2008; Saru, 2007; Dai, Duserick & Dai, 2005; Jerez-Gomez, Cespedes-Lorente, & Valle-Cabrera, 2004; Crossan, Lane & White, 1999). This study reaffirms this fact in a contemporary manner and from the perspective of a developing country.

The current study also addresses the difference of OL process in the context to a public and private sector. Following this differences, OL is rather less emphasised in public policy learning by researchers of public administration (Howlett, 2012; Hall, 1993; Bennett, & Howlett, 1992; Browne, & Wildavsky, 1984). Within the social science community in general, the division between organisational learning theory and public policy and research replicates broader distinctions. Although much of the ground-breaking research in the areas of business organisation and administration theory was instigated in PSOs (e.g., Crozier, 1964;

Selznick, 1953; Simon, 1953), in the past three decades' researchers in these fields tended to lose attention in public problems and PSOs. Moreover, public administration researchers have the intention to set themselves apart from the broader spectrum on the conventional theory of organisation (Kochan et al. 2009; Kelman, 2007, 2005; Schofield, & Sausman, 2004). Dekker and Hansen (2004) and Mintzberg (1996) stated that in the field of learning, this separation had had various negative effects as it has sometimes led to an uncritical and uniform implication of OL theories on public and private sector organisations, without taking into account the intense diversity among the two.

In previous studies, social and cultural factors of OL is discussed together (Sewell, 1992). This study classifies the influential factors of OL in a specific manner to provide a better understanding of the learning process in PSO. Culture, in turn, is shaped by the organisation's structure (Friesl, Sackmann, & Kremser, 2011). Thus, the likelihood that an organisation's culture will be supportive of OL is enhanced if liberating structures, which overcome learning barriers and empower employees to challenge conventional wisdom amongst other freedoms are in place (Bierly et al., 2000). Therefore, this study takes the initiative to specify the structural, cultural, and external forces that have a specific kind of influence on the learning process in the public sector organisational setup.

Furthermore, this study also reveals the strategic role of mid-level managers in creating, retaining, and disseminating knowledge through the learning process to cope with the changing situation in PSO. Most of the previous literature focused on the role of mid-level management in the change management process, and especially in the private sector context. However, this study precisely elaborates the strategic role of mid-level managers in creating knowledge management (Al-Hakim, & Hassan, 2011; Janczak, 2004) and learning process **(**Costanzo, & Tzoumpa, 2008**)**, particularly in PSO (Agostino, Arena, & Arnaboldi, 2013) to

adapt with reform and cope with the strategic change process (Chen et al., 2014; Gatenby et al., 2014; McGurk, & Baron, 2012; Currie, 2000).

5.4 Research Implications for the Body of Knowledge

This section will elaborate on the research gaps that have been identified in Chapter 1, by those gaps and empirical findings. Findings of the study have generated several implications that can be described in four main aspects.

5.4.1 Theoretical Implications

There are several types of research in OL; however, research and theory on learning tended to ignore the distinctions among public sector and private organisations, and they develop in unrelated and separate directions (Vissar, & Togt, 2015). The present study unveils some indigenous issues of PSO that are fundamentally and ideologically different for private sector OL context. Also, Howlett (2012) and Hall (1993) argued that in the field of public administration, most of the researchers were more fascinated in public policy learning than OL; however, this study initiates OL form the holistic point of view in PSO. Furthermore, conceptual confusion is still surrounded by the notion of OL. It is ambiguous how concepts like knowledge, learning, and cognitive activities can be utilised by organisations (Tsang, 1997).

Most of the authors are in dilemma of whether OL takes place in individual, group-wise or, in organisations. Therefore, from that viewpoint, the structuration theory of Giddens (1984) showed how OL evolves from dispersed social practices, innovatively realised by knowledgeable individuals, and illustrated how these practices are facilitated and constricted by the present structures. In this study, the author applies the structuration theory of Giddens

(1984) to overcome the dualism of individual and organisation in OL. Moreover, the research discovers strategic agency, which enables a situation for the mid-level managers' strategic role in implementing OL, and consequently relying on the elucidation of Giddens' (1984) structuration theory of the association between agency and structure; applying the structure as products of human actions, while at the same time reciprocating the influence.

Eventually, this research looked upon mid-level managers' functions in organisations; thus, a new theoretical framework appeared, which originated from the research findings, and existing literature that also supported the result. The extensive literature review contextualised the roles of mid-level managers as practised, which may offer baseline information about the contemporary theme that may assist future researchers in other academic settings.

5.4.2 Empirical Implication

Little research has been done on the role of the mid-level managers in the change context (Huy, 2002; McKinley, & Scherer, 2000). Furthermore, Costanzo and Tzoumpa (2008) state that there is a dearth of research on the mid-level manager's role in enhancing OL, particularly in PSO (Chen et al., 2014). According to Balogun (2004), more research is needed to better understand the role of mid-level management in strategic implementation during a change. Finally, it noted that the majority of empirical research and concentration is directed to the senior management or Board of Director level. It is imperative to note that 'strategising' inside an organisation is a practice spanning further than the practice of senior management, and other individuals in the organisations are engaged by their formal or informal positions and roles (Mantere, & Vaara, 2008; Johnson et al., 2007).

The results of the empirical research offered and corroborated an understanding that mid-level managers have a mutual view about the enabling agencies; a description of the

anticipation to implement OL strategy, adequate shifts in resource allocation and respect, and contextualisation of the top-down objectives. It is related to the objective of discovering the mid-level managers strategic agency-enabling conditions allocated for the execution of their roles, as perceived by their senior-level management and themselves. Also, the practical evidence depicted a positive association between OL, cultural communication, teamwork, commitment or trust, and strategy implementation. Mid-level managers can play the role of the linchpin to coordinate such factors through their strategic position in the organisation.

The findings of the study offer a profound insight into strategy implementation. It may be hampered by obstacles, such as a bureaucratic structure of the organisation, which leads to standard and rigid rules in an organisation's culture; management issues of leadership, strategic direction, and teamwork; and lack of shared understanding that might affect the 'implementation gap'. Organisational aspects of culture explained as 'Uncertainty Avoidance and Power Distance,' a condition where senior managers and executives have the decisive authority and power. Finally, those who execute strategy may have a resistance to change. The present research findings focus on problems and obstacles against the strategic implementation of OL in PSO.

5.4.3 Methodological Implication

The choice and design of suitable method(s) become complicated in studies entailing social behaviour, as these agents are very dynamic (Onwuegbuzie, & Leech, 2005). In this respect, Patel (2006, p. 6) asserts that "There is a lack of design research in systems generally and organisation as a complex order of phenomenon". Previous studies in this field explained the management on strategy implementation of OL from the viewpoint of western context, mainly discussed in the private sector setup (Jiménez-Jiménez, & Sanz-Valle, 2011; Santos-

Vijande et al., 2012; Frank et al., 2012; Jiang, & Li, 2008), African (Mahmoud, & Yusif, 2012), Asian (Hung et al., 2010; Lin et al., 2008; Lin, & Kuo, 2007; Panayides, 2007), South East Asian (Som et al., 2012; Rose et al., 2009), South Asian (Akhtar et al., 2011; Imran et al., 2011; Khandekar, & Sharma, 2006), particularly in the association of organisational performance.

Besides, most of the previous studies in this area were done quantitatively (Pesämaa et al., 2013; Santos-Vijande et al., 2012; Ting, 2012). It is indicated that some of them are based on cases studies (e.g., Crossan, & Berdrow, 2003; Khandekar, & Sharma, 2006; Campbell, & Armstrong, 2007), but those were conducted in difference industries (Hung et al., 2010), medium and small size enterprises (Frank et al., 2012; Suliyanto, & Rahab, 2012; Michna, 2009; Lin et al., 2008), high technology enterprises (Hung et al., 2010), educational institutions (Akhtar et al., 2011), the medical service sector (Pesämaa et al., 2013), and logistic companies (Panayides, 2007). Therefore, the researcher believes that his research project may bring new methodological implications in the body of knowledge.

The present study is in the Bangladeshi context, which may bring a new dimension of research in this particular area. This study is guided by the subjectivist ontological and epistemological philosophy of making scientific premises in investigating the role of mid-level managers in implementing OL strategy, particularly in public sector organisational setup; thus, this study contributed to the research methodology. Furthermore, from the exploratory qualitative research, a new theoretical framework has emerged, which corroborates and opens up new opportunities in understanding the strategic roles of mid-level managers in the implementation of OL in PSO. The improvement of a proposed model facilitates the perception of the roles of mid-level managers in practice and the enabling conditions of their agency in OL strategic implementation. This qualitative study, through the

in-depth interviews, provided novel insights for theoretical references; thus, it is helpful for future research.

5.4.4 Practical Implication

Almost all of the OL literature persistently agreed that well managed OL could provide a steady and sustainable competitive advantage to organisations in the age of fierce business competition (Vithessonthi, & Thoumrungroje, 2011; Andreadis, 2009; Sanchez, Vijande, & Gutierrez, 2009; Dealtry, 2008; Saru, 2007; Jerez-Gomez, Cespedes-Lorente & Valle-Cabrera, 2004; Crossan, Lane & White, 1999). However, very little guidance is available in the previous literature to support practitioners in the improvement and implementation of OL strategy (Kalman, 2007; Yeo, 2007b; Jerez-Gomez et al., 2005; Senge et al., 1999; Goh, & Richards, 1997; Lipshitz, Popper & Oz, 1996). Additionally, there would appear to have been limited research undertaken on OL as a strategy in a public sector environment (Yeo, 2007b; Sharma, 2005) and during strategic change (Vithessonthi, & Thoumrungroje, 2011).

The research findings will guide learning and development practitioners in the public sector when strategically developing and implementing OL for their organisations, particularly during the period of significant change or reform, to cope with the situation. The current study also contributes to mitigating the practical gaps from the mid-level managers' viewpoint. The better implication of OL in the bureaucratic organisation will strengthen the practices of HRD; hence, improved organisational performance. Moreover, it will provide an opportunity for HR practitioners in identifying and determining bureaucratic aspects in OL for better organisational performance.

Also, HR practitioners need to recognise the importance of OL in ensuring a positive bureaucratic atmosphere towards better public service delivery. Therefore, this study would

serve as a crucial parameter to HR practitioners in improving the bureaucrats' sense of responsibility and motivation towards achieving the overall organisation's objectives and goals. Ultimately, the results of the study will facilitate the management of the organisation to evaluate their present human capability development measure and establish a more appropriate way to enhance OL capability under bureaucratic atmosphere for better organisational performance.

Correspondingly, governments must attain the determined goals, or continuously re-evaluate their existing goals and work procedures, considering their internal and external environments under government reform efforts. Hence, PSOs need to fabricate their learning ability to enhance their efficiency and accountability through innovation in a shifting environment. The viewpoints, through OL studies, help examine how PSOs learn and what aspects influence their learning ability. As a result, this study aims to classify the facilitating issues that influence OL to provide a better understanding of the practitioners in this field.

5.5 Recommendations

The researcher makes several recommendations from the study's findings. These recommendations consider the areas of improvement for the organisation according to the present research.

5.5.1 Promoting Employee Engagement in the Strategic Process

In this study, several informants disclosed that they see employee involvement in the strategic process as part of OL because getting involved in the strategic process can increase their knowledge and commitment to the organisation (Hussain, & Ishaq, 2017). If strategic process exclusively belongs to the top-management, then it creates several problems within

the organisation (Stewart, & O'Donnell, 2007). Organisational flexibility can create an open culture to share new ideas and disseminate the ideas among the employees, which can create a new kind of knowledge in the organisation. If the employees are given the opportunity to be in the strategic process, they would feel that they are part of the organisation, and it is crucial for a learning environment within the organisation, as mentioned by informant 2.

Meanwhile, informant 18 stressed on the distributed approach of the strategic process in the organisation. He added that it could enhance the leadership capabilities in a different level of organisation, which is essential for OL. Bierly and Hämäläinen (1995) argued that the involvement of strategic participants that lower the hierarchy is an important factor in understanding how strategy formulation and OL interact. This has a great influence on the distributed learning process in the organisation so that each level of the organisation can take part in the learning process and share their cross-level ideas within the organisation. Based on the empirical findings of the study, it is quite apparent that organisational flexibility can bring every layer closer together and share their experience and ideas; hence, paving the way of constructive learning in the organisation.

5.5.2 Promoting Experimentation in Learning Forum and Make it More Interactive to the Participants

Organisational experiments are one form of experiential learning that involve making intentional and systematic efforts to gather and analyse feedback to understand the association between adopting new knowledge and the achieved results. Huber (1991) suggests that experiential learning is enhanced by the availability and concerted collection and the analysis of feedback in response to actions taken. The increased accuracy of observations about what happens when new knowledge is adopted facilitates OL and leads to enhanced

performance. Organisational experiments are a method of learning by doing (Argote, 2011), a practice that is required when organisations do not have the underlying knowledge base it needed to simulate the effects of the new knowledge/innovation in advance.

Under these conditions, it is suggested that an organisation would realise how particular variables interact to influence performance merely through learning-by-doing. Furthermore, learning-by-doing is essential when the implementation of new knowledge is context-dependent, that is when its introduction is dependent on the specific structures, people, and technologies that are in place within a particular situation. Argote (2011) suggested that under these conditions, predicting the effects of new knowledge on the context in progress is difficult, and therefore, learning-by-doing is required. Organisational experiments provide organisations with the opportunity to learn in advance of full-scale implementation *why* the new knowledge should be adopted and *how* it would best be implemented (Moingeon, & Edmondson, 1996).

Learning during an organisational experiment would require processes and structures that allow for the gathering of feedback to determine whether the full-scale implementation of the new knowledge would lead to a favourable outcome. For example, an organisation could implement an automated information reporting system (e.g., an audit/compliance system) to assess whether the expected outcomes from implementing the new knowledge are achieved. Learning *how* during the organisational experiment would necessitate engaging in processes to expand the necessary skills for relating the new knowledge. For instance, skills could be gained through participation in training sessions regarding the new knowledge, observing demonstrations of applications of the new knowledge, or through hands-on experience by applying the new knowledge.

The processes of learning *why* and *how* may coincide and organisations could benefit from engaging in both types of learning processes at once (Moingeon, & Edmondson, 1996). Thus, learning forum is a great platform that gathers and share knowledge by asking and answering about the contemporary issues of the organisation. It is a difficult task to experiment in a PSO due to public scrutiny and other pressure groups. But, PSO reform, that is New Public Management, paves the way to learning and innovation by experimentation, besides the classical arrangement of the bureaucratic system. In the forum, leaders also have to play an important role to create a blame-free and more interactive atmosphere to persuade innovation through learning.

5.5.3 Strategy as an Integral Part of the Learning Process

Creating an adaptive enterprise is the new mission of the strategy process in PSO. Thus, it shifted from the original concept of "strategy as planning" to "strategy as learning". The organisation requires a system of doing a strategy that facilitates us to adapt and renew in response to a changing situation. Informant 4 mentioned that OL is imperative to make a better decision, as we learn from our workplace. In developing strategy, you are often thinking about mistakes/successes of the past—the element of history—the need to test those theories of experience (Mintzberg, 1994). Moreover, the informants of this study argue that it helps employees to understand the interaction between OL and strategy formulation by involving them in the strategic process. Such an atmosphere is created by the capable leadership of the organisation; this argument is supported by informant 10.

Furthermore, informant 5 added that "learning occurs all of the time while we are doing this and we are looking at better knowledge management and sharing of information across boundaries. Strategy making is one of the core components of OL. It helps us to learn things

more strategically". He also supports the view of strategising as a process of OL. Hence, as a part of OL, strategy making can help employees to be more thoughtful about their decision-making within the organisation, specifically to understand the change process better and build the adaptive capabilities among the employees. Simina (2009) argues that the flexible view of strategy formation as a continuous process indicates that it is a complex and meandering process of change. Therefore, the notion of strategy as an embedded part of learning itself helps the organisation for sustainable development and achieve its desired performance.

5.5.4 Promoting Accountability and Reward System

Accountability has become one of the buzzwords in PSO. It is directly related to organisational performance, and OL can enhance the accountability of the organisation. The empirical findings reveal that OL may encourage accountability. Despite the significant extension of the scope and amount of government responsiveness, efficiency, and effectiveness, public accountability has not extensively developed. Such an improvement may transpire as agencies move from accountability reporting with a short-term focus to dynamic accountability that observes long-run performance. Dynamic accountability entails the progress of OL. Particularly, reforms in government organisation pave the way for OL to enhance accountability in the daily work process. It can improve the desired performance in PSO.

OL, innovation, accountability, and performance do not come alone without organisational motivation and commitment. Accordingly, organisations need to promote the reward system to achieve such issues in the workplace. Several informants in this study agree with this argument. The reward system may be initiated in terms of monetary and non-monetary forms. The organisation can decide which format is more feasible for them. In

developing countries, most of the public employees prefer monetary reward as a motivational and encouragement for excellent work. Non-monetary rewards would also increase commitment towards achieving the desired performance through good work. Informants of this study mentioned that they have the reward system for such performance.

5.5.5 Implement More Projects with International Donor Agencies

The government of developing countries is, to some extent, relies on international donor agencies to meet their development initiatives in terms of budget and technical assistance. The donor agency involves in development projects with their globalised view and experience in collaboration with local implementation PSOs. The complexity of development co-operation affects OL within and between stakeholder organisations, as described by informant 3 in his opinion. Informant 10 addressed the high level of uncertainty due to environmental change and public scrutiny caused by development association of such projects that demand rigours learning process within and outside the organisation (Pant, 2012). Moreover, informant 15 asserted that due to the high demand of OL for survival in such projects, decision-makers continuously feel pressured to be updated with the latest information and analysis of the events.

However, knowledge management and learning process may differ from one to another aid/donor agency because of the nature of the project, different collaboration pattern, and different level of strategic alignments. Informant 15 referred to the different scenario and mentioned that “I worked in Small Enterprise Development Credit Program and Northwest Crop Diversification Project in both projects as an officer. I think collaboration among the agencies is a good platform for OL, as they come across the different background with a different kind of experience. There is a good opportunity to learn from each other; even

organisations can find out their shortcomings by exchanging their views and thoughts". The most important thing is to have a cross-sectoral learning experience. Thus, people can interact in an atmosphere where experts from a different field share their ideas in an efficient manner, the uneven nature of the aid relationships; political and bureaucratic constraints; and internal problems of the organisation of aid agencies may create embargoes in the proper implementation of the project. So, donor/aid sponsored projects have become a new kind of development strategies in developing countries. Particularly, a PSO has the responsibility to handle such projects for the sustainable development of the country.

5.5.6 Human Resource Policy that Promotes Organisational Learning

Human resource policy is a key factor in cultivating the learning process in an organisation. PSOs are used to have their policy form the government. However, the present study shows that the government has initiated a Governance Innovation Unit to promote a strategic platform for PSOs so that they can formulate their learning and innovation strategy by their requirement. In doing so, the government is trying to make PSOs more self-reliant in terms of strategy making and implementing based on the demand of local people and community that they are serving through their organisational operation. This kind of initiative is a game-changer for PSOs.

Because self-reliant PSO can go for more service innovation through its capability and they have the opportunity to become a service-oriented organisation. More decentralised governance system is required to enable organisations to have such capabilities. Recent governance reform programmes are also paving the way for decentralisation and delegating the decision-making process to PSOs. In this study, several informants opined that they have the opportunity to decide in the time of need because public sector leaders now realise that

distributed process is more effective to achieve organisational goals rather than centralised and authoritarian organisational style. This kind of realisation and thought process could enhance a compatible HR policy for the organisation.

5.5.7 Leader Should Create the Enabling Atmosphere of Organisational Learning Process

The role and style of leadership is a crucial part of the OL. In particular, the mid-level managers' can exercise their strategic role only when their leader creates an atmosphere of distributed decision-making through OL process to cope with the change process in the organisation. Mid-level managers' agency enabling factors are highly dependent on their leader's leadership style. Most of the informants argued that a leader could propel them towards the desired organisational vision. As goal setting and monitoring is the core responsibility of the leader, it is imperative for the mid-level management to have proper communication with their leaders because their strategic agency can be enabled with the utmost support of the leadership. There should be an emotional and empathic relationship with the leadership; otherwise, constructive communication may not take place during the period of change when the situation is vulnerable.

Generally, the informants argued about this matter. At this juncture, the opinion of informant 3 was found to be most meaningful, "leadership support towards change is a crucial element for the organisation as well as clear direction from the leader to cope with change process through OL can foster the collaboration towards organisational goals. If leaders do not create a level playing field for the change mechanism, the change process might go through in the wrong way". Eventually, the findings of this research also provide evidence that leadership and OL significantly influence organisational vision. The study also

demonstrates that there is a significant effect of the mediation role of OL on the affiliation between organisational vision and leadership.

5.5.8 Nurturing Network Governance to Enhance Service Innovation

Since 1970 many governments have attached the reform processes to the public sector aimed at fetching business values, concepts, and techniques. Such initiatives are termed as New Public Management and often led to major moves in budgeting, accounting, and performance management systems as a foundation for strong accountability and better management. Particularly, governments have become more interacted than ever before. Cross-sector collaboration has become a new trend in PSOs. As governments entering the digital age, PSOs are becoming more technology savvy. Government organisations are becoming more open towards the people so that they can become peoples' organisation. Service innovation and learning have become the buzzword for PSOs.

In this digital era, it is imperative to become more networked to be more engaged in public service. Thus, PSOs can face the challenges of a recent change that is happening dramatically. Collaboration with stakeholders is one of the crucial factors for becoming more people-friendly. PSOs need to understand the emerging demand of people. Inter-sector collaboration is also regarded as one of the essential aspects of the government. When learning is the only option to survive and sustain for the future, it is better to engage with the other sectors to augment knowledge through practical experience along with the partners from a different sector. Specifically, PSOs need to be more open towards networking to bring out the best for society.

5.6 Limitations of the Study

This research emphasises on a small population and a limited number of cases; it is the first limitation of the present study. While the major sources of data are semi-structured interviews with the mid-level managers in a single PSO, the chosen samples may not entirely embody the target population, so generalising the findings further than the actual sample tested must be stated with qualification. This study is based on a purely qualitative inquiry, so compare with a quantitative investigation, it does not have the generalisability or statistical power. Another limitation is the reality limits self-reported data of the informants that could not be separately verified. Information received from the informants were regarded at face value. Hence, informants who tend to self-report their viewpoint on their strategic practices might route to selective memory or exaggeration by adorning experience as more important than was recommended from other data. Likewise, when carrying out such research, informants tend to answer differently, depending on how they recognise the researcher. The researcher considered the status of the informants, age, and gender, in which case the volume of information they were ready to share, or come forth with frankly might not expose their honest perception.

The selection of informants by using non-probability sampling is another shortcoming of the present research. The exact numbers of members of the population might endure in this kind of sampling procedure. Therefore, it is important to recognise that the selected samples did not wholly characterise the target population. Thus, due to the inadequate number of informants, there is also the complexity coupled with generalising the results of the research. Ultimately, the personal interpretations made by the researcher is the weakness of this type of

study (Guion et al., 2011). Therefore, there is the possibility of preconception from the researcher.

Moreover, public-sector employees in Bangladesh are usually obsessed with rules and regulations. They seem to be always under the cloak of secrecy. Recording their voices was a difficult issue on some occasions. Because of the magnitude and sensitivity of the subject, its politician-bureaucrat nexus, its connection with the preservation of the national interest, and the sensitive positions and job nature of certain informants, it was not possible to record eighteen interviews, as this would have affected the informants' willingness to express personal views. Since the eighteen informants were like the spokespersons of their departments, it was not possible to record them. This has also limit researchers' freedom to quote the informants directly. However, the researcher wrote down field notes during interviews. By assuring the informants of their anonymity and no recording involved and the information are only accessible to the researcher, the informants felt relaxed and responded to interview questions easily and in an unconstrained manner.

Sometimes interruption happened during the interview session; a few informants had to answer important phone calls from colleagues and senior managers. During that time, the researcher reviewed his field notes. When the informants returned, the researcher was able to prompt them by picking up the thread of the previous conversation from the notes. However, most of the informants were considerate enough to ask the callers to call back later on. These might be considered a limitation of this study.

5.7 Directions for Future Research

The new direction of research look towards strategic management as a fundamental issue that elucidates the success or failure of organisations. It requires classifying the features

that will guide towards the success of the organisation. Hence, it is suggested to conduct research that goes beyond the industry's conventional analysis by including new environmental variables, such as traditions or cultural proportions, to realise the affiliation between strategy and environment. An additional approach to research of this kind is concentrating on the internal features of an organisation, such as resource orchestration approach and the dynamic capabilities. Similarly, approaches that focus on individual or group behaviour—behavioural strategy—at various levels of analysis inside the organisation may also be considered.

Other researchers have to embark on a profound analysis of behavioural strategy, which explores the behaviours that influence OL strategy. Future research may address and analyse strategy through pragmatic postulations about human social behaviour, sentiments, and cognition by undertaking this type of research. Ultimately, since this research employed an inductive approach to public sector financial organisation in Bangladesh, other research should be carried out in a much wider location comprises different kinds of industry, such as educational institutions or communication, manufacturing and in countries/cultures except that of the one selected for this study.

5.8 Concluding Remarks

In summary, the barriers to the successful strategic implementation of OL are known as the managerial tactics and leadership style; the influence of a culture, that balancing the external and internal strategic components, and bureaucratic organisational structures with several levels of management. Also, lack of commitment by the majority of employees, including mid-level management, lack of shared understanding identified as the 'implementation gap', and the resistance to change or ineffective management of change. The

present research offers further insight as it employs the structuration of OL. The research influenced a practical situation in PSO, with its aim of enhancing the real-world situation of the OL implementation issues in the management from the mid-level managers' point of a strategic view.

OL strategy is a comparatively confusing matter and connotes different meanings to different people; thus, it is essential to draw their different experiences collectively to take hold of its meaning in its entirety. Most of the research on strategy focuses on what senior management does, consisting of the obligatory imperative actions to understand its trend. Rouleau (2005) and Floyd and Wooldridge (1997) emphasised that mid-level managers' strategic roles in OL implementation can be critical to the implementation success; on the other hand, these roles are not well understood or generally agreed upon, as the literature recommends overlapping functions. Therefore, it is necessary to uncover how various factors shaped the mid-level managers' strategic practices, and for that reason, to emphasise the existing gaps in research areas that have not yet been investigated. Specifically, in a specific sector (public sector financial organisation) and a particular country/culture (Bangladesh), a region of the world that has been the centre of attention of little research in this field.

This study has discovered the practices of mid-level managers by recommending substitute ways of exploring strategy. Notably, one of the recognised gaps in the literature was that most of the research in strategy highlighted on what senior management does, and which organisations major decisions and actions by senior managers that are crucial to realising its indications. Thus, it is imperative to address the identified research gap by examining the strategy of mid-level managers at the micro-level rather than the societal macro-level. Predominantly, in PSO where employees commonly work under hybrid conditions or bureaucratic, political rules, regulations and conflicting pressures, in which departmental

governance, annual budgets, rapid public events, and private-public interdependencies, represent a quite large set of comparatively ambiguous and complex indicators leading to learning and decision-making (Rashman et al., 2009; Dekker, & Hansen, 2004; Busenberg, 2001; Mintzberg, 1996).

By assuming the interpretative approach, this study focused on the underlying meanings or interpretations, which are time and context-dependent and focused on understanding the fact in its location. In this study, the qualitative data collection and analysis constructed findings associated to particulars where human experiences and values are appropriate; in this case, the strategic practices throughout change sighted from the viewpoints of the mid-level managers of the PSO in Bangladesh. With their positions in their particular organisations, the informants shared a history and values system, common culture, and language, which ensure a mutual construct of a meaningful reality throughout the research.

In conclusion, this chapter highlighted the summary of the whole study, implication, and recommendation that are applicable to facilitate OL in PSO. The findings of this study are consistent with past literature that implies the strategic role of mid-level managers in the implementation of OL in PSO. Also, some pertinent findings on the structural, cultural, and external setup of the organisation that can predict the situation of OL. In addition, some challenges faced by the mid-level managers were also revealed in this study. Subsequently, solutions to overcome the challenges have also been deliberated. Recommendations for the management, HR practitioners and future research were also discussed in this chapter.

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APPENDICES

Appendix A: Protocols for Semi-Structured Interviews Conducted at Rajshahi Krishi Unnayan Bank (RAKUB)

CONSENT OF INFORMANT

I, _____ agree to participate in a research conducted by Md. Ali Ahsan, Matric Number: 14010144, a PhD student from the Faculty of Cognitive Sciences and Human Development (FCSHD) of Universiti Malaysia Sarawak (UNIMAS).

I understand that the researcher has been under the academic guidelines of Associate Professor Dr. Surena Sabil (Main Supervisor) and Associate Professor Dr. Abang Ekhsan Abang Othman (Co-Supervisor), as a requirement for PhD Project. This PhD project is entitled "Strategic Role in the Implementation of Organisational Learning among Mid-level Managers in an Agriculture Bank of Bangladesh".

আমি, _____ আলোচ্য গবেষণা কর্মটিতে অংশগ্রহন করতে সম্মতি জ্ঞাপন করছি। এই গবেষণা কর্মটি ইউনিভার্সিটি মালয়শিয়া সারাওাক (ইউনিমাস)–এর চেতনা বিজ্ঞান এবং মানব উন্নয়ন অনুষদ –এর একজন পি.এইচ.ডি গবেষক মোঃ আলী আহ্সান কর্তৃক পরিচালিত হচ্ছে, তাঁর ম্যাট্রিক নম্বরঃ ১৪০১০১৪৪।

আমি সম্পূর্ণভাবে অবগত রয়েছি যে, এই পি.এইচ.ডি গবেষক তাঁর গবেষণা কর্মটি পরিচালনা করছেন সহযোগী অধ্যাপক ড. সুরেনা সাবিল (প্রধান তত্ত্বাবধায়ক) এবং সহযোগী অধ্যাপক ড. আবাং এখসান আবাং ওথমান (সহকারী তত্ত্বাবধায়ক) –এর একাডেমিক তত্ত্বাবধানে। এই গবেষণা কর্মটি পরিচালিত হচ্ছে আলোচ্য পি.এইচ.ডি গবেষণা কর্মের একাডেমিক প্রয়জনে। উক্ত পি.এইচ.ডি গবেষণা কর্মটির শিরোনাম হল "সাংগঠনিক শিক্ষা বাস্তবায়নের ক্ষেত্রে বাংলাদেশের একটি কৃষি ব্যাংকে মধ্যম-সারির ব্যাবস্থাপকগনের কর্মকৌশলগত ভুমিকা"।

(A) Procedures (প্রক্রিয়া)

- The interview session may take up 1 (one) hour of my time.
- এই সাক্ষাৎকারটি সম্পাদনে ১ (এক) ঘণ্টা সময় প্রয়োজন।
- This interview session requires the need to use audio/video recorder.
- এই সম্পূর্ণ সাক্ষাৎকারটি একটি অডিও/ভিডিও রেকর্ডার যন্ত্রের মাধ্যমে ধারন করা হবে।
- The researcher will take some notes during the interview session.
- এই সাক্ষাৎকারটি চলাকালীন গবেষক নোট নিবেন/লিখবেন।
- I am also informed that there may be a follow up interview sessions if needed.
- আমি এই ব্যাপারে সম্পূর্ণভাবে অবগত যে, গবেষণার প্রয়োজনে পুনঃ সাক্ষাৎকার –এর আয়োজন করা হতে পারে।
- The follow-up interview session may need me to answer the questions verbally or in written form to help the researcher to further understand the subject matter and the information given.
- পুনঃ সাক্ষাৎকারটি পরিচালনা করা হবে সার্বিক বিষয় সম্পর্কে গবেষককে সহযোগিতা করার জন্যে, সেক্ষেত্রে সাক্ষাৎকারটি মৌখিক বা লিখিত আকারে প্রদান করতে হবে।

(B) Risks/Discomforts (ঝুঁকি/অস্বস্তি)

- I understand that there are minimal risks for participation in this study. However, I am also aware that I may feel emotional discomfort when answering questions about my personal experiences.
- এই সাক্ষাৎকারটিতে অংশগ্রহণের ক্ষেত্রে সামান্য ঝুঁকি রয়েছে। আমি হয়তোবা সাক্ষাৎকারকলীন সময়ে আমার ব্যাক্তিগত অভিজ্ঞতা বর্ণনা করতে গিয়ে আবেগপ্রবন হয়ে পরতে পারি বা অস্বস্তিবোধ করতে পারি।

(C) Confidentiality (গোপনীয়তা)

- I understand that all information provided will remain confidential and will only be reported as individual data with no identifying information to preserve my anonymity. I am also aware that all data, including interview records will be kept confidential and only those directly involved with the research will have access to them.
- আমি সম্পূর্ণভাবে অবগত যে আলোচ্য সাক্ষাৎকার –এর মাধ্যমে যে তথ্য প্রদান করা হবে তা সম্পূর্ণভাবে গোপন রাখা হবে এবং এই ক্ষেত্রে ব্যাক্তি হিসাবে আমার পরিচয়হীনতা বজায় থাকবে। আমি আরও অবগত যে, এই সাক্ষাৎকারের রেকর্ডিং গোপন থাকবে এবং এটি শোনা/দেখার অধিকার শুধুমাত্র গবেষণা কর্মটির সাথে

সরাসরিভাবে সম্পৃক্ত ব্যাক্তি/ব্যাক্তিবর্গের মধ্যে সীমাবদ্ধ থাকবে।

- My other colleagues will neither be present nor have access to the interview questions, raw notes or transcripts. This precaution will prevent my individual comments from having any negative repercussions.
- এই সাক্ষাৎকারের প্রশ্নপত্র বা খসড়া নোট বা অনুলিপি –এর ক্ষেত্রে আমার কোন সহকর্মীর উপস্থিতি বা প্রবেশাধিকার থাকবে না। এই পূর্ব সতর্কতার মাধ্যমে আলোচ্য সাক্ষাৎকারের যেকোনো নেতিবাচক প্রভাব থেকে আমি মুক্ত থাকবো।

(D) Participation (অংশগ্রহন)

- I am aware that participation in this research study is voluntary and I will not be paid for participating in this research study. Therefore, I have the right to withdraw at anytime or refuse to participate entirely as a result of the inconvenience or disturbance that the research may cause. I may do so by letting the researcher know. This withdrawal will not affect my relationship with Universiti Malaysia Sarawak (UNIMAS) in anyway.
- আমি সম্পূর্ণভাবে অবগত যে, আলোচ্য গবেষণা কর্মটিতে অংশগ্রহন সম্পূর্ণভাবে ঐচ্ছিক এবং এক্ষেত্রে কোন প্রকার আর্থিক লেনদেন/সংশ্লিষ্টতা নেই। তাই, আমি গবেষককে অবগত করে যেকোনো সময় এই গবেষণাকর্ম থেকে নিজেকে প্রত্যাহার/সরিয়ে নেওয়ার অধিকার সংরক্ষন করি। এই গবেষণাকর্ম থেকে আমি নিজেকে প্রত্যাহার/সরিয়ে নিলেও তার কোন প্রভাব ইউনিভার্সিটি মালয়শিয়া সারাওাক (ইউনিমাস) এবং আমার সম্পর্কের উপর পরবে না।

(E) Inquiries (অনুসন্ধান)

- I understand that if I have further inquiries relating to this research, I may contact Md. Ali Ahsan at +8801716303292 or, aliahsan.rubd@gmail.com.
- ভবিষ্যতে এই গবেষণাকর্মের ক্ষেত্রে কোন জিজ্ঞাসা থাকলে, আমি এই ব্যাপারে মোঃ আলী আহ্সান এর সাথে +৮৮০১৭১৬৩০৩২৯২ (টেলিফোন) আলীআহ্সান.আরইউবিডি@জিমেইল.কম (ইমেইল) –এর মাধ্যমে যোগাযোগ করতে পারবো।

This states that I have read, understood, and received a copy of the above consent and desire of my own free will to participate in this study. My signature below indicates that I agree to participate in this study as an informant.

এতে করে প্রতীয়মান হয় যে, আমি সম্পূর্ণভাবে পড়ে, বুঝে এবং এই সম্মতিপত্রের একটি অনুলিপি

প্রাপ্ত হয়ে আলোচ্য গবেষণাকর্মে সেচ্ছায় এবং স্বাধীনভাবে অংশগ্রহণের ইচ্ছা প্রকাশ করছি। নিচে আমার স্বাক্ষর প্রমান করে যে, আমি সেচ্ছায় এবং স্বাধীনভাবে আলোচ্য গবেষণাকর্মের একজন তথ্যদাতা হয়েছি।

_____	_____
Signature of the Informant	Signature of the Researcher
(তথ্যদাতার স্বাক্ষর)	(গবেষকের স্বাক্ষর)
Date:	Date:
তারিখঃ	তারিখঃ

Interview Questions

Part: A

অংশঃ এ

Section A : Warm up questions

(অনুচ্ছেদ এঃ প্রাথমিক প্রশ্ন সমূহ)

Q 1. How are you doing today?

প্রশ্ন ১) আপনি কেমন আছেন?

Q 2. May I have your kind permission to start our interview session?

প্রশ্ন ২) আমি কি সাক্ষাৎকার পর্বটি শুরু করার ক্ষেত্রে আপনার সদয় অনুমতি পেতে পারি?

Q 3. Can you please describe your job in this organisation?

প্রশ্ন ৩) সাংগঠনে আপনার কর্ম পরিধী দয়া করে বর্ণনা করবেন?

Section B : Main Interview Questions based on Research Objectives

(অনুচ্ছেদ বিঃ গবেষণা উদ্দেশ্যের ভিত্তিতে সাক্ষাৎকার –এর প্রধান প্রশ্ন সমূহ)

Objective 1: To identify the structural factors that influence organisational learning in a public sector organisation.

উদ্দেশ্য ১: সরকারি সংগঠনে সাংগঠনিক শিক্ষার ক্ষেত্রে সাংগঠনের কাঠামোগত বিষয় গুলোকে কিভাবে মূল্যায়ন করা হয়ে থাকে, সেই ব্যাপারে গভীর অনুসন্ধান।

Q 4. How will you describe the structural factors of your organisation that influence organisational learning?

প্রশ্ন ৪) আপনার সংগঠনের সাংগঠনিক কাঠামোর কোন বিষয় গুলো সাংগঠনিক শিক্ষাকে প্রভাবিত করে বলে আপনি মনে করেন? দয়া করে ব্যাখ্যা করবেন।

Objective 2: To identify the cultural factors that influence organisational learning in a public sector organisation.

উদ্দেশ্য ২: সরকারি সংগঠনে সাংগঠনিক শিক্ষার ক্ষেত্রে সাংগঠনের সংস্কৃতিগত বিষয় গুলোকে কিভাবে মূল্যায়ন করা হয়ে থাকে, সেই ব্যাপারে গভীর অনুসন্ধান।

Q 5. How will you describe the cultural factors of your organisation that influence organisational learning?

প্রশ্ন ৫) আপনার সংগঠনের সাংগঠনিক সংস্কৃতির কোন বিষয় গুলো সাংগঠনিক শিক্ষাকে প্রভাবিত করে বলে আপনি মনে করেন? দয়া করে ব্যাখ্যা করবেন।

Objective 3: To identify the external factors that influence organisational learning in a public sector organisation.

উদ্দেশ্য ৩: সরকারি সংগঠনে সাংগঠনিক শিক্ষার ক্ষেত্রে সংগঠনের বাহ্যিক বিষয় গুলোকে কিভাবে মূল্যায়ন করা হয়ে থাকে, সেই ব্যাপারে গভীর অনুসন্ধান।

Q 6. How will you describe the external factors of your organisation that influence organisational learning?

প্রশ্ন ৬) আপনার সংগঠনের বাহ্যিক কোন বিষয় গুলো সাংগঠনিক শিক্ষাকে প্রভাবিত করে বলে আপনি মনে করেন? দয়া করে ব্যাখ্যা করবেন।

Objective 4: To identify the types of organisational learning that occur in a public sector organisation.

উদ্দেশ্য ৪: সরকারি সংগঠনে সাংগঠনিক শিক্ষার ধরন গুলোকে কিভাবে মূল্যায়ন করা হয়ে থাকে, সেই ব্যাপারে গভীর অনুসন্ধান।

Q 7. How do you describe the types of organisational learning in your organisation?

প্রশ্ন ৭) আপনার সংগঠনে সাংগঠনিক শিক্ষার ধরন গুলোকে আপনি কিভাবে মূল্যায়ন করে থাকেন?

Q 8. How do you describe organisational learning components (i.e. learning facts, knowledge, processes and procedures, learning new job skills, learning to adapt and learning to learn)?

প্রশ্ন ৮) সাংগঠনিক শিক্ষার উপাদান গুলোকে আপনি কিভাবে ব্যাখ্যা করবেন (যেমনঃ প্রকৃত/বর্তমান অবস্থা সম্পর্কে জানা, জ্ঞান, পদ্ধতি ও প্রক্রিয়া, কর্ম সম্পর্কিত নতুন দক্ষতা, মানিয়ে নেওয়ার শিক্ষা এবং শেখার জন্য শিক্ষা)?

Objective 5: To identify mid-level managers strategic role in the implementation of organisational learning in a public sector organisation?

উদ্দেশ্য ৫: সাংগঠনিক শিক্ষা বাস্তবায়নের ক্ষেত্রে সংগঠনের মধ্যম-সারির ব্যাবস্থাপকগন এর কৌশলগত ভুমিকার মূল্যায়ন, সেই ব্যাপারে গভীর অনুসন্ধান।

Q 9. How do you describe your role in organisational learning in your organisation?

প্রশ্ন ৯) আপনার সংগঠনে সাংগঠনিক শিক্ষার ক্ষেত্রে আপনি নিজের ভুমিকাকে কিভাবে মূল্যায়ন করে থাকেন?

Q 10. How organisational learning can help you to cope with the change process in your organisation?

প্রশ্ন ১০) সাংগঠনিক শিক্ষা কিভাবে পরিবর্তিত পরিস্থিতির সাথে আপনাকে মানিয়ে নিতে সহায়তা করে?

Section C : Closing up question

(অনুচ্ছেদ সিঃ সাক্ষাৎকার –এর সমাপনি প্রশ্ন)

Q 11. Your valuable suggestion for improving continuously and consistently the quality of the study. Would you like to share something more form your experience?

প্রশ্ন ১১) আপনার সুচিন্তিত মতামত আলোচ্য গবেষণা কর্মের উন্নয়নে গুরুত্বপূর্ণ ভুমিকা পালন করবে। আপনি কি আপনার অভিজ্ঞতা থেকে আরও কিছু কি বলতে চান?

Part: B

অংশঃবি

Demographic Information of Informant		
Department	:	
Job Position	:	
Length of Service	:	
Highest Level of Education	:	
Age	:	
Gender	:	
Marital Status	:	

Note:

Appendix B: Acknowledgement Letter from Rajshahi Krishi Unnayan Bank (RAKUB) for Receiving Request Letter from Centre for Graduate Studies, UNIMAS

রাজশাহী কৃষি উন্নয়ন ব্যাংক
(RAJSHAHI KRISHI UNNAYAN BANK)
Human Resources Development Department
Head Office, Rajshahi.

HO/HRD-04(9)/2015-2016/334 Dated: 10th September'2015

Prof. Dr Ernest Cyril De Run
Dean
Pusat Pengajian Siswazah
Centre for Graduate Studies.

Acknowledgement

Dear Sir

We received with honour An Application of Md. Ali Ahsan, PhD Student, University Malaysia Sarawak with annexure Number 07 on Gather Information Related to Research Work for Doctor of Philosophy Candidate, University Malaysia Sarawak (UNIMAS) vide your No-UNIMAS/NC-30/04-18 JId.8(59), Dated 15th June'2015.

Thankfully,

(Md. Nurul Islam) 10/09/2015
Deputy General Manager.

Appendix C: Permission Letter for Conducting Research in Rajshahi Krishi Unnayan Bank (RAKUB)

রাজশাহী কৃষি উন্নয়ন ব্যাংক
(RAJSHAHI KRISHI UNNAYAN BANK)
Human Resource Development Department
Head Office, Rajshahi,
Bangladesh.

HO/HRD-04(12)/2015-2016/647(4) Dated: 24th November, 2015

Prof. Dr. Ernest Cyril De Run
Dean
Centre for Graduate Studies
Universiti Malaysia Sarawak (UNIMAS)
Sarawak, Malaysia.

Sub: Application to gather information related to research work for Doctor of Philosophy candidate, Universiti Malaysia Sarawak (UNIMAS).

Dear Sir,

With your referance UNIMAS/NC-30/04-18 JId.8(59) dated on 15 June, 2015. We are pleased to inform you that the Managing Director of Rajshahi Krishi Unnayan Bank (RAKUB) has given permission to your fulltime Doctor of Philosophy candidate:

Name : Md Ali Ahsan
Passport Number : AD8704022
Student Number : 14010144

To collect all data and information from the Rajshahi Krishi Unnayan Bank, Training Institute, Rajshahi for research purposes only.

We are delighted to accept him as a Ph.D. researcher in our institution, this research project will help us to develop our organisational and professional atmosphere for future endeavor. This kinds of research is highly appreciated in our organisation.

Thankfully,

24.11.2015
(Ayesha Pervin)
Assistant General Manager (Department In-Charge)
Human Resource Development Department
Rajshahi Krishi Unnayan Bank
Rajshahi, Bangladesh.
Tel: +880721862442
e-mail: dgmhrd@rakub.org.bd

Copy forwarded for necessary action:

1. The Principal, Rajshahi Krishi Unnayan Bank, Training Institute, Rajshahi. He is requested to provide all data and information to Mr. Md Ali Ahsan, Ph.D. Candidate of the above mentioned university.

Copy forwarded for infromation only:

1. Dr. M. Saman Dassanayake, Associate Professer, Faculty of Cognitive Sciences and Human Development, UNIMAS. (email: msamand62@gmail.com)
2. Mr. Abang Ekhsan Abang Othman, Dean, Faculty of Cognitive Sciences and Human Development, UNIMAS. (email: aoekhsan@fcs.unimas.my).
3. Dr. Philip Nuli Anding, Deputy Dean (Postgraduate & Research), Faculty of Cognitive Sciences and Human Development, UNIMAS.
4. Mr. Md Ali Ahsan, Ph.D. Candidate, Faculty of Cognitive Sciences and Human Development, UNIMAS. (email: aliahsan.rubd@gmail.com)

\\Hrdpc-1\d\মাসউকি\Training\ট্রেনিং সংক্রান্ত চিঠি পিওইচডি-A4 - Copy.doc

Appendix D: Certificate of Translation for Interview Transcripts from Bengali to English

Dr. Md. Salim Reza
Professor
Department of Marketing
University of Rajshahi
Rajshahi – 6205, Bangladesh.
Tel: 88-0721-711135(Off.)
Fax: 88-0721-750064

University of Rajshahi

Residence:
The Elite
Hatemkhan, Emaduddin Road
Rajshahi – 6000, Bangladesh.
Tel: 88-0721-775191(Res.)
Mob: 88-01716077780
E-mail: mdsalimraj@yahoo.com

Dated: 10/05/2017

To Whom It May Concern

I hereby certify that this is a true and complete original English interpretation of the Bengali (বাংলা) version of interviews conducted by Md. Ali Ahsan, a PhD student at the Universiti Malaysia Sarawak for the sake of data collection in his doctoral study.

I further certify that he can read, write and speak the language of the original document fluently and I also assure the Centre for Graduate Studies of Universiti Malaysia Sarawak that this translation is accurate to the best of my knowledge.

I also assure the Centre for Graduate Studies of Universiti Malaysia Sarawak that I am acting independently from any principal investigator, and I am not affiliated with any active study in any way.

Sincerely,

10/05/17

Dr. Md. Salim Reza

Dr. Md. Salim Reza
Professor
Department of Marketing
University of Rajshahi
Raishahi-6205, Bangladesh

Appendix E: Transcript of the Interviews

Part: A

Section A: Warm-up Questions

Informant	Question 1	Question 2	Question 3
1	I am doing well…	Yes…	I am a faculty member here…
2	Yes, I am good…	Sure, you can…	As a faculty member, it is my core responsibility to conduct training as per organisations rule…
3	It was a busy day, but I am fine…	Yes…I will be happy to answer your question…	I am a faculty member of RAKUB training institute…
4	I am fine, hope you are also doing well…	Yes, please…	I am a faculty member…
5	I am fine and really happy to be a part of such research…	Yes, I hope I can answer properly…	Performance appraisal of the employee…
6	I am good and also very happy to see that, this kind of research is going on in RAKUB…	Yes, we can stat…	I am dealing with the HR policy of the bank….
7	Yes, I am doing well…happy to meet with you…	Sure, we can proceed…	ICT solution for the organisation…
8	I am fine…	Yes, please…	Loan disbursement…
9	Doing well…I hope you are also good…	Yes, we can start…	Budgeting for the organisation…
10	I am fine…	Yes, please…	Conducting contemporary research for the bank…
11	Alhamdulillah, I am fine…	Yes, please…	Monitoring of the branches…
12	I am doing well by the grace of Allah…	Yes, I hope that this interview will be	Procurement and maintenance of

		fruitful…	engineering equipment…
13	I am fine…hoping you are also doing well…	Yes, please…but please make it brief…	General banking…
14	I am fine…	Yes, we can start…	Maintaining bank's accounts…
15	I am doing well. How about you?	Sure, we can…	Recovering loan from marginal farmers is difficult…
16	Alhamdulillah, I am fine…	Yes, please…	My department is responsible for the legal issues of this bank…
17	I am fine…	Yes, we can start now…	Foreign exchange-related activities…
18	I am doing well…	Yes, please…	Internal control of the bank…

Section B: Main Interview Questions Based on Research Objectives

Informant	Question 4
1	The resource is a vital factor for organisational learning, as public sector organisations depend on government budget and in most of the cases we do not have our own mechanism to increase organisational resource…so it is really important that how the government is emphasising on organisational resources to enhance the capabilities of the organisation. Although, due to the changing situation of public sector…it is quite obvious that the government is quite a concern about organisational resources…
2	Currently, training and learning have become one of the most important investment tools for organisations as it enhances the knowledge, skill, attitude and behaviour of employees through the distinct advantage as it creates valuable resource…for example, committed employees. Committed employees are seen as the most valuable asset as compared to any other asset in the organisation. Employee involvement has a direct influence on organisational learning that can positively increase employee commitment towards organisation…
3	To me, change means learning a new kind of working skill to meet the desired requirement of the organisation. If so, then the conventional system has to be flexible. Otherwise, how change can happen? Yes, I am completely agreed that we must work within the rule, but we can reorganise the organisational rule to meet the new challenges. Otherwise, it is really difficult to achieve the desired result for which we are looking

	for…
4	Communication is about getting a joint understanding, so it needs to be two-way, but at times even one-way would be better at least people understand why a decision is made, why a strategy has been put in place, some context around that so that people understand and can share their knowledge…
5	I think ICT (Information Communication and Technology) is playing a vital role in OL. Now-a-day we are conducting training and learning session in our training institute, most of them are related to ICT. As our organisation is going through the automation process, we are also emphasising on on-line system banking services for the grass root level customer (farmers). Mobile baking is such kind of initiative is inaugurated by the bank…and these initiatives are in-line with innovation in public sector organisation policy of the government… **(C3)** Organisational communication is the part of the structural process but it also shaped by the organisation's culture, and as part of the organisation we are the part of on communication network. Through this network we do not just share information; we share our thoughts and personal feelings. So, if the communication network does not well established or, well-functioning, it may generate wrong information and create a chaotic situation within the organisational process. A strong and open organisational communication network is the backbone of fruitful OL that can positively influence strategy formulation and implementation in the organisation…**(C5)** Leadership style is the key factor for employee engagement in the decision making process. It depends on the leader, how he/she wants to see employee empowerment in the organisation. In public sector organisation, bureaucratic leadership style follows the rule-obsessed rigid mentality to deal with their subordinates. But I think, the way of thinking of leaders in the public sector is changing due to the changing nature of the system. Nowadays public sector leaders are more open to sharing the prospect and problems with their subordinates, as they want to prepare their capable successor in the organisation to handle the changing situation. It means they want to share their authority for the sake of themselves to distribute risk-taking initiatives among all… **(C6)** In RAKUB training institute we have created a learning forum, by our organisational process. Here, we are used to discussing contemporary ideas of banking and financial industries. Nowadays we are emphasising on some technical issue like internal control and compliance, SME financing and entrepreneurship development, green finance and financial inclusion, prevention of money laundering and terrorist financing, management information system (MIS) in such issues as part the free discussion in our learning forum. So, that we can share our knowledge and generate new ideas for individual and collective strategic performance… **(C7)**
6	New kind of management process in public sector organisation brings a

	flexible atmosphere in decision-making style among the employees. As new ideas are highly appreciated in our organisation so that that employee can bring new insights to the public service. It means service innovation has become one of the buzzwords for the public sector organisation to retain and sustain in the business world. It is true that the public sector has the supremacy over the private sector in several aspects, but they are not out of the competitive environment… **(C1)** Organisational resources are important for organisational learning, no doubt about this. But I think the way of managing resources is also imperative to enhance both resources and organisational learning through the resource, as these are interconnected under competent leadership. Our organisation is also emphasising on managing the resource in a most capable way. As a public sector organisation; budget constrain sometime may hamper our learning capability as we are dependent on the government, lack of resource may foster organisational knowledge that how to improve the situation which emerges… **(C2)** Through performance management, the organisation gathers information. This information can be treated as a vital ingredient of organisational learning. Organisational learning is based on practical evidence from the organisation. OL increase organisational performance, so it is imperative to get feedback through performance measurement for better organisational learning in public sector organisation… **(C4)** When our management (top) management makes any organisational decision, it is imperative to understand why that decision has been made. If we want to decide on action, we must have to understand the logic behind the decision. Only this understanding can encourage and enable us to fulfil the objectives of the decision. OL help us to make sense of better understanding as well as it can design our path of a planned action to achieve the desired goals behind the decision... **(C5)** This kind of initiatives is enhancing inter-departmental knowledge sharing and helping them to work in a team. Learning forum is such a platform to generate new ideas in the contemporary situation by previous experiences. Employees in the organisation need a cross-level learning process to find out collaborative solutions for the emerging challenges in every day's organisational life… **(C7)**
7	It is imperative to be flexible when implementing strategy and when thinking strategy because of the changing business environment, it creates a volatile situation for the organisation if the capacity of adaptability is not initiated by the management. To enable such situation flexibility in decision making is a must. Otherwise it may create hindrance on implementation process… **(C1)** Performance management as an integral part of the organisational process, it plays a great source of information of internal and external organisational process. Performance management influences OL, as management can gather in-depth information about how the organisation is going through its process. Performance evaluation is also the feedback of the stakeholders of the organisation; it can reflect how actually the

	organisation is proceeding towards its desired objectives... **(C4)** Government is trying to make public sector organisations more productive in terms of innovating new ideas in public service delivery and generate new segments of public service so that the general people can get the best out of it. As a public sector organisation, we also have an innovation unit in our organisation. Which comprises experts from different departments, they are used to organise special meeting, seminar, and conference on managing and scale-up ideas among the departments. I found this is a great platform to enhance our knowledge on the strategic process of the organisation to improve the work environment of our work and provide better service options to our customers. In the human resource development department, we are used to having a monthly discussion on innovative ideas… **(C7)**
8	Learning is a matter of cognitive ability of human being, as we are working here under some specific rules and regulations. So, we must be obedient about organisational rules but the organisation also should take care of the rules cannot create an obstacle in learning…as the more we learn, the more we can provide better service to the organisation...organisational structural setup must not be rigid for the sake of learning…
9	Under the government initiative and technical support of Governance Innovation Unit (GIU), we are trying to incorporate ICT based public service from our organisation. As the motto of GIU is 'Putting Citizens First', we are developing an ICT based banking service. This can enhance organisational performance. In doing so, we are providing several training to our officer and executives, i.e. Basic Computing & Banking Software, IT Security and Prevention of Fraud, Computer Hardware and Networking and IT Security, MIS, Use of the internet, Email, Social Media and IT Security. Due to the demand of modern workplace learning, we are also trying our best to implement government policy through the enhancement of ICT in our organisation… **(C3)** Our department has the sole responsibility to implement the government's innovation policy within the organisation. We have three representatives as a member of the innovation team. Recently, we have incorporated innovation corner in our official website, anyone can log-in the portal and can describe their innovative idea in public service. It is a kind of discussion platform for learning new ideas and innovation for better performance. I think these kinds of initiatives are new for a public sector organisation. But we have to take such contemporary steps to survive in a competitive business environment. This is an imperative, and it is firmly understood by our management… **(C7)**
10	New strategic direction being reflected in performance agreements – supportive strategies to ensure people can learn where they need to or broaden their experience, knowledge and skills. So, performance management can be a great information source for OL to be happening in the organisation. It may be a determining factor for the level of OL and

	the desired place of OL within the organisation...
11	My department is responsible for budget and expenditure control so that that an organisation can manage its resources. In the public sector organisation, organisational resources are a very important issue by budget sanction from the government. We do not have our internal source to expand our resources; in that sense we are dependent on the government. Government priorities are dependent on peoples' demand, so they are a response by people demand. It is a crucial issue for public sector organisation to make a balance between budgets from the government to meet certain peoples demand. Organisational resources not only include the monetary issues, but it also includes the administrative and technical resources, and I think, but OL can also help public sector organisations in organisational resource management to achieve strategic edges… **(C2)** OL is based on organisational information; performance management is a great source of individual and collective information about the organisation. Performance measurement indicates the real scenario of the organisation. As I am working in budget and expenditure control department, it is imperative to prepare a budget by performance. This kind of performance measurement depicts a clear picture of the OL… **(C4)**
12	When the new government policy initiated, then it is really important to learn about the changing situation and atmosphere. If the organisational setup is obsessed to maintain only the rules, then it might not be possible to cope with the present situation…for successful learning atmosphere flexibility is must, but not avoiding certain organisational rules…it is a matter of check and balance… **(C1)** I have been observing several changes that are taking place in our workplace, and it is changing our conventional thinking and way of work. I believe this must be happening to meet the desire of our stakeholder and for the sustainability of our organisation. Here in our department, we are also researching these contemporary issues that are taking place in our organisation. We are used to working in a team with our innovation team, not only but also we collaboratively researching with our respective departments. These research initiatives are discussed in the learning forum to get more inputs from the employees… **(C7)**
13	It is imperative to know about ICT in the workplace. Moreover, information technology based on computer-mediated communication can increase knowledge creation quality by enabling a forum for constructing and sharing beliefs, for confirming consensual interpretation, and for allowing expression of new ideas. As I am used to visiting branches on a regular basis, I found that people even sharing their ideas and thoughts by using ICT, which is positive to organisational performance. It seems that it breaks the bearer of organisational communication and makes it simpler within the organisation…
14	I believe that organisational resources are directly related to organisational performance and performance information is influential to OL, so in this

	way these elements are interrelated. In particular, knowing about the organisation's fiscal and non-fiscal capability is a good source of information…I mean, it aware us where we have to give more focus in terms of better performance…so; it is imperative to become a resourceful organisation. I firmly believe that our leaders are aware of this matter and it is also a positive indicator for our organisation…
15	I think, flexibility (extended) may not be appropriate in every sphere of organisational life, an the organisation itself is a system and learning mechanism is already embedded within its regular way of life…as like, we are used to having flexibility to make our decision…yes, but some controlling mechanism is there to protect us from taking wrong decision…so, to me the flexibility is already there for the betterment of the organisation…
16	I think, information communication technology reduces the barrier of organisational information flow and builds a strong networking architecture which can protect the organisation from wrong information and information overload. In the age of globalisation information is the key source of success to achieve a strategic advantage for the organisations. Particularly, public sector organisations deal with a huge number and diversified stakeholders in their operation, the information communication system is the most important contemporary issue to mitigate mal-information and boost up a meaningful communication among the organisation…
17	The way we are working under one roof in an organisation, I think the communication network among us. It works like a bonding factor among the employees within the organisation. Through fruitful communication, we can bring out the best for our organisation. It can also help us to mitigate the misunderstanding among the employees and help them to create a culture of shared understanding and mutual interest in organisational goals and objectives…
18	I think employee engagement is very important for OL, as every employee is connected through a communication network within the organisation. So, it is imperative to be engaged for better strategy making and implementation and lower down the leadership for a distributed strategic approach. OL help employees to learn from experience and apply those learning to his/her workplace to work more strategically…

Informant	Question 5
1	The best way of coming up with new ways to make decisions about best ways to work is to show the evidence that it has worked somewhere else...people understand things better if they can see how things have worked that the same sort of ways in which decisions are made has worked somewhere else…
2	To me, organisation is a living organic system, as human being

	collectively works under a systematic structure. Mutual understanding is the key component for teamwork, to cope with the changing nature of the work environment is highly dependent on understanding within the workgroup…to achieve desire organisational performance change implementation is necessary and teamwork is kind of bonding matter for this condition…
3	Leadership support towards change is a crucial element for the organisation as well as clear direction from the leader to cope with the change process through organisational learning can foster the collaboration towards organisational goals. If leaders do not create a level playing field for the change mechanism, the change process might go through in the wrong way...
4	The process strategising is embedded in the learning mechanism of the organisation. Particularly, in public sector organisation people are used to learn from several aspects of life, as they deal with common public interest and deliver public service. So, the growing demands of the public generate pressure on public sector organisation to meet the certain contemporary need of the people, due to this pressure they need to think and generate ideas strategically. In this way, public servants are used to learning strategically to bring out the best in-terms on individually and collectively...
5	Decision-making pattern highly influences organisational learning. Particularly in public sector organisation where there is bureaucratic atmosphere shape-up the mentality of the leaders, constructive decision making may not be possible. But it does not mean that thing is not changing; the organisational culture of public sector organisation has been redesigned by various reform initiatives. This changing system is also changing the mind-mapping of the leaders within the organisation… **(C3)** The institutionalisation of ideas leverages the learning of individuals and groups through the embedding of new ideas into the procedures and systems that structure organisational life. The concept of systemic power begins to address the issue of which new ideas will become institutionalised… **(C5)** Learning is occurring all of the time while we are doing this and we are looking at better knowledge management and sharing of information across boundaries. Strategy making is one of the core components of organisational learning. It helps us to learn things more strategically. As well as when changes come, these kinds of learning enable us to become more flexible to cope with the change process. Though in public sector organisation sometimes it is difficult to initiate successful change initiative, current reform programs are enabling us to overcome those hindrances more successfully…**(C6)**
6	I think leadership is like a guide in an unknown ocean because they play the role of envisioning strategic path towards organisational learning by making subordinates a true follower by applying charismatic power in the organisation. So, leaders who treat his/her subordinate as a fellow worker,

	always try to learn together for the collective welfare and to achieve desired performance in for the organisation... **(C2)** The reform which is occurring at an increasingly rapid manner in public sector organisation. In this environment of increasingly frequent change, human resource development is not just an option but strategic imperative. The existence of learning culture in the organisation, the establishment and ongoing encouragement of an environment that facilitate learning and development, can be a significant factor in achieving successful outcome… **(C4)** From my experience, when things go wrong in the public domain, organisations often face increased political involvement and demands for improvement. This situation creates learning imperative within the organisation. As the production of information, lesson-drawing, knowledge dissemination and institutionalisation process is facilitated by organisational power politics. It may encourage the employee to share diversified knowledge among the employees… **(C5)** Our organisation signed an agreement with the government to make sure organisational performance, to become a performance-based innovative service-oriented public sector organisation. This agreement includes some specific strategic objectives; those are: efficiently implementing performance agreement, development of work process and services, financial inclusion, development of efficiency and accountability, and implementation of the right to information act and accessibility to information by self-responsibility. These contemporary initiatives boosted our learning through be more accountable to the people. The government has also initiated public services award and rewards for the good performance to motivate us… **(C7)**
7	Cross-level communication can facilitate an organisational culture that enables organisational learning by its open and supportive leadership style…when people feel that the leader can generate a suitable atmosphere of organisational values and help them to achieve…then, they have the confidence in their organisational work process…
8	Our organisation takes several initiatives to develop the ICT infrastructure of the organisation; we have also conducted training and learning session to enhance the adaptive capability of our employees with this new kind of technologies in the workplace, it has increased the productivity in the organisation. Contemporary ICT system and collaboration enable us better-sharing capabilities within our work process. So that we can share new knowledge to achieve organisational goals… **(C1)** I think that human resource development is a set of systematic and planned activities designed by an organisation to provide its members with the opportunities to learn the necessary skills to meet current and future job demands. So that organisation can get best out of their employees and employees can capable themselves for the sake of their individual and organisational development. In our organisation, the human resource development department is continuously working to

	achieve that goal… **(C4)** Organisational learning is imperative to make a better decision, as we learn from our workplace. In developing strategy, you are often thinking about mistakes/successes of the past – the element of history – need to test those theories of experience. Strategy is the part of the everyday learning process, in this process, we are used to learning how to choose best from several options in the workplace... **(C7)**
9	Developing a relationship is the key factor for organisational learning practice within the organisation. This kind of association helps us to involve networking across agencies and departments so that we can enhance our thoughts and believes in producing new kind of ideas in our workplace. I think, this is the best way to learn and disseminate learning capabilities within the organisational atmosphere and it also makes sure the availability of common information which is regarded as the strategic capability of the organisation… **(C1)** It is quite obvious that public sector organisations are highly influenced and driven by internal and external power and politics. Quite often political issues influence the internal power structure of the public sector organisation, which may hinder the organisational learning process. But it is also true as an embedded part of the organisation employee also learn from organisational power structure and political issue, which help them to cope with the changing pattern of the organisation. Rather impediment we may consider it as the institutionalisation process of organisational learning in public sector organisation. From that viewpoint organisational learning process is highly shaped by its power and political atmosphere… **(C5)**
10	Organisational learning is an integral part of strategic decision making. The strategic process helps to understand the interaction between organisational learning and strategy formulation. It is part of installing a continuous improvement culture in the agency—where it is acceptable to make a mistake, and you don't always have to be risk averse where it is acceptable to do so—some of the best ideas come from taking risks—it is about having a framework that describes what the acceptable and unacceptable risks…
11	Number one is congruency, e.g. if everyone is talking about being collegiate and then you dictate, then staff will see the incongruence, and you will get dissonance – so the espoused versus the actual, the role-modelling going on - this needs to be in place to get the 'instilling' happening and the acceptance of the possible new ways of working… **(C2)** A public sector organisation has the image of publicans. This is the major issue that public sector organisations are under more public scrutiny rather its private counterpart. Arrangements to ensure or improve accountability are developed to address a range of issues that are of different significance to various stakeholders. For example, they are expected to serve any one of the following possible purposes: transparency, information;

	acknowledging accuracy and correctness, fixing mistakes and errors; assuring the prudent use of resources; recognising subsidiary relationship: the right to ask for an accounting, the; willingness and ability to give an accounting; providing policy feedback as part of policy evaluation; providing individual feedback; providing group feedback; providing process feedback; providing organisational feedback to facilitate various internal processes (e.g., coordination or planning)… **(C7)**
12	Human resource development help is one of the key factors for OL. It helps employees to understand the importance of OL and how OL can enhance their career towards better organisational performance. Human resource development also brings out the positive learning culture within an organisation, which may eliminate the misconception about change process and it creates a vision of fruitful learning…
13	I think shared understanding provide strategic competitiveness to the organisation to learn to cope with the changing situation. So, shared understanding is the great source of OL, which can shape the OL process within the organisation…
14	I think OL starts with leaders in the organisation. We are used to observing our leader, as well as it is also a psychological matter that people are used to follow the leader's style in his/her organisational life. This is a great source of OL. This organisation always emphasised on good leadership; we are appreciative to our leaders that they are always keen to disseminate their knowledge among the subordinates by instilling trust and confidence. This is a very important motivational factor to learn… **(C2)** In public sector organisation, human resource development is still a new concept, though due to new public management government is trying to incorporate such initiatives. We may consider human resource development as the architecture of preparing the workforce for the new and changing work environment by adopting new kind of work culture… **(C4)**
15	Networking always creates opportunities for new kind of learning to manage new kind of situation emerges in organisational life and help to reflect on desired outcomes. For fruitful networking there must be a good understanding among the employees so that they can share their ideas in a free manner…it may have regarded as the social process of collaboration. Now-a-day the public service modernise as there are several reform initiatives has been taken, these initiatives make public organisation more learning oriented towards innovation…
16	Connecting episodic power to interpreting and integrating, and systemic power to institutionalising and intuiting provides a foundation for understanding how organisational politics affect organisational learning. These connections only begin, however, to address the issue of predicting which ideas will proceed successfully through each of the four organisational learning processes. Greater understanding requires examination of the specific political processes that are tied most tightly to

	each learning process and the resources on which they depend. The need for OL also raises based on public demand for the product and services…
17	Shared understanding is imperative to become an organisational being; otherwise, we will be isolated in the organisation. Shared understanding has enormous influence organisational learning process. Because it shapes the organisational sensemaking and sense giving process, by shared understanding employees can share their thoughts and ideas between them. So, that employee has the platform to disseminate their tacit knowledge and can productively affect the organisation… **(C1)** The key thing is who makes the decisions – probably a need to sit down and look at whether it is still appropriate that the same people still make those decisions. Decision-making pattern is influenced by sense-making and sense giving process. So, the decision-making pattern is a matter of human cognition, though it is shaped by the organisational environment and mostly by previous experience. OL and decision-making pattern precisely interdependent matter, both have a mutual influence on each other… **(C3)**
18	The role of leadership is the crucial one for organisational, particularly during the period of change, as they are used to handle the dynamic situations from internal and external aspects of the organisation. Our leaders are supportive in-terms of OL, during my probation period my boss used to share several cases with me. Those were related to credit recovery, agro-loan and so on. I have learnt so many things from his experience. It always gives me pleasure that I have such a mentor in my work-life, who feels me safe in-terms of doing error…even he never blames me for the error; he used to correct my work… **(C2)** Legal compliance, conformity to decision-making rules and administrative procedures (e.g., due process) is one of the most important issues in public sector organisation. Such regulations are initiated by the government and supported by the law. Access to Information Act – 2010 is also an example to be more accountable to the public in public sector organisation. These reforms and changes are bringing new insights to the government organisation to be more accountable and just about public demand on time. Even though, recently the government initiated the Citizen Charter for each public sector organisation. I believe these initiatives are propelling our learning initiatives and making us more aware of our desired performance… **(C7)**

Informant	Question 6
1	To introduce attractive new savings products and arrange deposit account opening fair for deposit mobilization and to make the deposit base strong many steps have been taken. To attract foreign deposit, we have arranged an agreement with Western Union so that the workers living abroad can send their money to the relatives very quickly at a very minimum cost. Some arrangement will be made with other companies shortly… **(C1)**

	As an agricultural bank, our main objective is to distribute agricultural loans to the farmers. We are used to classifying the socio-economic condition of the farmer by their farmland. Not only is the situation of the farmers but also the environmental risk assessment one of the major duties of the bank officials for the disbarment of the agro loan. Here in training institute, we train the executives to be more knowledgeable about the ecology, particularly the changing nature of our environment of this region. As day by day, the northern part of Bangladesh is becoming drought-prone and that is creating so many problems for the agricultural extension in this region. So, ecological learning takes a large portion of OL in our organisation… **(C3)**
2	Forty years ago many people were afraid that millions would die from hunger because we would not be able to produce enough food for a rapidly growing population. This did not happen mainly as a result of the successful green revolution. However, at present, the danger of serious food shortages shortly returns. In many Asian countries the demand for food increases not only because the population is growing, but mainly because as people become more prosperous, they like to eat more animal products, vegetables and fruits. At the same time the increase in yields per year is slowing down, because: (a) the potential increase as a result of green revolution technologies has been realised to a large extent, (b) environmental problems such as soil erosion, pollution and salination cause a decrease in yields; many of the present farming systems are not sustainable, and (c) investments in agricultural research and extension have decreased…Also, a large proportion of the increase in food production in recent decades was possible because more land was brought in cultivation or under irrigation. The possibilities to continue with these two processes are very limited…
3	Learning occurs when we met a new kind of expertise and specialised in a specific field. I found that it is an imperative be collaborating in the development program. Through this, we can share our experiences to be more productive and effective to bring out more form development programs. Our organisation plays a vital role to collaborate with such development programs in rural areas. The finance and technical support came from international development/donor agencies, and we support them to access grass-root level agricultural communities which owe that support from the program…
4	I firmly believe public sector organisations are people-oriented, as this is people's organisation. So, the general people are the main stakeholder of the organisation. When you have such a huge stakeholder community, you need to meet versatile issues in delivering services. OL is the only instrument which can help us to be capable of meeting the people's emerging needs because they come with different kind of insights or perspectives about government operations. In this way, they (stakeholders) play a significant role in OL, particularly in public sector organisation…

5	We may have some recruitment in top-level management by political affiliation. This kind of affiliation is quite common in another country also; I think this can help us to work with the government more closely towards our desired goal. As a public servant, it is also imperative to know about the political viewpoint of the government. I believe politically affiliated people who work in our top management they play the role of a bridge, maintaining good relationships with the government and they also know better the socio-political demand of the society. So, I think it positively. We can learn the real socio-political scenario of the country, which can enable us to be more people oriented and that allow us to provide better public service… **(C2)** Farmers are a very important source of information. They have in-depth knowledge of ecology. Many farmers experiment with new technologies and make in this way valuable contributions to the development of location-specific knowledge. They play a major role in the development of new farming systems. It is very difficult to test a new farming system on an experiment station. It is quite important for a farmer to be correctly informed about the trustworthiness of different business partners. Usually, the most valuable information on this topic is with his colleagues. A country where farmers are willing to share this knowledge with their relatives, friends and neighbours has an important advantage in the competition over countries where one is not willing to do so. Information from farmers is not only important for decision making, by other farmers, but also for decisions on extension and research programmes and government policies. Information on government policies about prices, land use, the environment, etc., becomes more and more important for decision making by farmers… **(C3)** Our bank has incorporated mobile banking service to the customer from March 2014, as a part of green banking initiative under the guidelines of Bangladesh Bank. We are hoping that this imitative will new window of sustainable performance through contemporary learning process for our bank. Also, our branches are installing a solar panel to be emerging as one of the pioneers in green technology in the public sector organisation. Our top level management is already sanctioned a notable amount of fund regarding this matter… **(C3)** As this is the age of globalisation, organisations need to be more open in terms of generating new knowledge to sustain in a vulnerable situation. Our organisation is also trying to be more open to learning from different stakeholders of society. The public-private partnership is such kind of idea to bring both sectors under one roof to share their specific knowledge and building an atmosphere of mutual learning from each other's experience. For instance, we have already launched mobile banking services in cooperation with the Dutch-Bangla Bank. This service will be available in all the branches very soon. I firmly believe that this is a great initiative to be more successful in terms of achieving organisational objectives… **(C4)**
6	Traditionally, agricultural research is considered to be the most important source of information in developing countries. This is contrary to the

	situation in industrial countries, where many extension agents have always been convinced that they could learn more from the best farmers in their area than from researchers. Also here, however, research is an important source of information. If farmers in developing countries do not adopt the new technologies developed by researchers one was in the past convinced that this was caused by their lack of education and the traditional way of thinking fanners. In recent decades one discovered that this is often not the reason, but that weaknesses cause this in the way the research is done. These weaknesses include that researcher often: (a) have not given enough attention to the situation of the farmers, for instance to the fact that most of them are resource-poor, (b) have not given enough attention to the goals of the farmers, for instances by giving recommendations which would increase yields, but decrease farm income, and (c) studied a problem often only from the point of view from their own discipline without taking an integral view of the farm as a whole as farmers do. As a result, they may not realise that their recommendation requires so much labour in a busy period that following it for the crop they study would decrease the yield of other crops because the farmer would not have the time to take care of these crops properly…This is changing now through more interdisciplinary research and better communication from farmers and extension agents to researchers. Farming Systems Research, Rapid and Participatory Rural Appraisal and similar methods contribute to this change. There is, however, much variation in the extent to which this reorientation in research strategy has already been realized…**(C3)** People's (stakeholder) participation has been introduced, together with good governance, as the vital element in achieving effective outcomes of aid assistance in developing countries. Social researchers, side by side with the government, stipulate that good governance can only be achieved by incorporating the community's knowledge into their social and political life. Our organisation introduces citizen's charter to get involved with the people, recently good practice policy and innovation unit have been incorporated in our organisation with the motto of "Putting Peoples First", these initiatives bring a tremendous change in our learning process to become a people-oriented organisation… **(C4)** I think during the collaboration with international donor/aid agencies, it is imperative to go for feasibility first. Because different agencies come with their agendas and objectives and in development projects public sector organisations gone through high-level of public scrutiny. Not only but also local political affiliation is also a serious matter for the success of such projects. But I have trust on my top management they are capable enough to re-evaluation of the feasibility of this kind of aid project; they have enormous experience in project management. This may enable us to coordinate different actors for the success of projects… **(C5)**
7	Though ideologically public and private sector is different, as the public sector looks for more social service and welfare but private for more benefit. The public-private partnership is bridging the gaps between these

	two sectors to bring out more effective and efficient solutions in our contemporary society. Our organisation also has vast experience to work with the NGOs and private sector organisations, which gives us a good platform to work and share our experience to become more productive in organisational performance…
8	It may not help to enhance internal management efficiency, as public sector organisation is run by certain government rules and regulations. But I think it can bring new insights to our learning process, as we are driven by the socio-economic demands of the people. OL helps me to learn the duties and responsibilities of a public servant. It helps me a lot in terms of my career progression in this organisation. Because in public sector organisation it is imperative to learn from the people (stakeholder), as it is their organisation…its core mission and vision are to serve them better manner. So, I think learning is heavily influenced by the people's participation in the public sector organisation… **(C1)** I think as public sector financial organisation RAKUB has strong alignment with the government. As a constituted organisation we abide by government rules and regulation. The government runs by its political ideology; in that sense, we are also a part of the system. I am not saying that we abide by those ideologies but somehow we are influenced by the ideology and political officials'/agents participation also intensifies the situation more towards the ideological amalgamation. In most of the cases, it might hamper our responsibility as a public servant, but it is a part of the learning process in a public sector organisation. We have the ability to environment scanning by working with such people in the organisation; it can also boost up our perfectibility towards the upcoming changes in the socio-political arena of the organisation… **(C2)**
9	Now a day we are paying more attention to public-private partnership (PPP) as per government initiatives. The public-private partnership is more happening in the infrastructural development of the country but in the agricultural sector government also taking such initiatives for sustainability. Our bank initiated several agricultural credit programs in collaboration with the non-governmental organisations (NGO); we found that it enhances cross-sectoral knowledge flow among the organisations…
10	My department was directly involved in this program. Small Enterprise Development Credit Program was financed by NORAD (Norwegian Agency for Development Cooperation) with our organisation. The main objective of the project is to create employment opportunities through the development of small/micro enterprises. It gives priority to financing the women entrepreneurs' business and creating a minimum of 20% of women entrepreneurs. The project would provide training, credit support and other related services to the entrepreneur. It was great learning experiences form them as they have versatile experience in development projects all over the world. In this globalised world it is imperative to exchange of knowledge from global manner, so that we can compare to the other development programs and prepare ourselves for better

	development initiatives in development project implementation, but in such kind of developments uncertainty of desired performance level is very high as the outcome depends on environmental turbulence related to agriculture. The desired project performance is always evaluated under high-level of public scrutiny. So, that organisational learning is the only option to survive and succeed in such developmental projects…
11	Learning is a holistic matter, particularly in public sector organisation where public perception and political affiliation is very high. Our organisation is a public company established on Bank Company Act – 1991, so in that sense, we are a public sector company, and political officials are quite affiliated in our organisation because the government is used recruit advisors for the bank from their political point of view. It may create some negative influence on OL by imposing a specific type of political manifesto in the organisation, but it is also good that the organisation can run their business operation aligning with the government's political ideology. Political attention may provide incentives or force public officials to reflect on the past and current performances of their organisations…
12	It is imperative to know about ecology/environment when you are financing in the agricultural sector, as agriculture directly related to our ecosystem. Particularly, production risk in agriculture arises from the high variability of production outcomes. Unlike most other entrepreneurs, farmers cannot predict with certainty the amount of output their production process will yield, because of external factors such as weather, pests, diseases, and other natural calamities. Such events are higher for farmers engaged in a monoculture of crops that are particularly sensitive to the correct use of high-quality inputs or the timing of harvesting…
13	In the branch control department, we frequently visit several branches of the bank as part of our daily activity. Due to the welfare governance, Bangladesh Bank has a clear indication for initiating corporate social responsibility (CSR) in public sector organisation to promote public participation in their every day's work activities. Our department provides financial assistance as a grant to different people and organizations under the CSR program of the bank with the approval of the Board of Directors. An amount of Tk. 46.61 lac was granted in the last financial year 2013/-2014. Distributing gifts along with crest among title awarded freedom fighters, distributing worm clothes among freedom fighters, physically disable and financially insolvent people, distributing clothes and foods among the poor people in the months of Ramadan, etc. are being undertaken as CSR activities… **(C1)** Our organisation has several experiences to implement development projects in association with the international development partner. Northwest Crop Diversification Project was funded and technically supported by the ADB (Asian Development Bank). It was a big project and several government organisations, NGOs were involved in implementing this project. Through which we came across different

	expertise from a different field, and it was a great learning experience. It also helps us to improve our coordination capability in cross-sectoral collaboration. But we were always under pressure of learning from new kind of experiences as this project was related to the ecological change of the river basin of north-western region of Bangladesh. Surviving in such project is solely depending on the free flow of the information through organisational collaboration… **(C5)**
14	RAKUB also has a vision of nurturing brighter minds of Bangladesh, as part of the vision RAKUB awarded Prize Bonds worth Tk.1,000 and Tk.1,500 to high-achieving students who secured GPS-5 at SSC and HSC examinations, and whose parents are loaners of RAKUB. Accordingly, 125 students in 2006, and 106 students in 2007 were awarded prize bonds as a reward for their academic excellence. In 2009, the prize bond amount was raised from Tk.1,000 to Tk.2,000 and from Tk.1,500 to Tk.2,500, which was approved by the RAKUB Board of Directors in 2008. It has, of course, formulated a set of stringent rules and has formed a monitoring committee with a DGM to ensure that appropriate candidates are awarded the rewards. This is our commitment to become RAKUB more people's organisation by engaging them through our social responsibility… **(C1)** Public sector organisations face increasing demands for modern, high-quality public services. To meet these challenges, a growing number of public organisations have, in the past few decades, ventured into public-private partnerships (PPP), a novel approach to improving public services by using the expertise knowledge accumulated in the private and non-profit sectors. Partnerships usually involve a considerable financial and political commitment to the long-term development of social or economic infrastructure. Therefore, matching the financial flows with knowledge flows is of utmost importance, making learning within and between public-private partnerships a critical issue… **(C4)**
15	If we do not learn from our stakeholders, then it is really difficult to know about their desire. So, they are a great source of knowledge in public sector organisation like us. We always have to comply with peoples' demand, and on the basis for their demand, we formulate and implement our organisational strategy. So, to ensure transparency in distributing effective loan steps are taken by arranging loan fair outside the bank premises in the presence of local elites, local representatives and mass people. I think this kind of initiative will enhance our organisational accountability towards public service. Accountability enhances OL capacity of the organisation… **(C1)**
16	RAKUB encourages investment in such areas as poverty alleviation, women's empowerment through income-generating activities, environment development, nursery development, etc., through its Small Enterprises Credit Programmes (SECP). It is providing loan for non-farm activities and has made setting up of Effluent Treatment Plant (ETP) compulsory for industries that may cause pollution of the environment. RAKUB is also giving incentives to those who are keen on installing

	biogas plants in their poultry and dairy farms. It has special credit schemes for teachers of government primary schools… **(C1)** As an agricultural bank, RAKUB is contributing a large number of agricultural communities in the north-western region of Bangladesh. As known as the granary of Bangladesh, by doing so we are not only disbursing agro-loan among the farmers but also implementing several rural development programs for the government. Yes, we are a public sector organisation. But it does not mean that as a public sector organisation we cannot go for profit, we can generate profit for the sake of society. I think to be a well established and profitable agricultural bank we need to develop our decision making capability before disbursing the agro-loan; we should go for environmental impact assessment to address the geological issues in this region for sustainable development. As a public sector organisation, we have a huge responsibility to do so. We are also responsible for disseminating the idea among our stakeholders, especially farmers. Only then we can look for the sustainable performance of our organisation… **(C3)**
17	I worked in Small Enterprise Development Credit Program and Northwest Crop Diversification Project in both projects as an officer. I think collaboration among the agencies is a good platform for OL, as they come across different background with a different kind of experience. There is a good opportunity to learn from each other; even organisations can find out their shortcomings by exchanging their views and thoughts. The most important thing is to have a cross-sectoral learning experience. So, that people can interact in an atmosphere where experts from different field share their ideas in a very practical manner. But political and bureaucratic constraints; the unequal nature of the aid relationships; problems internal to the organisation of aid agencies may create embargoes in the proper implementation of the project…
18	Public sector organisations are service-oriented when the organisational motto is to provide services to the stakeholder; there is a need for service innovation…I mean, how to deliver better service to the people based on their desired expectations. And for innovation, OL is a must. Because OL equips us to learn from versatile aspects of organisational life which enable us to improve and innovate new kind of public service by peoples need… **(C1)** The Bank has 900,000 borrowers. The loans taken by borrowers created opportunities for employment generation. Many unemployed youths have been employed in various RAKUB financed projects. Loans for production of high-value crops are disbursed among farmers under NCDP project through BRAC, Proshika, RDRS and GKF. The Bank disburses SME loans through RAKUB Small Enterprise Credit Project (SECP) for employment generation. The project, SECP has turned to be RAKUB-SME Financing Company Limited, a subsidiary company of the Bank… **(C4)**

Informant	Question 7 and Question 8
1	In our organisation, we are going through several reform programs to enhance our capability for better performance. Like in training institute we are designing our training based on contemporary banking issues, i.e. SME Financing & Entrepreneurship Development, Green Finance and Financial Inclusion, IT Security & Presentation of Fraud/Forgery, Basel-III & Risk Management in Banks, and Innovation in public service etc. It means we are not only maintaining conventional and procedural learning in our organisation. Our management wants to see, RAKUB is an innovative public sector organisation towards better public service and organisational sustainability. To achieve that goal, our training institute is conducting training and knowledge sharing sessions in the training period and in a joint task with information communication and technology department we are conducting e-learning session...
2	Our organisation starts its journey aiming to develop the agricultural sector of the northwest region of Bangladesh. This is the prime goal of the organisation. We have some specific mission, visions and goal which are clearly defined by government, regulatory authority and Bangladesh Bank...with their directions our board of directors make the regulations for field level activities, those rules are informed to every employee of the organisation, and they try to learn the work process from those procedures and get the instructions...this is the formal organisational learning. Another thing is on the job learning or employees can learn by doing their job...sharing work experience...learning from the superiors... also there is formal training...we have a rich training institute in our bank...these training programs conducted by several departments of the bank and also Bangladesh Bank...Bangladesh Institute of Bank Management also conducts training in association with RAKUB...through all these procedures we are achieving our organisational learning. Tainting is very important for organisational learning because training well equipped the employees of the bank and provides real-life ideas about their designated work. Like in house training we bring experts from outside of the bank or, also invite experienced and efficient employees within the organisation. Beside this expert from training institute, from a different region of the bank they earn different experience...we try to bring all these innovative and diversified ideas under one umbrella. That's why when we conduct training here, participants get much more real-life experience and ideas from here and then they can execute this in a better manner in the field. The core objectives of training here are too well equipping our employees for the future. It is not just about formal learning...it is all about holistic learning...that they can apply the learning in real life. They get confidence and efficiency from here. A capability build-up is done here. We invite old and new employees for the sake of better learning. They enrich their self. In a nutshell, learning about rules and regulations, on the job learning and formal training makes the organisational learning more fruitful in our organisation… **(C1)** As a public sector organisation, we are abiding by government rules and

	regulations, even when the government initiate new reform programs we follow the instructions to cope with the changing situations. Recently government initiated Green Financing as part of environmental conservation of the country, keeping peace with the government and followed by Bangladesh Bank's guidelines we are designing our training program which has separate and special session for Policy Guidelines for Green Banking: Creation of Climate Change Risk Fund, In-house Environment Management in Bank: Online and Green Banking. These kind of training are quite a new idea I have seen throughout in banking career, particularly after joining in RAKUB training institute as a faculty member. So, I must say that the way of public sector organisation is changing to cope with the new environment and to compete with its counterpart and to sustain in a turbulent competitive atmosphere, it is quite obvious that they are thinking beyond the conventional learning process. Yes, the organisational procedure is the base for learning in the organisation but changing nature of the business environment is paving the platform to think in a faster and unconventional way... **(C2)**
3	Organisational learning is the process of learning within the organisation on the individual, group or organisation as a whole. It is on the job learning. It can be happening through individually, organisationally, socially also...
4	I started my banking career in 1984 as a senior officer than probation period was for one year, after that, I complete foundation training for 45 days than my first posting was in Rajshahi as a planning officer I have gone through credit-related activities, project related and operational activities of the bank. After that, I have designated as branch manager in union, upazilla and district level. And then I work in a divisional office as an assistant general manager for 1.5years. After that, I started as a senior faculty in RAKUB training institute, and still, I am working as senior faculty. From that point of view, I can say that organisational learning is all about creating knowledge, acquiring knowledge, disseminating knowledge, retain knowledge for the sake of better organisational performance for sustainable development in a comparative work environment. As the organisation is a set of people who come from different backgrounds, like technical and non-technical but there is a common goal of the organisation as a whole, and it is the development of agriculture in this agro-based society. Finally, to me, organisational learning is a part of an organisational culture which can derive organisation towards its an optimum goal with knowledge-based management. Organisational learning is also related to leadership philosophy which is effective and efficient through social connectivity. Formal learning is really important along with informal learning. There should be coordination between formal and informal learning… **(C1)** I am profoundly grateful to our policymakers that they have initiated such an innovation program in public sector organisation. Though this is the demand of modern public service to initiate new ideas and successfully implement them to make public service easier to the general people of the

	country. Initiating corporate social responsibility in our organisation is the example that the government has a complete commitment towards a welfare state. In doing so, our organisation is finding out a new avenue of corporate social responsibility by identifying the sectors where society is struggling for developing the condition of people. Our bank is playing a major role to investigate and promote development programs in the desired segment of the society through new kind of learning and innovation... **(C2)**
5	Organisational learning is the directive knowledge about set rules, target, objectives of the organisation and to know how the organisation went through upon its work process. Organisational learning is a process to learn from the organisation. There is formal and informal learning. Formal learning is really important for an organisational man at the same time informal learning has great influence on organisational learning so that there should be a combination of formal and informal which make organisational learning holistic towards organisational performance. On the job, learning is essential for any person of the organisation as we also call it on the job training, which teaches the organisational responsibility, relationship, protocol as the culture of the organisation. I want to define organisational learning as an acculturation process within and outside the organisation as a whole. This can prepare a man as a whole the organisation for the upcoming changes... **(C1)** In my every day's organisational work, I am used to asking myself whether I am properly accomplishing my organisational duties. What about my organisation is it proceeding properly or, we need to change the way of work to get a better result in a cost-effective manner as the resource is limited. This kind of realisation in the organisation is a must for better and proper performance in the workplace...**(C1)** In training institute, we are trying to prepare our employees to take the next level challenge in this highly competitive business world to survive. In doing so, we are incorporating contemporary training and learning programs to meet new challenges. We are promoting several learning sessions which were previously not well identified and recognised in public sector organisation because we are getting out from the classical bureaucratic type of nature and trying to incorporate a people friendly and welfare organisation which can fairly compete with its multi-sectoral counterparts to survive in this twenty-first century. For instance, in general, banking training, we have included Customer Relationship Management (CRM) and Social Connectivity and Business Development concept to be more customers oriented and to reduce our conventional image of the bureaucratic type of organisation. It means we are prioritising new kind of learning to sustain in future... **(C2)**
6	I think, organisational learning is all about knowing the organisation, where I am working. Knowing about the core objectives of the organisation and act by organisational objectives. To me, learning about how to maintain organisational protocol is the best and only way to perform in the organisation because it can enhance our efficiency... **(C1)**

	Along with Branch Control Department and Innovation Team, we are involved in the development of the work environment and customer service development. Particularly in branch level, we are trying to initiate new ideas to develop our work environment, to make our organisation to be more lucrative as build up career for the promising workforce, at the same time we are making sure that our service quality to be enhanced through motivation and commitment of our workforce, to promote such activity there is a reward system in our organisation. This interdepartmental collaboration also enhance the theme of learning in a team. I believe this kind of initiative is fruitful for long term efficiency for the organisation...**(C2)** In a public sector organisation, thinking in a new way is quite difficult due to its bureaucratic and political nature. During strategic policy making, policymakers used to think more about government manifesto and political ideology which is shaped by public demand. Public sector organisations handle several kinds of stakeholder, so it is quite difficult for them to reconceptualise the organisational process regularly. Because of the rigid hierarchical nature of the organisation, changing and experimenting about the decision is complicated and sometimes it may be impossible... **(C3)**
7	Organisational learning helps to work effectively and efficiently in the organisation. To know how to maintain the rules and regulations, hierarchical positions, designated work, fulfil the professionalism. In nutshell organizational learning is all about the combination of formal and informal in the workplace which is firmly based on the culture of the organisation...
8	Personally, as an organisational being, I have a general understanding of organisational learning. Every organisation has its own rules, procedure and its structure and culture. To know all the matter and to prepare the workforce for better performance by organisational culture is known as organisational. First of all, every organisation prepares its workforce with its organisational goals and objectives. To prepare efficient employee we need organisational learning. Institutionalisation process is the major ingredient of organisational learning. Policy making is also a part of organisational learning. Making policy within the public sector organisation is a long process. It is made by the government. Formal and informal is part of this process. Both are important regarding organisational learning. Informal is important for an individual's attitude, personality and as a social being which can largely influence his/her formal learning and organisational learning process as a whole... **(C1)** As a public sector organisation, we are abiding by government rules and regulations, even when the government initiate new reform programs we follow the instructions to cope with the changing situations. Recently government initiated Green Financing as part of environmental conservation of the country, keeping peace with the government and followed by Bangladesh Bank's guidelines we are designing our training program which has separate and special session for Policy Guidelines for

	Green Banking: Creation of Climate Change Risk Fund, In-house Environment Management in Bank: Online and Green Banking. These kind of training are quite a new idea I have seen throughout in banking career, particularly after joining in RAKUB training institute as a faculty member. So, I must say that the way of public sector organisation is changing to cope with the new environment and to compete with its counterpart and to sustain in a turbulent competitive atmosphere, it is quite obvious that they are thinking beyond the conventional learning process. Yes, the organisational procedure is the base for learning in the organisation but changing nature of the business environment is paving the platform to think in a faster and unconventional way... **(C2)**
9	To me, organisational learning is the formal process of knowing about the organisation, including the rules and regulation, code of conduct, and other official protocol. It helps us to accomplish our designated job within the organisation. Yes, informal learning, i.e. learning from social media helps us to enrich, but formal learning about the organisational process to perform like an organisational being is the priority of organisational learning... **(C1)** Government take the initiative to invent new kind of service and make existing services more people-friendly by using information communication and technology. In public sector organisation under the shed of classical bureaucratic couture, it is difficult to exploration strategy that develops new alternatives through activities involving search, experimentation, risk-taking, discovery and innovation. But as public service entering in a new era by adopting modern technology, the government realises that apart from such modern progress public sector cannot survive in a productive and service-oriented manner. From that point of view, our organisation also adapts such changes for the sake of sustainability in terms of service innovation through searching new avenue of public services, experimenting new ideas whether it may not be feasible but need to be tested for new initiatives, any experimentation comes with tremendous risk but now it is a new culture for our organisation, i.e. school banking is such experimentation initiative, and we are really happy that we are in the second position in the country in terms of school banking success. On-line banking another initiative, because we were not sure how far we could go due to insufficient expertise and infrastructural establishment. Our customers are getting benefits from this service. Another initiative is mobile banking service, for this, we have an agreement with Dutch-Bangla Bank the largest mobile banking service provider in the country, they are providing logistic support to us, this is an example of service innovation by partnering with private sector organisation. This kind of cooperation helps us to learn about collaboration initiatives with the private sector. In association with a training institute, our department is providing logistic support in e-learning for the employees. You will be surprised to know that our bank is publishing official news, circulars, events in the facebook so that our stakeholders can be informed about the organisation, but previously this

	was unimaginable due official secrecy act in public sector organisation, yes we are doing this by maintaining government procedures. Even we have a separate section named innovation corner in our official website, where easily anyone can go and post their opinion about new kind of ideas…I think these examples are well enough to understand that the public sector is learning beyond its classical boundary and engaging more towards society... **(C2)**
10	I think new kinds of ideas are bringing new opportunities to learn and serve in a better way. Our organisation is following and maintaining the innovation guidelines form the government. Not only that, we have our won innovation team for the organisation, combining several experts from the different department under one roof of innovation team so that we can bring out the best ideas for our organisation and nurture innovative ideas among the subordinates. As a member of RAKUB innovation team, we have a workout with several departments and units of RAKUB in promoting new ideas for public service innovation and implement innovative ideas to action in the organisation. We endeavour to create an innovation-friendly atmosphere throughout the organisation so that we can meet the growing demand of the society…
11	Knowing about organisational rules and regulations and work by that is the first and foremost responsibility for an employee. Organisational rules are made by experienced policy makers in public sector organisation, so for better performance, we need to follow the organisational rule book properly. I think this is very important for the organisational outcome...
12	As an organisational being, we have certain responsibilities in our organisation; abide by the specific organisational policy, procedure, rules, structure and culture. I think, to learn about these things is the part and process of organisational learning through organisational experts. It specifies our particular role in the organisational process... **(C1)** I think the organisational learning process in public sector organisation is deeply rooted in the political system of the country. Most of the public sector organisations are abide by the political manifesto for the government, even by their political ideology. Because, when the government makes their policy, they make it by their political ideology. Changing and experimenting about policy is not an easy matter, because it goes through huge public scrutiny and that's why policymakers are aware of this matter because somehow they are the part of the political system in the government... **(C3)**
13	We have some routine and repetitive work in the organisation. These are known as the designated work for the organisation. Every day we are used to do such routine work; it makes us expert in the particular field. By doing the routine we work we can gain our ideas to do the work in better and efficient manner, so that our performance can be appreciated by the management. I believe this is a classical learning process, though we can learn from the changing demand of the workplace... **(C1)** In our department we are used to visit branches on a regular basis, from

	our top management we have instruction that bring out the best ideas form root-level of the organisation. In doing so we are working with Personnel Department and Innovation Team in our organisation to manage ideas and scale up those ideas from our line management to promote better working environment by establishing a greater relationship with the customer and other stakeholders. Networking and partnering with the different segmentt of the society is one of the major achievements of such an innovation program for our organisation... **(C2)**
14	In public sector organisation, it is quite common that the recruitment in top level is selected by the government, I think; this may be good for the government to fulfil their election manifesto and convince people for next term election. People are recruited by political choice; they are always in pressure to prove them as part of political patrons, and they are unable to rethink about the organisation's core assumptions...
15	I want to say that, our organisation is crossing a very prime time to cope with new business ideas to be more competitive and sustainable in terms of performance. I believe these changes are radical changes because previously we never thought like in this way that, we in public sector organisation will do something that is beyond our traditional way of work or, better to say which will realise the actual effectiveness of our work in the society. The insight of such initiatives helps us to be more cautious about our present and future work to be work more effectively for the organisation and in a greater sense for society as a whole. Working in such an organisation I feel that I am a social worker and my work can bring new insights for the sake of society at large...
16	Learning is an integral part of organisational development. If we want to develop individually and collectively, there is no other option to learn about organisational procedures, as it is the only way to survive in the organisation and prosper for the future but for the betterment of efficiency, we may reshuffle our existing process and strategies within the corporate regulations...
17	My organisation is doing well as a public sector organisation, because we are incorporating several reform programs based on market demand and that is why in recent years our organisational performance is good. Recently, we make our organisation as a profitable sector financial organisation. This happens for our commitment and initiation of innovative ideas in customer service. So, I think the way we are learning in our organisation for the better performance is sufficient for sustainability...
18	Yes, some reform program is happening in our organisation which is good for coping with the new situation, but this is also a part of traditional rules and procedures. Because, we cannot ignore the organisational procedures and our organisational learning starts from from that, but for new kind of learning process we cannot abandon our organisational protocol and procedures. Within the organisational procedure, it might be good for the organisation...

Informant	Question 9 and Question 10
1	We are used to collect data from line management and then filter the date the transform into important information and share it with our senior managers...it helps them to make a proper plan for the strategy formulation and implementation. Our extensive knowledge of organisation enables us to do so...
2	Mid-level management work as a processor of the organisation, as we work closely with the line management to collect actual raw data…through our analysing capability then we shape the data into meaningful information...and then deliver it to the top management for decision-making process. Alongside this responsibility, we use our entrepreneurial capability to make the information more effectively to strategic process...
3	As a public sector organisation we abide by government policy, when policy changes or any reform occur...our top-level management first take initiatives to inaugurate those changes and build mechanism to adapt to the changing environment...so in this case top level plays a vital role, but adapting the changing environment is the crucial issue for successful change management. Adapting organisational change by learning new situation is done by the middle management for their strategic positioning in the organisation...
4	It is very important for the mid-level managers' to successfully work as a channel of information within the organisation, as we create bonding between top and line management of the organisation. So, we need to use our cognitive ability to create new kind of ideas based on personal and collective agendas...
5	Yes, at the mid-level of the management we have a huge responsibility to adapt to the changing situation. Particularly during the period of public service reform, we are used to working as the change manager of the organisation. Adapting with change process is a crucial one as we have to cope with the situation and has to make a platform for the line management to for adaptability because the top management expects this desired responsibility from us. So, balancing in such condition is a challenging task…**(C1)** Mid-level managers are the 'learning agents' in the organisation. It seems that they are not only simply 'implementers' of decision making at the top of the hierarchy. In contrast, they can be the knowledge 'synthesisers', by linking the knowledge creating outside the business environment as well as inside the organisation. They can also be the knowledge 'facilitators', by transmitting this knowledge to a common organisational knowledge shared by every structural level...**(C2)**
6	I agree with the strategic importance of our organisational position, but it does not come with the assurance that we can deliberately bring or propose ideas to our top management. But we can offer the best

	alternative options to the top as a situation emerge so that they can make a competent strategy. I think this is one of the most important parts of our organisational learning...**(C1)** In the public sector organisation, bottom line employees are those that have direct contact with the outside world. They rarely transfer valuable information to the organisation gathered from outside. Therefore, mid-level managers are those who receive feedback from their employees and transmit the new information to the top of the hierarchy. As mid-level managers' play both bottom-up and top-down role in the organisation. This responsibility is highly related to internal and external environmental scanning activities. By helping to link the overall organisational strategies made on the top of the hierarchy, mid-level managers' play their top-down role in the organisation... **(C2)** In the public sector organisation, decision-making process sometime may highly centralised and implementation direction of the decision may not be clear. In such a situation, mid-level managers of the organisation generate their ideas to mitigate such challenges and bring out the best mechanism to perform in the desired manner. Strategic position in the organisation enables them to find out solutions in challenging condition, due to their extensive knowledge in the organisation they can understand the public and political demand also can realise the viewpoint of top-level management to handle the subordinates… **(C4)**
7	Communication has a 'sense-making' component so that employees may understand the reason and detail of change. Responsibility for this rests with senior management in organisation-wide communications. Mid-level managers play a vital role in this 'sense-making' by addressing questions that subordinates raise regarding the granular impact on the work they are doing. Delayed responses are likely to make subordinates think that they are ineffective or highlighting that they have been kept 'out of the loop'; diminishing the value of their leadership in the eyes of subordinates. Similarly, mid-level managers need to communicate in a timely fashion with senior management about any issues arising that may impact implementation effectiveness to ensure agility in managerial responsiveness… **(C3)** I think; strategy implementation is the core responsibility of mid-level management. But for a proper implementation, mid-level needs support from their leaders. Due to a strategic position in the organisation, they have a great opportunity to access a different level of information, in that sense, they are extremely knowledgeable, but only knowledge may not allow them to proper strategy implementation unless they have access to the sense-making process to do so. So, senior managers should open up the internal logic of thought processes leading to the selection of strategic direction and the mid-level manager can link previous action and accomplishments to the objectives at hand… **(C4)**
8	Mid-level management plays a crucial role in the organisation. Their position is in between top-level (decision maker) and line management (action taker), so they have very strategic importance to make cooperation

	among the several layers, I doing so they also take part in the strategy formulation process. As they accumulate grass-root level data from the line managers, then they shape the data into meaningful information and present in front of the top-level management. Through this process, they generate extensive knowledge management process and offer the best strategic option to the top-level; in this way they take part in the decision making process... **(C1)** In the human resource development department, we are used to gathering information about change management. To adapt with new kind of change, we need evidence. When we collect such evidences form our top and line management, we are used to processing the evidence to communicable information and disseminate through our organisational network. Top management relies on us in making sense of adaptability through building up emotions among the line management to cope with the desired change. I think it is a big responsibility to mould people positively towards changing condition. It is not possible dramatically, bit by bit we have to penetrate in changing circumstance by preparing a platform to sustain in changed condition... **(C3)**
9	In public sector organisation, mid-level managers play a more vital role compared to their private sector counterpart. As public sector organisation we need to face the emerging new kinds demand from the public, meet those demand is the matter of political and public scrutiny, due to service-oriented nature of public sector organisation and as a public servant we are always under pressure to perform better. Also, this is the age of open media; if public servants do anything wrong in terms of his/her responsibility, it may create huge publicity because of public affiliation. So, working under pressure teaches us how to survive difficultly, as we are people's servant. Particularly our department is responsible for ICT solution in the organisation, and we play a vital role in this edge of mobile banking to secure our client's financial issue and to maintain smooth electronic networking within every day's work process... **(C2)** Strategy implementation is the core responsibility of mid-level management, and mid-level managers' are well equipped with authority to do so. Achieving the desired goals through strategy implementation depends on the learning process of the organisation. Strategy as part of OL can enable mid-level managers' capability to materialise strategy in practice through using it as a tool for problem-solving. Not only but also, senior management authorises the mid-level managers to make changes to everyday work and should respect their strategic ability to implement the strategy in the desired manner, as mid-level managers' closely related to line management which enable them to translate organisational goals to action by supervising subordinates so that that organisation can achieve its objectives… **(C4)**
10	Top managers create the vision, the general strategy of the organisation according to their views as well as their interrelations with the outside environment. At the bottom line of the organisational structure, employees are faced with 'the chaotic realities' of the day to day interactions with

	stakeholders and several other people from the inter or extra-organisational environment. However, it is quite difficult to creatively link these two extreme structural layers in order to improve OL and operate successfully. There is thus a great need for the middle layer which will work as a 'bridge' between senior executives and bottom line workers. Therefore, mid-level managers take the lead in converting knowledge, by synthesising the knowledge of senior managers and front line employees and by facilitating the organisation to adopt this distinguishing knowledge creation...
11	I think, our position in the organisation is strategically enabling us to bring new ideas for the betterment of the organisation, as we work as a mediator between the top and line management. We are used to helping strategy making with top management, as top management gather core information about the organisation form us. For instance, my department collect all relevant data from different departments of the organisation to prepare budget and expenditure control for the fiscal year, we analyse the collected data and then send to the top management for strategy formulation, actually top management depends on our report to move farther for making new strategy... **(C1)** This is a public sector financial organisation, and due to a new kind of concept in the public sector, it's changing rapidly that ever we think. New public management, electronic governance system is bringing new ideas, possibilities along with hindrances, because from technical and infrastructural perspective public sector organisations in developing country still lagging. But we need to mobilise our managerial capability to meet such challenges. In this juncture, mid-level management plays a vital role to meet certain changes as well as making the adaptable situation in the organisation... **(C3)**
12	For better strategy implementation we need good knowledge about the organisational process, this knowledge comes from proper OL. Through reform or, change process contemporary public sector organisations accept strategy as an integral part of organisational learning to cope with the change process. The process of deliberate thinking about and creating a strategy is, in itself, a process of learning, while on the other hand; emergent strategies can develop inadvertently, often as a result of the process of learning about a particular situation. So, taking part in the strategic process enables mid-level managers to participate efficiently in strategy formulation also…
13	Another aspect of OL results from the actual performance on the job, rather than participating in training programs. The mid-level managers do not stay out of this process. They are usually involved in the re-design of jobs, which is directly associated with learning opportunities for their subordinates. Furthermore, mid-level managers are responsible for formal as well as informal training to their employees. They also influence certain experimental learning by enacting the 'rules' of interacting with the business environment...

14	As we have direct communication with the top management, so we can also participate in strategic planning...it enables us to influence the organisational policy and buying in new ideas to the strategic process. Organisational knowledge helps us to do so, as we have upward and downward communication and accessibility, so we have extended knowledge about the organisation. But this is not possible without proper support of the top management; fortunately, our senior management is concern about it. So, they always extend their support towards enabling our full potential in the strategic process through organisational learning…
15	Mid-level managers' can create an atmosphere of adaptability by the emotional balancing of desired change within the organisation. But sometimes it depends on their leadership capability, how they are responding towards change. If they feel committed and motivated in the change process, only then they can provide adaptability to others in the change process. I believe leaders should have proper support and respect to the mid-level manager which can enable them to play their desired role in change management process…
16	Their direct involvement in the everyday operations of organisations, however, they also have a sound knowledge of the relations between employees and can be crucial in resolving conflicts and balancing emotions, especially in periods of organisations change. Though top and line management face the first phase of changes, it is true. But for a successful change process within the organisation, the mid-level manager plays a significant role in their strategic position and specialised knowledge...
17	From our position, we try to suggest the best alternative in strategy making to our top management. During the time of reform/change in the organisation, we work closely with our higher management to cope with the change process. As we know strategy formulation and implementation, we can contribute to both managerial levels. Our strategic position helps us to contribute to the sense-making capability and sense-giving capacity within the organisation...
18	It is a top-down strategic role of mid-level manager to adapt with desired change. Mid-level managers should have good communication with their subordinate. Managing subordinates requires having a timely and detailed briefing on change initiatives so that they can deal with the granular impact of change. Engaging their teams in positive change management, generally, a lengthy process requires more than the hubris and hyperbole of "going for it". After the initial flush of enthusiasm fades, sustained progress on implementation will rely on the respect and trust that subordinate employees place in their mid-level managers…

Informant	Question 11
1	I would like to appreciate your endeavour for such type of research, and I

	wish you all the best for your doctoral journey…thank you…
2	…you have so many questions…haha…though I enjoy the interview session…I hope RAKUB will receive a copy of your final thesis…so that, we can have new insights in our organisational development…we are thankful to you…
3	So far I can remember, this kind of in-depth research is conduction in our organisation…and I can say, this is the very first time…I hope my interview will significantly contribute to your research…good luck!
4	As a public sector organisation, we have a busy schedule to have such interview…but I admire that, your patience for collecting authentic and timely data…though it takes so much time…thank you…
5	I think I have mentioned all the information which require your research question…your questions were so simplified…so as a practitioner I never feel difficulties to answer and yes our previous meetings also help me to classify the answer properly…I hope so…haha…thank you, brother…Allah Hafez…
6	I hope your PhD journey goes well and yes, we must in-contact…don't forget us…try to visit my office in future…haha….
7	It is a great pleasure for me to be a part of such research work…I believe that this kind of research will help organisations to about organisational issues and do better performance in future…thank you…
8	I have found that your research topic is based on contemporary organisational issues, which is an important aspect for fruitful research…good job…go ahead!
9	Information communication and technology opens a new window of office automation…this is bringing new ideas and innovation in our organisational life…I firmly believe such kind of research will help us to policy-making process and definitely will help to bring out the best form ICT revolution…thank you and well done…
10	When I first heard about your research project, I thought it would be usual research…I mean, like so many students from different universities used come to our organisation to conduct their final year project/internship…haha…but after participating in the interview session I found that this (research) will bring something new to the knowledge area…good job…thank you…
11	In our organisation learning is the most important thing that I believe…because we are used to dealing with the farmers…as we know, agriculture is extremely dependent on weather…so we used to learn as weather change…haha…it's happen here…thank you, brother, and hope to see you soon as Doctor…haha…
12	Research is directly related to development…I wold like to thank you for choosing RAKUB as your study organisation…I am eagerly looking forward to having the final copy of your PhD thesis so that we can learn

	about new ideas for our organisation…and please feel free to contact me for your research in future whenever you need…thank you and all the best…
13	This is a good initiative, and I think this research project will reveal some new issues for the development of our organisation…
14	I hope you have a good time in the interview session and my answers are fruitful for the research…thank you…
15	Public sector organisations are going through a continuous change process…this research will bring new insights to meet the challenge of changing the atmosphere in the organisation…good luck!
16	…at the end I would like to express my sincere apology to you for changing the interview schedule several times…but you show the attitude as researcher…I believe you will succeed in your PhD (In Sha Allah)…thank you so much for your perseverance…
17	You open a new horizon of thinking for me…previously I was not that much familiar with such kind of research…I welcome your great initiative…all the best…thank you…
18	Policy making is the most crucial job for the practitioners in the organisation…as a public sector organisation; we are abiding by government laws and regulations as I mentioned earlier…I think this research will help us to better shape our future policy of the organisation…thanks…

Appendix F: Data Coding Analysis

Research Question 1: How are structural factors influence organisational learning in a public sector organisation?

Theme	Code	Code Description	Inf. ID
Degree of Flexibility	DGR_FLX 1	conventional system has to be flexible	3
	DGR_FLX 2	flexible when implementing strategy and when thinking strategy	7
	DGR_FLX 3	organisational structural setup must not be rigid for the sake of learning	8
	DGR_FLX 4	if the organisational setup is obsessed to maintain only the rules, then it might not possible to cope with the present situation	12
	DGR_FLX 5	flexibility is already there for the betterment of the organisation	15
	DGR_FLX 6	new kind of management process in public sector organisation brings flexible atmosphere in decision making style among the employees	6
Organisational Resources	ORG_RES 1	resource is a vital factor for organisational learning	1
	ORG_RES 2	but I think they way of managing resources is also an imperative to enhance both resources and organisational learning through resource	6
	ORG_RES 3	organisational resources not only include the monetary issues, it also includes the administrative and technical resources	11
	ORG_RES 4	it is an imperative to become a resourceful organisation	14

Information Technology System	INFT_SYS	organisation is going through automation process	5
	INFT_SYS	we are trying to incorporate ICT based public service	9
	INFT_SYS	people even sharing their ideas and thoughts by using ICT	13
	INFT_SYS	in the age of globalisation information is the key source of success to achieve strategic advantage for the organisations	16
Performance Management System	PMN_SYS 1	it plays a great source of information of internal and external organisational process	7
	PMN_SYS 2	new strategic direction being reflected in performance agreements	10
	PMN_SYS 3	prepare budget on the basis of performance	11
	PMN_SYS 4	even the strongest system with alignment and clear line of sight to corporate goals won't work unless the people know what they are doing	16
	PMN_SYS 5	OL increase organisational performance	6
Communication Network	COM_NET 1	some context around that so that people understand and can share their knowledge	4
	COM_NET 2	it is an imperative to understand why that decision has been made	6
	COM_NET 3	through fruitful communication we can bring out the best for our organisation	17
	COM_NET 4	Organisational communication is the part of structural process but it also shaped by the organisation's culture and as part of the organisation we are the part of on communication network	5
Employee Involvement in	EMP_INV 1	employee involvement has	2

Strategic Process		direct influence on organisational learning that can positively increase employee commitment towards organisation	
	EMP_INV 2	now-a-days public sector leaders are more open to share the prospect and problems with their subordinates, as they want to prepare their capable successor in the organisation to handle the changing situation	5
	EMP_INV 3	it is an imperative to be engaged for better strategy making and implementation and lower down the leadership for distributed strategic approach	18
Learning Forum	LER_FOR 1	in RAKUB training institute we have created learning forum, in accordance with our organisational process	5
	LER_FOR 2	this kind of initiatives is enhancing inter-departmental knowledge sharing and helping them to work in a team	6
	LER_FOR 3	we are used to have monthly discussion on innovative ideas	7
	LER_FOR 4	it is a kind of discussion platform for learning new ideas and innovation for better performance	9
	LER_FOR 5	I have been observing several changes that are taking place in our workplace, and it is changing our conventional thinking and way of work	12

Research Question 2: How are cultural factors influence organisational learning in a public sector organisation?

Theme	Code	Code Description	Inf. ID
Shared Understanding	SHD_UND 1	mutual understanding is the key component for teamwork	2
	SHD_UND 2	enhance the adaptive capability of our employees with this new kind of technologies in the workplace	8
	SHD_UND 3	this kind of association helps us to involve networking across agencies and departments	9
	SHD_UND 4	shared understanding provide strategic competiveness to the organisation to learn to cope with the changing situation	13
	SHD_UND 5	for fruitful networking there must be a good understanding among the employees	15
	SHD_UND 6	it shapes the organisational sense making and sense giving process	17
Vision and Leadership Approach	VIS_LDR 1	if leaders do not create a level playing field for the change mechanism, the change process might go through in a wrong way	3
	VIS_LDR 2	leaders who treat his/her subordinate as fellow worker, they always try to learn together for the collective welfare and to achieve desired performance in for the organisation	6
	VIS_LDR 3	cross-level communication can facilitate an organisational culture that enable organisational learning by its open and supportive leadership style	7

	VIS_LDR 4	the role-modelling going on - this needs to be in place to get the ‘instilling’ happening and the acceptance of the possible new ways of working	11
	VIS_LDR 5	we are used to observe our leader, as well as it is also a psychological matter that people are used follow leader’s style in his/her organisational life	14
	VIS_LDR 6	the role of leadership is the crucial one for organisational, particularly during the period of change, as they are used to handle the dynamic situations form internal and external aspects of organisation	18
Decision Making Pattern	DES_FLX 1	people understand things better if they can see how things have worked that the same sort of ways in which decisions are made has worked somewhere else	1
	DES_FLX 2	changing system also changing the mind-mapping of the leaders within the organisation	5
	DES_FLX 3	decision making pattern is a matter of human cognition, though it is shaped by the organisational environment and mostly by previous experience	17
Human Resource Development	HUM_DEV 1	environment of increasingly frequent change human resource development is not just an option but strategic imperative. The existence of learning culture in organisation	6
	HUM_DEV 2	human resource development is a set of systematic and planned activities designed by an organisation to provide its members with the opportunities to learn necessary skills to meet	8

		current and future job demands	
	HUM_DEV 3	human resource development also brings out the positive learning culture within organisation	12
	HUM_DEV 4	human resource development as architecture of preparing workforce for the new and changing work environment by adapting new kind of work culture	14
Organisational Power and Politics	ORG_PPL 1	the concept of systemic power begins to address the issue of which new ideas will become institutionalised	5
	ORG_PPL 2	quite often political issues influence the internal power structure of the public sector organisation, which may hinder the organisational learning process	9
	ORG_PPL 3	power and politics are also the part of cultural structure of the society, which actually shapes inter and intra-organisational knowledge within the organisation	5
	ORG_PPL 4	greater understanding requires examination of the specific political processes that are tied most tightly to each learning process, and the resources on which they depend	16
	ORG_PPL 5	it may encourage employee to share diversified knowledge among the employees	6
Strategy as Learning	STG_LER 1	the process strategising is embedded in the learning mechanism of the organisation	4
	STG_LER 2	basically strategy is the part of everyday learning process, in this process we are used to learn how to choose best from several options in the	8

		workplace	
	STG_LER 3	organisational learning is an integral part of strategic decision making	10
	STG_LER 4	as well as when changes come, these kinds of learning enable us to become more flexible to cope with the change process	5
Accountability	ACC_TBL 1	public sector organisations are under more public scrutiny rather its private counterpart	11
	ACC_TBL 2	reforms and changes are bringing new insights to the government organisation to be more accountable and just about public demand on time	18
	ACC_TBL 3	contemporary initiatives boosted our learning through be more accountable to the people	6

Research Question 3: How are external factors influence organisational learning in a public sector organisation?

Theme	**Code**	**Code Description**	**Inf. ID**
Stakeholders Participation	STK_PAR 1	to introduce attractive new savings products and arrange deposit account opening fair for deposit mobilization and to make the deposit base strong many steps have been taken	1
	STK_PAR 2	when you have such huge stakeholder community, you need to meet versatile issues in delivering services	4
	STK_PAR 3	it can bring new insights to our learning process, as we are driven by the socio-economic demands of the people	8
	STK_PAR 4	initiating corporate social responsibility (CSR) in public sector organisation to promote	13

		the public participation in their everyday's work activities	
	STK_PAR 5	commitment to become RAKUB more people's organisation by engaging them through our social responsibility	14
	STK_PAR 6	we always have to comply with peoples' demand and on the basis for their demand we formulate and implement our organisational strategy	15
	STK_PAR 7	RAKUB encourages investment in such areas as poverty alleviation, women's empowerment through income-generating activities, environment development, nursery development, etc.	16
	STK_PAR 8	OL equip us to learn from versatile aspects of organisational life which enable us improve and innovate new kind of public service on the basis of peoples need	18
	STK_PAR 9	our organisation introduces citizen's charter to get involved with the people, recently good practice policy and innovation unit has been incorporated in our organisation with the motto of "Putting Peoples First", these initiatives bring a tremendous change in our learning process to become a people oriented organisation	6
Political Officials Participation	POL_PAR 1	as a constituted organisation we are abide by government rules and regulation	8
	POL_PAR 2	learning is a holistic matter, particularly in public sector organisation where public perception and political affiliation is very high	11
	POL_PAR 3	this can help us to work with	5

		government more closely towards our desired goal	
Ecological Influence	ECO_INF 1	the environmental risk assessment one of the major duties of the bank officials for the disbarment of agro loan	1
	ECO_INF 2	environmental problems such as soil erosion, pollution and salination cause a decrease in yields; many of the present farming systems are not sustainable	2
	ECO_INF 3	farmers are a very important source of information. They have in-depth knowledge of ecology.	5
	ECO_INF 4	traditionally, agricultural research is considered to be the most important source of information in developing countries	6
	ECO_INF 5	production risk in agriculture arises from the high variability of production outcomes	12
	ECO_INF 6	we are also responsible disseminate the idea among our stakeholders, especially farmers. Only then we can look for sustainable performance of our organisation	16
	ECO_INF 7	our branches are installing solar panel to be emerging as one of the pioneer in green technology in public sector organisation	5
Public Private Partnership	PUP_PAR 1	public-private partnership is such kind of idea to bring both sectors under one roof to share their specific knowledge and building an atmosphere of mutual learning from each other's experience	5
	PUP_PAR 2	public-private partnership is actually bridging the gaps between these two sectors to	7

		bring out more effective and efficient solutions in our contemporary society	
	PUP_PAR 3	it enhances cross-sectoral knowledge flow among the organisations	9
	PUP_PAR 4	Partnerships usually involve considerable financial and/or political commitment for the long-term development of social or economic infrastructure	14
	PUP_PAR 5	loans for production of high value crops are disbursed among farmers under NCDP project through BRAC, Proshika, RDRS and GKF	18
International Donor Agencies	INT_AGN 1	learning occurs when we meet new kind of expertise and specialised in a specific field. I found that it is an imperative be collaborating in development program	3
	INT_AGN 2	prepare ourselves for better development initiatives in development project implementation	10
	INT_AGN 3	organisation has several experiences to implement development projects in association with the international development partner	13
	INT_AGN 4	the most important thing is to have cross-sectoral learning experience	17
	INT_AGN 5	collaboration with international donor/aid agencies, it is an imperative to go for feasibility first	6

Research Question 4: What do the types of organisational learning occur in a public sector organisation?

Theme	Code	Code Description	Inf. ID
Single-loop Learning	SIN_LER 1	learn the work process from those procedures and get the instructions	2
	SIN_LER 2	on the job learning	3
	SIN_LER 3	coordination between formal and informal learning	4
	SIN_LER 4	know how the organisation gone through upon its work process	5
	SIN_LER 5	how to maintain the rules and regulations, hierarchical positions, designated work, fulfill the professionalism	7
	SIN_LER 6	organisation prepares its workforce by their organisational goals and objectives	8
	SIN_LER 7	knowing about the organisation, including the rules and regulation, code of conduct, and other official protocol	9
	SIN_LER 8	follow the organisational rule book properly	11
	SIN_LER 9	particular role in organisational process	12
	SIN_LER 10	designated work for the organisation	13
	SIN_LER 11	existing process and strategies within the corporate regulations	16
	SIN_LER 12	properly accomplishing my organisational duties	5
	SIN_LER 13	knowing about the core objectives of the organisation and act on the basis of organisational objectives	6
Double-loop Learning	DOB_LER 1	innovative public sector	1

		organisation towards better public service and organisational sustainability	
	DOB_LER 2	quite a new idea I have seen throughout in banking career	2
	DOB_LER 3	demand of modern public service to initiate new ideas	4
	DOB_LER 4	prepare our employees to take the next level challenge in this highly competitive business world to survive	5
	DOB_LER 5	more lucrative as build up career for the promising workforce	6
	DOB_LER 6	reward for innovative idea and implementation, partnership and networking, use of social media for innovation and development	8
	DOB_LER 7	existing services more people friendly by using information communication and technology	9
	DOB_LER 8	create an innovation friendly atmosphere throughout the organisation	10
	DOB_LER 9	bring out the best ideas form root-level of the organisation	13
	DOB_LER 10	realise the actual effectiveness of our work in the society	15
	DOB_LER 11	some reform program is happening in our organisation which is good for coping with the new situation, but this is also a part of traditional rules and procedures	18
Triple-loop/ Deutero Learning	TRI_LER 1	changing and experimenting about policy is not an easy matter	12
	TRI_LER 2	unable to rethink about organisation's core assumptions	14
	TRI_LER 3	learning in our organisation for the better performance	17
	TRI_LER 4	during strategic policy making, policy makers used to think	6

		more about government manifesto and political ideology which is shaped by public demand	

Research Question 5: How mid-level managers play their strategic role in the implementation of organisational learning in a public sector organisation?

Theme	Code	Code Description	Inf. ID
Championing Alternatives	CHM_ALT 1	offer the best strategic option to the top-level	8
	CHM_ALT 2	top management depends on our report to move farther for making new strategy	11
	CHM_ALT 3	influence the organisational policy and buying in new ideas to the strategic process	14
	CHM_ALT 4	during the time of reform/change in the organisation, we work closely with our higher management to cope with the change process	17
	CHM_ALT 5	offer the best alternative options to the top as situation emerge	6
Synthesising Information	SYN_INF 1	collect data from line management and then filter the date the transform into important information and share it with our senior managers	1
	SYN_INF 2	as a processor of the organisation	2
	SYN_INF 3	cognitive ability to create new kind of ideas	4
	SYN_INF 4	internal and external environmental scanning activities	6
	SYN_INF 5	working under pressure teaches us how to survive in difficult manner	9
	SYN_INF 6	working under pressure teaches	10

		us how to survive in difficult manner	
	SYN_INF 7	involved in the re-design of jobs	13
	SYN_INF 8	strategic position and specialised knowledge	16
	SYN_INF 9	learning agents' in the organisation	5
Facilitating Adaptability	FAC_ADP 1	build mechanism to adapt with the changing environment	3
	FAC_ADP 2	make platform for the line management to for adaptability	5
	FAC_ADP 3	mid-level managers play a vital role in this 'sense making' by addressing questions that subordinates raise regarding the granular impact on the work they are doing	7
	FAC_ADP 4	building up emotions among the line management to cope with the desired change	8
	FAC_ADP 5	to meet certain changes as well making adaptable situation in the organisation	11
	FAC_ADP 6	emotional balancing of desired change within the organisation	15
	FAC_ADP 7	managing subordinates requires having timely and detailed briefing on change initiatives so that they can deal with the granular impact of change	18
Implementing Strategy	IMP_STR	understand the public and political demand also can realise the viewpoint of top-level management to handle the subordinates	6
	IMP_STR	strategy implementation is the core responsibility of mid-level management	7
	IMP_STR	capability to materialise strategy in practice through using it as a tool for problem solving	9

	IMP_STR	deliberate thinking about and creating strategy	12

Appendix G: List of Publications

Journal Article (Peer Reviewed)

1. **Ahsan, M. A.**, Sabil, S., & Othman, A. E. A. (2018). Learn, change or perish: A paradigm shift about organisational structure in the public sector organisation of Bangladesh. *ABC Research Alert*, *6*(1), 40-49. [ISSN: 2413-5224]
2. **Ahsan, M. A.** (2017). Organizational learning as a strategic choice in public sector organization: Changing cultural attributes in a state owned agricultural bank of Bangladesh. *American Journal of Trade and Policy*, *4*(3), 45-52. [ISSN 2313-4747 (Print); ISSN 2313-4755 (Online)]

Book Chapter

1. Rana, J., & **Ahsan, M. A.** (2019). Social Learning and Governance, In: Farazmand A. (Eds.) *Global Encyclopaedia of Public Administration, Public Policy, and Governance*. Springer Nature Switzerland AG.