

**INTRODUCTION OF LEARNING ORGANIZATION TO AN
IT COMPANY TO IMPROVE THE EMPLOYEE
PERFORMANCE**

(Case – SAP Consulting firms in Sri Lanka)

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March 2018

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ABSTRACT

The purpose of this research study is to discover the factors which affect the employee performance in the SAP consulting firms of Sri Lanka and provide best practices and recommendations via introducing the learning organization concept.

This study is mainly developed based on face to face interviews conducted from eight SAP consultants across three different firms. Interview questions are drafted based on the variables derived from the literature reviews which are: Communication, Team, Support and Recognition, Training, Skills, Performance and Capability. An empirical qualitative analysis is used as a research approach and Grounded Theory technique is used to conduct the in-depth analysis of interview responses.

This research study discovered four main factors; Communication, Team, Training and Performance as the most contributing factors which affects the employee performance in Sri Lankan SAP consulting firms. The detailed issues that influence each main factor were elaborated throughout the study. Major findings of the research were employee's career path is not aligned with the organization roadmap, poor consultancy skills led the competitor overtake the business and technology advancement has a potential impact on employee skills and performance.

Based on the analysis of literature review and data collection, a seven-step process was derived as a best practice to improve the employee performance. Those steps are: top management commitment, build a committed team, develop a learning organization, measuring and managing employee performance, design a future-ready organization and maintain high employee morale.

Keywords SAP, Learning organization, Literature review, Grounded Theory, future-ready organization, Employee morale

ACKNOWLEDGEMENT

I place this opportunity to express my sincere gratitude for all those who helped me in numerous ways to make this research study success. First and foremost, I am deeply grateful to my supervisor Dr. Amal Shehan Perera for his continuous support, feedback and outstanding guidance is given to me throughout the research.

I would like to extend my sincere thanks to Dr. Chandana D. Gamage (Course Coordinating Lecturer, Department of Computer Science and Engineering) and Ms. Jeeva Padmini who have provided me with continuous feedback and encouragements in-order to complete a research successfully.

I convey my thankfulness to all my lecturer panel at the Department of Computer Science and Engineering, The University of Moratuwa for their guidance and would also express my sincere appreciation to office staff at the University of Moratuwa for the services provided.

I am extremely grateful to anonymous participants who helped me with data gathering by sharing their valuable experience, most useful views and opinions. This report would not have been possible without their valuable information, time and effort.

I express my gratitude to all my friends and MBA friends specially Amalan Dananjayan, Prashanya Shivashankar, Gopikrishnan Thavarajah for their advises, motivation and for always been around to support which I felt inspiring while carrying out the research.

Last but not least my special thanks go to my loving wife, father, mother and my sister for their immense support, love, care, encouragement, and patience throughout all these years and also for reviewing my thesis and providing me with valuable feedback in order to successfully complete this thesis.

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LIST OF ABBREVIATIONS

Abbreviation	Description
IT	Information Technology
ERP	Enterprise Resource Planning
LO	Learning Organization
SAP	an ERP Product
SAGE	an ERP Product
ABAP	Advance Business Analytical Programming - language that is used to do developments in SAP
BI	Business Intelligence
R&D	Research and Development

1. INTRODUCTION

1.1 Background

In the digital era, IT industry has changed a lot, technology is evolving everywhere, new trends and updates are releasing more frequently. New trends and technologies are introduced by innovations which leads the businesses to adopt frequent changes. Due to the technological advancement people also need to be update their skills regularly in order to sustain in the competitive world.

Generally, most of the IT companies in the industry begins as startups then grow up gradually. Building a well-established organization needs lots of factors. One of the main factors of company's growth is, how skilled the employees are. Most of the time organizations hire employees based on their expertise and skills, but those skills would be valid only for a certain period because of technology advancement. So, companies must allocate a separate budget for training their employees to update to the new environment.

Learning and development cost will make organizations face difficulties to find a suitable time to train their employees and allocate resources for it, due to lack of time and budget, but it is essential for an organization to sustain in the market. Organizations need to observe the processes of similar successful organizations, do a research and identify the current trends, this will make their processes to improve better over a period. Training will also encourage process improvements in the organization.

Only those organizations which can learn from their experience and can implement the improvements through their learnings are bound to excel in the modern day competitive world. The objective of learning is to make the organization more stakeholder and society friendly. Learning is the process to acquire new knowledge, implement and improve.

In order to improve the processes, companies nowadays started following the learning organization concept. Learning organizations are those organizations that have accepted that they need to create opportunities for its employees to continuously ‘learn’ and develop their skills and competencies. They enable organizational learning by having the right organizational infrastructure (it/is) and enabling the institutionalizing of such knowledge through appropriate technologies like online materials, webinars, virtual training rooms, elearning portals and other.

1.1.1 Motivation

Learning organization concept has both positive and negative impact. The positive impact is, there are few employees who are willing or likely to change their career of interest, it will help them to grow in career. On the other hand, if we take the negative side, there can be some employees who are not willing to accept the new change or not willing to take the challenge, for them the investment which company makes will become meaningless, so before beginning the training company should identify the existing problems of employees and take necessary steps to motivate employee to accept the change.

1.1.2 Research Scope

This research mainly focuses on the aspects of employee performance in SAP consulting firms using the learning organization concept. The people who were considered for the research are the employees who work for SAP consulting firms in Srilanka.

1.2 Problem Statement

Employee performance in an IT organization may vary depending on how much they are interested in learning and adopting new things. It can also depend on how company encourages or motivates the employees. Adopting the learning organization practices in an organization is a rigid process, because it has an impact on process level and cultural level change in the organization. Also employee concern is very important before going for the change.

The aim of objective is to investigate the followings.

- What is the key factor which stops an employee to support learning organization?
- What levels of motivations does the employee have when a company wants to adopt a new technology?
- What is the risk factor which stops an employee dislike the learning organization?
- How effectively company does the change?
- What are the challenges in setting up the learning environment in the organization?
- Can the benefits, risks or alternatives be justified?

1.2.1 Research Objectives

The research objective is intended to contribute to the following.

- Identify the factors which are affecting the employee performance in the SAP consulting firms.
- Investigate the barriers of learning SAP skills in the context of Sri Lanka
- Identify the benefits of learning methods in the organization by using learning organization concept)
- Derive a recommendation on how the learning organization concept can be applied to improve the Employee performance.

1.2.2 Research Significance

The significance of this study is to identify whether the learning organization concept can be used to provide guidelines and procedures to improve the skills of developers by enabling the potential to adapt new technologies and projects without much hassle.

So far there is no research conducted in the field of study in Sri Lankan context.

This study will help Sri Lankan SAP consulting firms to help and improve their processes, increase the service quality, adopting modern practices, increase efficiency, accelerated employee

performance and several other factors. Also, it takes Sri Lankan IT industries to improve up to world-class levels.

1.2.3 Outline

Including the introduction chapter, this thesis consists of five chapters and each includes;

Chapter 1 - Introduction: presents the background and motivation of the research study, research problem, research objectives, research scope and the significance.

Chapter 2 - Literature review: presents a discussion on previous research efforts and their findings conducted in relation to this research study.

Chapter 3 - Methodology of the study: comprises with the theoretical framework, applied methodology approach, data sample and data collection technique.

Chapter 4 - Data analysis: present the strategy applied for analysis of the gathered interview data, detail presentation and elaboration on the findings of the study.

Chapter 5 - Conclusion and recommendation: present a discussion on result finding of the research study, suggested recommendations, limitation of the study and possible suggestions for future research areas.

2. LITERATURE REVIEW

2.1 Introduction

Background study on learning organizations and ERP (SAP) resource demands

The learning organization may be the key to future success for organizations. There is no blueprint for success, but companies need to recognize and utilize the experience and expertise of their employees (Gardiner & Whiting, 1997). ERP software market is one of the fastest growing markets in the software industry. It has seen a rocky start with several project failures and a huge shortage of skilled and experienced workers (Bingi, et al., 2006). The human resources associated with the SAP implementation have a high degree of mobility because of the shortage of these skills in the market (Pereira, 1999).

In the current context, ERP market in Sri Lanka have been increasingly growing, medium and large-scale companies are willing to adopt ERP solutions to run their businesses. Due to the huge demand, IT companies are formed to provide services in implementing ERP solutions like SAP, Oracle, SAGE, and other products.

It is generally accepted that SAP is the leading ERP system. In the context of Sri Lanka, more than 50 companies are using SAP ERP and there are 3 major SAP consulting firms which provide implementation support to customers. Since SAP has a small market in Sri Lanka, the consulting firms have less interested in investing on the learning and development areas. With the enhancement of the technology, ERP vendors will upgrade their products to catch up new markets, so implementation partners should be ready to adopt the new technology changes. caused a major issue in the implementation where the entire project fails because of resource incapability.

This study mainly focuses on identifying the technical issues faced by resources who work for SAP consulting firms and how the learning organization concept will help to resolve the organizational problems.

2.2 ERP (SAP) consulting Skills

ERP implementation demands multiple skills functional, technical, and interpersonal skills. Again, consultants with specific industry knowledge are fewer in number. There are not many consultants with all the required skills (Bingi, et al., 2006). Due to the insufficient knowledge of ERP, many organizations use external consultants to assist with the implementation process. Consultants may have more experience in specific industries, comprehensive knowledge about certain modules including their strengths and weaknesses, and thus may be better able to suggest which will work best for a given organization. It is believed that to support an ERP system properly the consultants need skilled personnel across at least three dimensions. Firstly, consultants must be skilled in ERP itself, and these skills alone are hard to find. Secondly, consultants must be familiar with the technology (i.e. they need to understand computing technology and what it can do for the business). Finally, consultants must acquire an understanding of the business practices (Chang, 2004).

SAP implementation has a high degree of mobility because of the shortage of these skills in the market. In order for organizations to utilize the SAP system effectively, they need to develop both technical and managerial capabilities. Technical capabilities include knowledge and skills with client/server infrastructure and basis and ABAP/4 programming. Managerial capabilities include change management, project management, and SAP configuration skills. Technical and managerial capabilities could be obtained by hiring personnel skilled in SAP, but people with the requisite skills are not easily available (Pereira, 1999)

2.3 Learning Organization

2.3.1 Definition

Learning Organization is the acquisition of information knowledge and skills by individuals (Schon & Argyris, 1995) the study found that learning organization culture makes a direct and indirect impact on employees' innovative work behaviors. Results from hierarchical multiple regressions and structural equation modeling supported that work engagement fully mediates the relationship between the learning organization and innovative work behaviors (Park, 2013)

Three definitions (Kontoghiorghes, et al., 2005) that stress the power of learning to transform vision into action are repeatedly cited:

A learning organization facilitates the learning of all its members and continuously transforms itself

A learning organization is where people continually expand their capacity to create results they truly desire, where new and expansive patterns of thinking are nurtured, where collective aspiration is set free, and where people are continually learning how to learn together

A learning organization is skilled at creating, acquiring and transferring knowledge, and at modifying its behavior to reflect new knowledge and insights.

According to (Garvin, 1998), organizations achieve quality performance through establishing effective routines by gathering and processing information, linking product and service design with customer experiences, and mobilizing production systems to meet and exceed customer needs. Evolving descriptions of consumers, such as prosumers (who are actively and professionally involved in consumer needs) and reasearsumers (who are equipped with and leading trends connected through the internet) highlight that, to compete and grow in the knowledge-driven market, organizations must leverage up-to-date market, consumer, and employee intelligence through innovative yet effective ideas, actions, and learning. Organizations' IT systems e.g. information or business process technology and learning systems cannot be separated any longer (Ardichvili & Yoon, 2009)). learning organization is an organization that continuously and proactively acquires, processes, and disseminates value-adding knowledge about markets, products, technologies, and business processes (Slater & Narver, 1995).

Learning organization as consisting of two dimensions; people, structure. They further identified seven measurable scales of:

- Continuous learning
- Inquiry and dialogue
- Collaboration and team learning
- People empowerment for the people dimension
- Environmental connection

- Embedded systems and
- Strategic leadership for the structure dimension.

2.3.2 Characteristic of a learning organization

Figure 2.1 shows the five main characteristics that Peter Senge (Senge, 1990) had identified are said to be converging to innovate a learning organization.

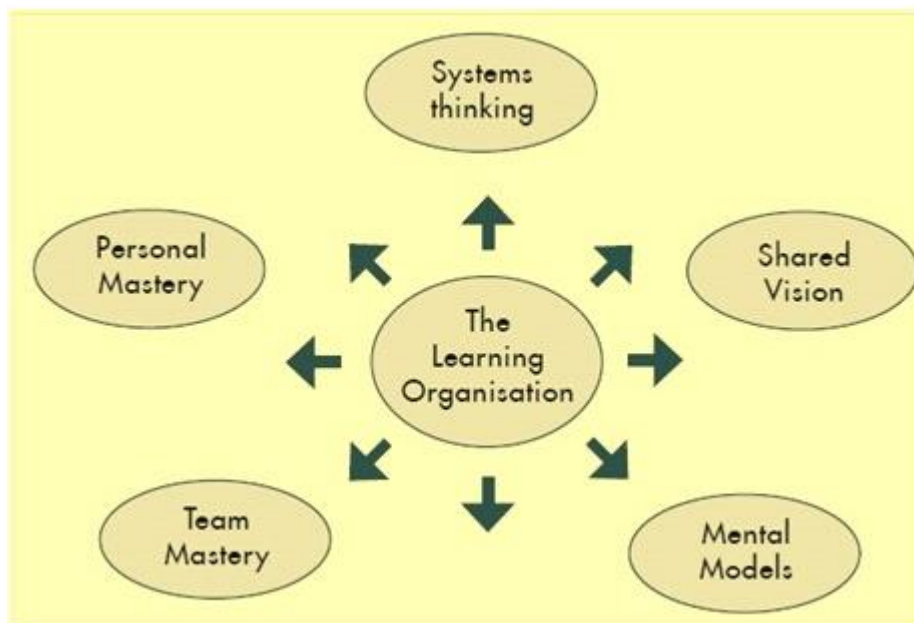


Figure 2.1: Five Characteristics of a learning organization

Systems thinking

The idea of the learning organization developed from a body of work called systems thinking. This is a conceptual framework that allows people to study businesses as bounded objects. Learning organization uses this method of thinking when assessing the organization and has information systems that measure the performance of the organization as a whole and of its various components. Systems – thinking states that all the characteristics must be apparent at once in an organization for it to be a learning organization. If some of these characteristics are missing, then the organization falls short of its goal. However, some believe that the characteristics of a learning

organization are factors that are gradually acquired, rather than developed simultaneously. Systems – thinking is the conceptual cornerstone of a learning organization. It is the discipline that integrates all the employees of the organization, fusing them into a coherent body of theory and practice. Systems thinking ability to comprehend and address the whole and to examine the interrelationship between the parts provides for both the incentive and the means to integrate various disciplines in the organization.

Personal Mastery

Organizations learn only through individuals who learn. Individual learning does not guarantee organizational learning. But without it, no organizational learning occurs. Personal mastery is the discipline of continually clarifying and deepening employee's personal vision, of focusing their energies, of developing patience, and of seeing reality objectively. It goes beyond competence and skills, although it involves them.

The commitment by an individual to the process of learning is known as personal mastery. There is a competitive advantage for the organization over other competing organizations if the employees of the organization can learn more quickly. Individual learning is acquired through employee's training, development, and continuous self-improvement; however, learning cannot be forced upon an individual who is not receptive to learning. Research shows that most learning in the workplace is incidental, rather than the product of formal training. Therefore, it is important to develop a culture in the organization where personal mastery is practiced in daily life. A learning organization has been described as the sum of individual learning, but there must be mechanisms for individual learning to be transferred into organizational learning.

People with a high level of personal mastery live in a continual learning mode. They never 'arrive'. Sometimes, language, such as the term 'personal mastery' creates a misleading sense of definiteness, of black and white. But personal mastery is not something you possess. It is a process. It is a lifelong discipline. People with a high level of personal mastery are acutely aware of their ignorance, their incompetence, and their growth areas. They are always deeply self-confident.

Mental models

Mental models are ‘deeply ingrained assumptions, generalizations, or even pictures and images that influence how we understand the world and how we take action’.

The assumptions held by individuals and organizations are called mental models. To become a learning organization, these models must be challenged. Individuals tend to espouse theories, which are what they intend to follow, and theories-in-use, which are what they actually do. Similarly, organizations tend to have ‘memories’ which preserve certain behaviors, norms, and values. In creating a learning environment, it is important to replace confrontational attitudes with an open culture that promotes inquiry and trust. To achieve this, the learning organization needs mechanisms for locating and assessing organizational theories of action. Unwanted values need to be discarded by the process called ‘unlearning’.

The discipline of mental models starts with turning the mirror inward; learning to unearth our internal pictures of the world, to bring them to the surface and hold them rigorously to scrutiny. It also includes the ability to carry on ‘learningful’ conversations that balance inquiry and advocacy, where people expose their own thinking effectively and make that thinking open to the influence of others.

If the organization is to develop a capacity to work with mental models, then it is necessary for the employees to learn new skills and develop new orientations. For this, there need to be institutional changes to foster such change. There need to have openness in the organization. It also involved seeking to distribute organizational responsibility far more widely while retaining coordination and control.

Building shared vision

If anyone has an idea about leadership that has inspired organizations for thousands of years is the capacity to hold a shared picture of the future the organizations seek to create. Such a vision has the power to be uplifting – and to encourage experimentation and innovation. Crucially, it is argued, it can also foster a sense of the long-term vision, something that is fundamental.

The development of a shared vision is important in motivating the employees to learn, as it creates a common identity that provides focus and energy for learning. The most successful visions normally build on the individual visions of the employees at all levels of the organization. The creation of a shared vision can be hindered by traditional structures where the organizational vision is imposed from above. Therefore, a learning organization tends to have flat, decentralized organizational structure. The shared vision is often to succeed against a competitor for which there can be transitory goals. However, there should also be long-term goals that are intrinsic to the organization.

When there is a genuine vision (as opposed to the familiar ‘vision statement’), employees excel and learn, not because they are told to, but because they want to. But many leaders have personal visions that never get translated into shared visions that galvanize the organization. What has been lacking is a discipline for translating vision into shared vision – not a ‘cookbook’ but a set of principles and guiding practices.

The practice of shared vision involves the skills of unearthing shared ‘pictures of the future’ that foster genuine commitment and enrolment rather than compliance. In mastering this discipline, management is to learn the counter-productiveness of trying to dictate a vision, no matter how heartfelt it is.

Visions spread because of a reinforcing process. Increased clarity, enthusiasm and commitment rub off on others in the organization. ‘As people talk, the vision grows clearer. As it gets clearer, enthusiasm for its benefits grow. There are ‘limits to growth’ in this respect but developing the sorts of mental models can significantly improve matters. Where the organizations can transcend linear and grasp system thinking, there is the possibility of bringing the vision to fruition.

Team learning

The accumulation of individual learning constitutes team learning. The benefit of a team or shared learning is that the employees grow more quickly, and the problem-solving capacity of the organization is improved through better access to knowledge and expertise. A learning organization has structures that facilitate team learning with features such as boundary crossing and openness. Team learning requires individuals to engage in dialogue and discussion. Therefore,

team members must develop open communication, shared meaning, and shared understanding. A learning organization typically has excellent knowledge management structures, allowing creation, acquisition, dissemination, and implementation of this knowledge in the organization.

Team learning is viewed as ‘the process of aligning and developing the capacities of a team to create the results its members truly desire. It builds on personal mastery and shared a vision – but these are not enough. Employees need to be able to act together. When teams learn together then not only there are good results for the organization, but the team members also grow more rapidly which could not have happened otherwise.

The discipline of team learning starts with ‘dialogue’, the capacity of members of a team to suspend assumptions and enter into a genuine ‘thinking together’.

The notion of dialogue amongst team members helps them to become open to the flow of a larger intelligence. When the dialogue is joined with systems thinking, there is the possibility of creating a language more suited for dealing with complexity, and of focusing on deep-seated structural issues and forces rather than being diverted by questions of personality and leadership style (Sarna, 2014).

2.4 Employee Performance

Employee performance is basically outcomes achieved and accomplishments made at work. Performance refers to keeping up plans while aiming for the results. Although performance evaluation is the heart of performance management, the performance of an individual or an organization depends heavily on all organizational policies, practices, and design features of an organization (Anitha, 2013).

Training and career development is another important dimension which is to be considered in the process of engaging employees since it helps the employees to concentrate on a focused work dimension. Training improves service accuracy and thereby impacts service performance and employee engagement. When the employee undergoes training and learning development programs, his/her confidence builds up in the area of training that motivates them to be more engaged in their job. The career path ladder through training and development needs to be given

importance by management which will lead to timely opportunities for growth and development. This improves automatically the level of engagement (Anitha, 2013).

Employee performance indicates the financial or non-financial outcome of the employee that has a direct link to the performance of the organization and its success. A number of studies show that an important way to enhance employee performance is to focus on fostering employee engagement (Anitha, 2013).

2.4.1 The Performance System

Figure 2.2 illustrates the performance framework in which the learning strategy is implemented.

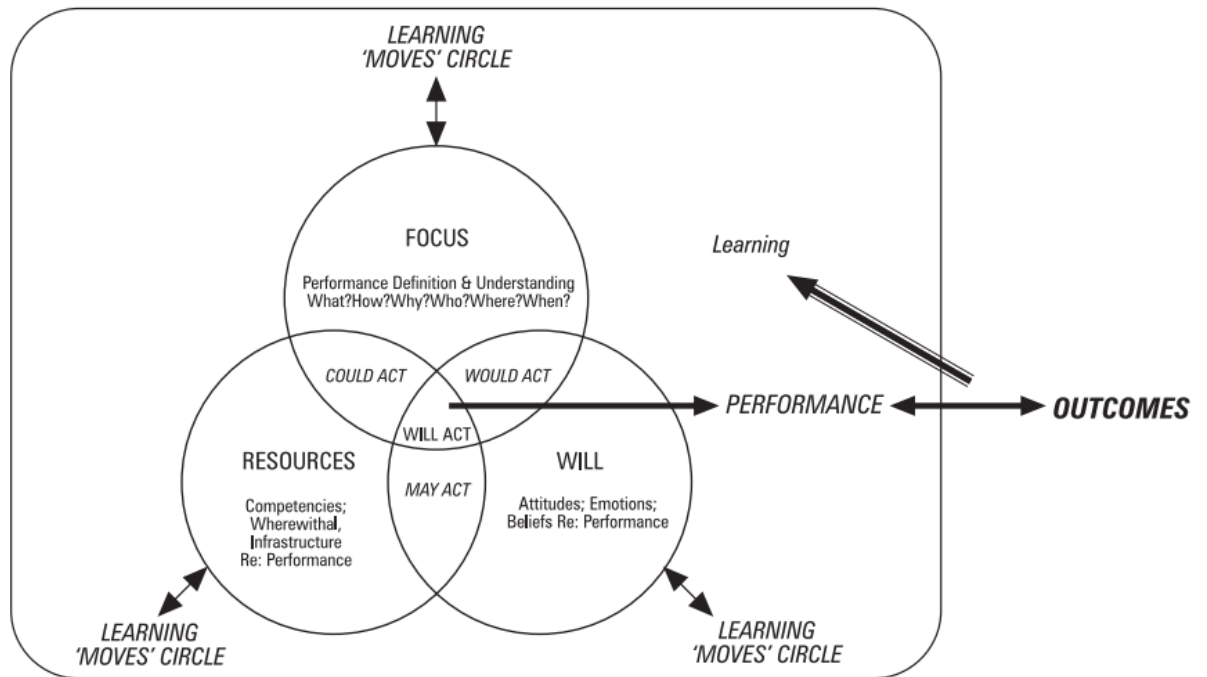


Figure 2.2: The performance System

Performance is driven by the business outcomes desired, and thus promotes individual and cluster autonomy while maintaining alignment. The three performance elements are:

- Focus (clear definition of the performance desired).

- Will (attitudes and emotions consistent with focus).
- Resources (wherewithal to carry out focus).

The more harmonious the factors with one another, the more the three circles overlap and the more optimal is performance. The three circles are constantly in dynamic movement; the learning strategy described above is how the circles are moved to try to keep them in harmony (Smith, 1999).

2.5 Challenges in implementing a Learning Organization

For companies hoping to become learning organizations, however, focus on only a single measure of output (cost or price) and ignore learning that affects other competitive variables, like quality, delivery, or new product introductions. They suggest only one possible learning driver (total production volumes) and ignore both the possibility of learning in mature industries, where an output is flat and the possibility that learning might be driven by other sources, such as new technology or the challenge posed by competing products. Perhaps most important, they tell us little about the sources of learning or the levers of change (Garvin, 1993).

2.6 Building a Learning Organization

Developing organizational knowledge and integrating that knowledge into everyday practice can be a powerful tool for multiplying an organization's impact, especially as it grows. But a nonprofit doesn't have to be a multisite, multimillion-dollar agency, or even have a dedicated knowledge management function, to benefit from clear goals, incentives, and well-developed processes for organizational learning. If you train your staff, circulate meeting minutes, share programmatic best practices across sites, measure the impact of your programs, discuss metrics with your board of directors to inform decisions or present your results at professional conferences, you are practicing knowledge management. Indeed, one of the tricky aspects of this topic is that learning-related activities are varied and can sit in many different parts of an organization. In some organizations the locus of activity is in staff training; for others, it may be an impact assessment or performance management. Wherever learning sits, the key is that it be closely connected to the organization's mission and impact.

FOUR ELEMENTS OF ORGANIZATIONAL LEARNING

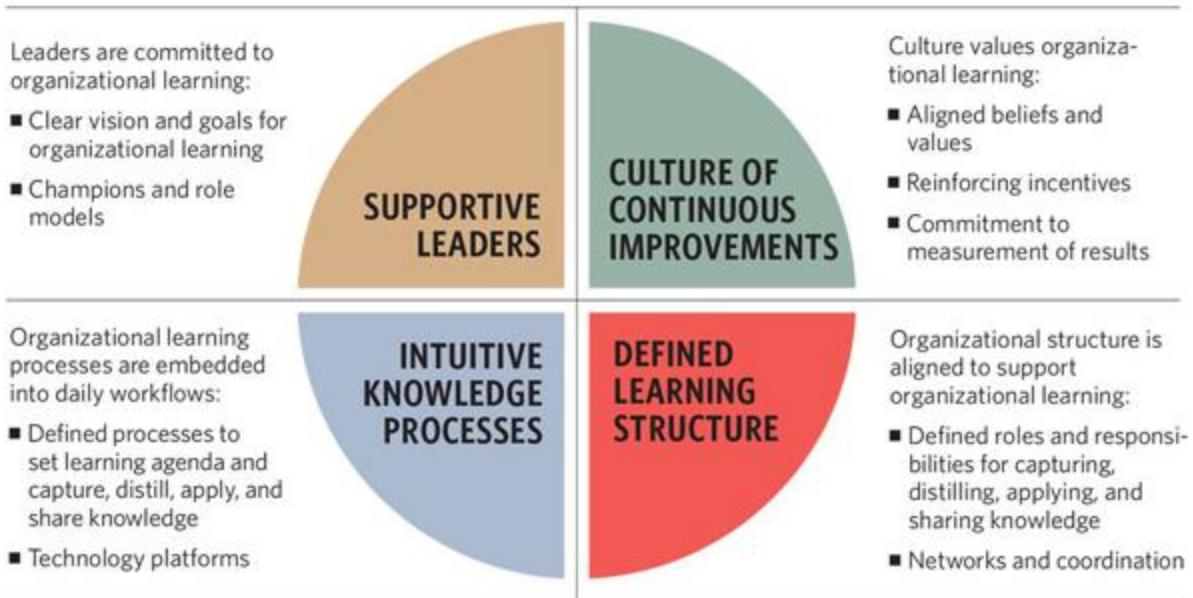


Figure 2.3: Four elements of Organizational Learning

First, leaders must champion organizational learning. They need to demonstrate their commitment to setting a vision and goals for learning connected to furthering the mission. And they must act as role models by participating in learning activities. Second, leaders need to foster a culture of continuous improvement that values organizational learning. The culture reinforces learning by providing incentives for learning behaviors and by measuring and communicating results of learning. Third, the organization needs to define a learning structure that specifies the people who are accountable for capturing, distilling, applying, and sharing knowledge. The structure also should include networks and coordinating tactics that help information flow among the people who need it and when they need it.

Last, the organization must design intuitive knowledge processes that are aligned with how people work. These processes specify how staff members define a learning agenda, and how they capture, distill, and apply knowledge. These processes also include the technology systems for exchanging knowledge, but they need to keep people-to-people interactions at the heart of them (Milway & Saxton, 2011).

3. RESEARCH METHODOLOGY

3.1 Introduction

This Chapter presents on the methodology of the research study which was used to identify the issues and success factors of Learning Organization. It discusses the methodological approach which has been selected, data sample selection, data collection process. Furthermore, this chapter also discusses the sample selection and method used to gather data.

3.2 Conceptual framework (Research Design)

Among the factors listed in Table 3.1, which relate to learning organization concept are considered in the conceptual framework. Factors derived from literature review and interviews conducted with industry professionals were used as starting point to verify the applicability of research objectives.

Based on the Literature Survey Identified Key Factors which are used to measure Learning organization are:

1. Systems Thinking
2. Personal Mastery
3. The Mental Models
4. Sharing thoughts/Vision
5. The Learning Team

Further based on the interviews following set variables were identified as independent variables

1. Open communication
2. Teams
3. Support and recognition
4. Technical Capability
5. Training and Development
6. Skills
7. Performance

The dependent variable is Employee Performance. There are many dimensions associated with above variables which are listed in the table below.

To identify the Employee performance based on learning organization, an extensive set of literature and preliminary interviews were used. The Literature survey was conducted based on the objectives of the research. As a next step, variables were derived from literature and interviews with a management perspective in mind. Considering all the factors seven independent variables and a dependent variable were derived. The following table describes the dimension of each independent and dependent variables.

Table 3.1 : Dimension of independent and Dependent Variables

Dimension	Factor
Learning organization	Systems thinking
	Personal mastery
	The mental models
	Sharing thoughts/Vision
	The Learning team
Employee Performance	Open communication
	Teams
	Support and recognition
	Technical capability
	Skills
	Training and development
	Performance

3.3 Methodological Approach

In order to identify and analyze the main issues faced at Employee level a qualitative research approach is used.

The reasons that are intended to choose the Qualitative approach is given below:

Qualitative approach is chosen because:

- Issues and success factors are not defined. Therefore, through this approach issues and success factors will be explored and identified.
- This study is an in-depth analysis of Employee experience and practices used in their organization.
- Since this is in the context of Sri Lanka, interview input is essential, and it will help for better product direction.
- Descriptive data is required to analyze the context and achieve the objective of the study.
- Individual thoughts, suggestions, and actions taken are required to do data analysis.
- This in-depth information cannot be gathered through a quantitative approach.
- It also provides and flexibility to gather other issues and factors which have not identified through a literature survey.

3.4 Research Method

The following reasons are mainly intended to choose the grounded theory for this study;

1. There is no suitable model to recognize the problems and success factors of SAP learning methodology in Sri Lankan context.
2. This theory will help to have a deeper understanding of the factors which relates to learning organization concept.
3. It will support to develop a theory based on gathered data.

The study follows the steps suggested by grounded theory approach

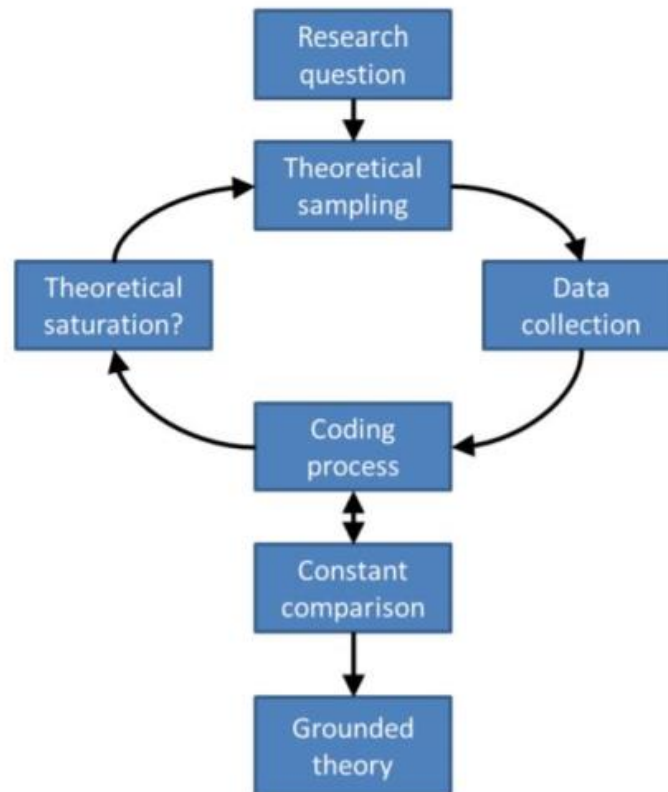


Figure 3.1: Key Steps in grounded theory research design

Figure 3-1 explains the grounded theory involves with an iterative characteristic while data analysis involves a cycle process. Grounded theory uses a coding process for its data analysis phase. This is the main stage where concepts are developed with the use of data. There are three stages of the coding process (Strauss & Corban, 1998) and those are;

- Open Coding - It is the process of discovering the categories of information labeled as codes.
- Axial Coding - It is the process of discovering the interconnection between categories and its properties against gathered data.
- Selective Coding - It is the process of developing the core category which connects all the categories and created a theoretical proposition.

3.5 Sample of the study

The method of data collection used in this study is via personal interviews with selective representatives under SAP consulting companies. The participants were selected based on the working experience and the expertise in both functional and technical skills of SAP.

SAP Consulting firms in Sri Lanka

In Order to find the SAP Consulting firms in Sri Lanka, All the SAP Consultants' LinkedIn profile were grouped by the Companies they work for, from that respective consulting firms are identified.

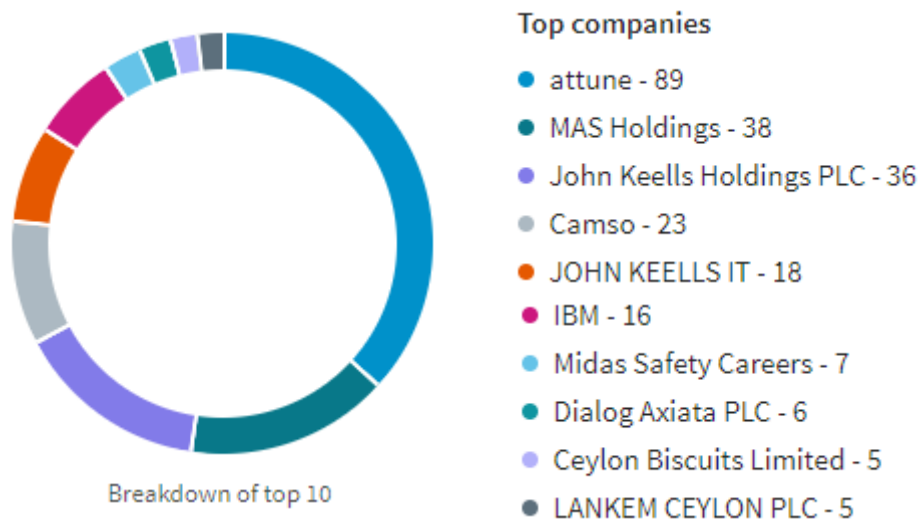


Figure 3.2 Companies where SAP Consultants are working

Source: <https://lk.linkedin.com/titlesap-consultant/sri-lanka>

According to the company websites only Attune, IBM and John Keells are the only companies who does SAP implementation and support for external clients, so interviewees were selected from those companies.

This case study, the employee's past and present both SAP consulting experiences are gathered, and past information is used in data analysis phase.

Received recommendations and views of relevant employees, were considered in the data analysis of this study.

Data sample includes professionals who started their career as a beginner in SAP consulting firms. Interviews were conducted from selected seven individual respondents who are from three different consulting firms.

3.5.1 Interviewed Personals

Functional Consultants

A functional consultant evaluates the demands in talking with the customer's representatives, transforms the essence into an abstract and algorithmic business model. He/she should identify the use cases and transforms them into logical and technical views.

The main tasks: customizing the respective business area and making sure the system reacts in the manner according to the constraints of the requested use case, documents the settings and prepares proper guidelines that allow other consultants to do further changes or repairs with due efforts, takes care that proper training is given to the users and that the system is usable, performing appropriately and the business flow is complete and correct.

During go live he assists the technical staff by testing the behavior of the system.

After going live, he guarantees that the procedures remain usable and consistent in a real-life situation and proposes enhancements.

The main duty of a consultant is to transfer external know-how to the client. It is not manpower that counts but intelligence, understanding of processes, a feeling for defects and general a common sense

Technical Consultants

SAP technical consultant to take control over deployment and integration aspects of the software. In SAP three different types of technical consultants are there: Basis, BI, and ABAP consultants.

Basis consultant: Provides technical support and leadership on SAP basis systems including establishing standards and requirements, evaluating and directing enhancements, and implementing solutions for performance monitoring, and systems configuration, design and implementation. Designs and develops SAP architecture requirements and specifications to ensure the system is meeting corporate needs.

BI Consultant: The main task of SAP BI consultants is to provide client organizations with business intelligence tools and reporting solutions for SAP implementations, and to help businesses align their reporting requirements to their business goals.

ABAP consultant: The main tasks of ABAP consultants are: develop and implement technical specifications, understand functional specifications, develop and implement program objects, perform unit testing, support other forms of testing, support functional consultants in designing solutions for the gaps identified.

3.6 Data Collection Technique

One-on-one interviews were conducted to gather data for analysis of this study. Interview questions were based on open-ended questions which help to collect employees' thoughts and experience on the current need of a learning method for SAP consulting organizations. Interview questions are based on the independent variables to check if the dependent variable results in positive or negative.

Each interview was conducted which lasted approximately forty-five minutes to sixty minutes. All the interview answers given by the participants were transcribed and it is being used for data analysis purpose.

3.6.1 Interview Question

➤ Employee Demographic Information

- 1 What is the organization you are working for?
- 2 What is your designation?
- 3 What is the size of your organization?
- 4 What kind of services your organization provides?
- 5 How long is your company doing IT services?
- 6 Are there any consultancy practices/standards your company follows?
- 7 Did you face technology challenges when doing the consulting services? how often? when(Year/month)
- 8 What causes the challenge?

➤ Open communication

- 9 Does the Management discuss the Plan for future with employees?
- 10 Do you have clear visibility on Management Decisions?
- 11 What is the major challenge you face when you work with customers\colleagues?
- 12 Do the objectives given to you fulfill the management expectations?
- 13 How well is the integrity between the teams?
- 14 Do you get enough support from your colleagues on the work you do?

➤ Teams

- 15 Do the team supportive enough to make decisions?
- 16 How do you handle conflicts with other teams while doing implementation?
- 17 How often you have team meetings within the organization?
- 18 Do you think the team leader has the leadership qualities? If not, why?
- 19 Do you face any attitude issues with your team members?
- 20 Do your colleagues help you during the difficult times in the implementation?

➤ Support and recognition

- 21 Did you recognize for the job you do by the organization?
- 22 Are you satisfied with the evaluations/feedbacks given to you? If not, why?

- 23 Will the company provide additional training in the area you need?
- 24 How does the promotions cycle work?
- 25 How do you rate your organization on internal politics? (High/Medium/low/none)
- 26 Do the management know about the employee talents/skills?
- 27 How well is your Company's Employee Recognition program?
- 28 Do you get any Rewards / Acknowledgements by the company if you accomplish any challenging tasks?
- 29 How often employee's get rewards or recognition by the company? (yearly/quarterly)
- 30 Are you satisfied with the recognition system of your company?

➤ **Technical Capability**

- 31 Are there any processes available in your organization to assess the skill related current need?
- 32 Will the company evaluate Employee's technical ability time to time?
- 33 How does your organization handle the Employee skills along with technical demand in the market?
- 34 Does your workplace have educational settings to improve knowledge/skills?
- 35 Do you get time to do Research and Development on new technologies?
- 36 Do the employees get trained on latest technologies?

➤ **Training and Development**

- 37 How often do you get training in the organization?
- 38 Does the company willing to invest on trainings if there a need?
- 39 Are the trainings given by your organization align with your professionalism or skills needed to do the job?
- 40 If there is a huge potential on upcoming technology does the company plans on training?
- 41 Does your organization plan on market demanding skills for trainings?
- 42 Do the employees evaluated based on the trainings given to them?
- 43 How well are the employees pays attention on trainings?

44 Is there a way where employees can request for trainings in your organization?

➤ **Consultancy skills**

45 Do you think the company finds the right people from the recruitment?

46 How many skilled consultants are working in your company?

(Consultant/ Senior/ Principle)

47 Does the Organization get Feedbacks from customers over the services your consultants provide?

48 Will the company consider consultant soft skills also during the appraisals?

49 Have your company faced any complaints related to resource incapability?

50 If yes, what have the related incidents occurred?

51 If no, what are the approaches taken to overcome/mitigate related issues?

52 What are the possible suggestions you would state?

➤ **Performance**

53 Do the company takes the employee performance as a measure during Appraisals?

If so how do they measure the Performance?

54 Are you motivated enough to do your job?

55 Do you think your organization put right people for right jobs?

56 How well the people contribute in teams?

57 Are you full-filled enough with the work you do?

58 Do you think employees have enough freedom to decide on their career aspirations?

59 How do you feel about the work life balance in your organization?

60 How much will the employees show their interest in work?

3.7 Chapter Summary

The Chapter discussed about the qualitative research methodology approach which is used for the study. Grounded theory methodology has been selected to identify the issues related to consultancy skills. Data gathered from different levels of consultants who works for SAP consulting firms in Sri Lanka. Data analysis will be performed with the guide on the selected methodology.

4. DATA ANALYSIS

4.1 Introduction

This chapter discusses the findings of the data which is gathered from interviewed data. Grounded theory approach has been used to do the data analysis part. Further, it discussed on the factors which are affecting employee performance and helps to find the theory of main factors which can help to build a learning organization.

4.2 Data Analysis Strategy

Data analysis of the research guides through the coding stages of grounded theory approach.

Coding process has been carried out manually to perform the data analysis of this research by using the interview transcripts.

As the first step, data has been categorized based on independent variables of learning organizations and variables are labeled as 'Parent Code'. As shown in below Table 4.1: Code system of the research study, seven parent codes were identified. Then from the transcript problems were identified (properties of each category) in data, which inter-relates to its' parent is labeled as 'Code'. As shown in Table 4.1: Code system of the research study, total forty-six codes were identified using open coding.

Axial coding was performed to create the link by mapping and discovering the interrelationship with connecting 'Parent' and 'Code' i.e. categories and properties against each gathered data. This forms the theatrical proposition. Coding system was grouped and refined by the respective management responsibilities, where it indicates the issue is caused from which management.

Table 4.1: Code system of the research study

Parent Code	Code
Communication Organization related issues	Plan for future is not known
	Employees haven't received timely trainings

	Employee-related issues	<p>Employees were not kept informed about the sudden management</p> <p>Decisions</p> <p>Expectations are not clear</p> <p>Employees are not open to each other</p>
Team	<p>Organization related issues</p> <p>Employee-related issues</p>	<p>Difficulty in making decisions</p> <p>Conflict between management and teams</p> <p>Lack of transparency</p> <p>Lack of participation</p> <p>Ineffective leadership</p> <p>attitude issues</p> <p>Low engagement</p>
Support and recognition	<p>Organization related issues</p> <p>Employee-related issues</p>	<p>less timely promotions</p> <p>not proper evaluations</p> <p>internal politics</p> <p>fewer initiatives from employees</p> <p>poor relationship with management</p>
Capability	<p>Organization related issues</p> <p>Employee-related issues</p>	<p>Lack of training</p> <p>Failure to identify the current need</p> <p>Resource selection</p> <p>Poor learning methods</p> <p>Employees not having adequate technical/domain knowledge</p> <p>less R&D skills</p> <p>Poor learning skills</p>
Training	Organization related issues	<p>Less investments on training and development</p> <p>less concentration on market demanding skills</p> <p>Less knowledge about Employee skills and abilities</p> <p>Improvement areas are not targeted in Appraisals</p>

		not evaluate employees on training which are given not Scheduling training at the right time
	Employee-related issues	poor attention to training Does not request for training
Skills	Organization related issues	Recruitment related issues Employee skills were not measured during appraisals less skill level training was given
	Employee-related issues	less interest in learning new skills Attitude problems
Performance	Organization related issues	does not have a proper mechanism to monitor employee performance putting more focus on increasing revenue without improving performance bad leadership not allocate right people for right skills poor work-life balance lack of motivation
	Employee-related issues	less interest in contributing to organizational performance less likely to show the interest in work lack of teamwork

To identify the most weighted issues while performing coding against the collected data, a numeric value is assigned to each identified code. This helps to find out the most weighted issues which affects to Employee performance. At this phase, each participants’ response for each question was reviewed and given a numerical weightage. Weightage have been defined through four level of Likert scale items as shown below. ‘0’ weightage includes both not applicability of the code to its customer as well as customer not been discussed any information regarding the code.

Table 4.2: Likert scale

0	Not Applicable
1	No Issue
2	Neutral
3	Yes, issue

All the interviewees have been represented through unique value from S1 to S9 with their designation.

- S1: Senior functional consultant – IBM
- S2: Associate functional consultant – IBM
- S3: Senior functional consultant – Attune
- S4: Technical consultant – Attune
- S5: Associate technical consultant – Attune
- S6: Associate functional consultant – John Keells
- S7: Technical consultant – John Keells
- S8: Intern – John Keells

Interviews are conducted from the employees of different levels i.e. senior consultant, consultant and intern.

4.3 Detailed Analysis

Based on the interview with consultants, analysis has been divided into two categories: Organizational related and Employee related. Since it is based on both parties, feedbacks and views of them are essential to build a process of making a best learning organization.

To have deeper analysis, it is performed on parent code as well as the sub code.

4.3.1 Analysis of each parent factor which affects Employee performance

Based on the data collection, grounded theory is applied to identify the most significant codes which are affecting the Employee performance. From this analysis each parent factors were divided into sub codes and number of counts given by each interviewee were taken to calculate the results.

4.3.1.1 Impact of Communication

Figure 4.1 shows the data collection of parent code communication.

Parent Code	Sub code	Code	Designation - >								Count	Count	count
			S1	S2	S3	S4	S5	S6	S7	S8			
Communication	Organization related issues	Plan for future is not known	3	2	1	1	3	3	2	3	85.71%	87.5%	87.50%
		Employees not receiving trainings timely	2	3	1	1	3	3	3	1	62.50%		
		Employees were not kept informed about the sudden management decisions	1	1	1	1	1	3	2	3	37.50%		
		Expectations are not clear	2	2	1	1	2	1	1	3	50.00%		
	Employee related issues	Employees are not open to each other	1	3	1	0	3	1	1	3	37.50%		

Figure 4.1: Coding results of “Communication” Factor

Five codes were conceptualized under parent code ‘Communication’, through the observation of interview. Among that four codes were related to organizational’ responsibility issues and one code was related to employee management responsibility related issue.

Most participants were mentioned that main communication issues in the organization are being not transparent with the employees like, ‘Plan for future is unknown’ and ‘Employees not receiving training timely’. All the technical consultants in all 3 companies were mentioned the same problem regardless of the levels they are working on. So, this was identified as a common issue across all 3 companies. As per the response participant S8 - beginner is facing a bigger problem in communication, since other than training all other codes were denoted as issues for him.

However, all the organizations are good in keeping informing the employees about the decisions they make hence all the participants were less complained about it.

Among the employee related issues participants S2, S5, S8 were reported employees are not open to each other in the organization when it comes to complex tasks. Since all these participants are at the beginner level they may need some assistance to handle work related tasks.

Figure 4.2 Analyses the percentage results of both organization and employees.

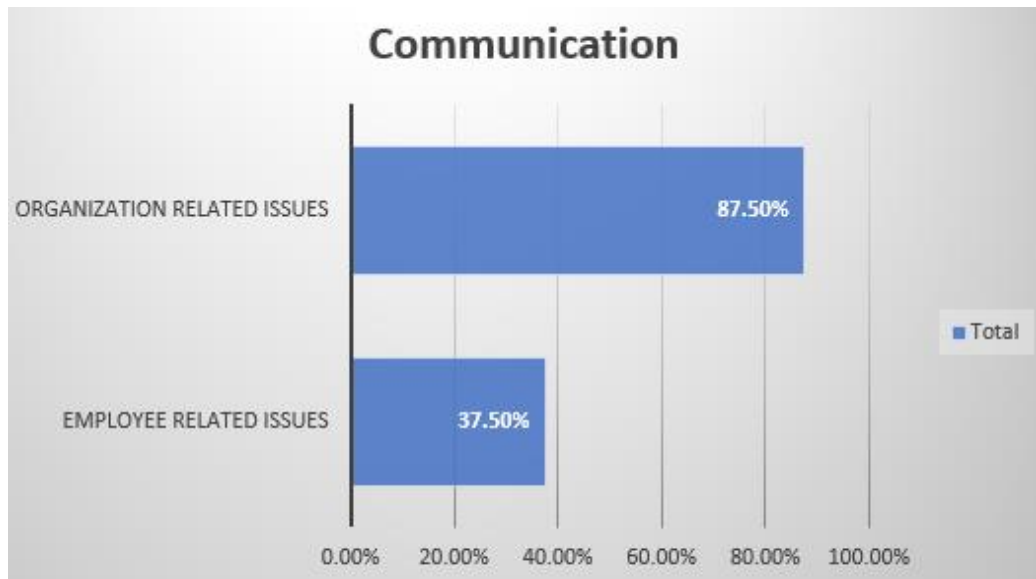


Figure 4.2: Percentage results of Communication factor

When analysis carried for the sub category, as shown in Figure 4-2: Percentage results of Communication factor, 87.50% participants responded that they have faced communication related issues from the organization, while 37.50% participants responded that they have also faced communication related issues from employees. This indicates that majority of communication related issues caused due to organizational activities, employee related issues does not impact much on this factor.

4.3.1.2 Impact of Teams

Figure 4.3 shows the data collection of parent code Teams.

Parent Code	Sub code	Code	Company ->								Count	Count	count
			IBM		Attune		John Keells		In Detail wise	From Sub Category			
Designation - >			Senior Consultant (Functional)	Associate Consultant (Functional)	Senior Consultant (Functional)	Consultant (Technical)	Associate Consultant (Technical)	Associate Consultant (Functional)			Consultant (Technical)	Intern	
S1	S2	S3	S4	S5	S6	S7	S8						
Team	Organization related issues	Difficulty in making decisions	1	2	2	2	3	2	1	3	75.00%	87.50%	87.50%
		Conflict between management and teams	1	2	3	2	1	1	2	2	62.50%		
		Lack of transparency	0	2	1	2	2	2	3	3	75.00%		
	Employee related issues	Lack of participation	1	1	2	1	1	1	1	1	12.50%		
		Ineffective leadership	1	2	1	2	2	3	1	3	62.50%		
		attitude issues	0	0	1	1	2	2	1	3	37.50%		
		Low engagement	1	2	2	2	3	2	1	1	62.50%		

Figure 4.3: Coding results of “Team” Factor

Seven codes were conceptualized under parent code ‘team’, through the observation of interview. Among that three codes were related to organizational’ responsibility issues and four codes were related to employee management responsibility related issue.

According to the interview, most participants have complained that difficulty in decision making, and lack of transparency are the key issues in teams when it comes to organization related. Ineffective leadership and low engagement have been identified as main issues in employee related.

Based on the employee related issues, participants feedbacks on ‘lack of participation’ code has the lesser importance in teams hence all the participants gave less importance to them. Also, it seems that attitude issues also not having a bigger impact on teams. However, participant S8’s feedbacks showing that for beginners, team-related issues are there since most of the codes were denoted as issues.

Figure 4.4 analyses the percentage results of both organization and employees

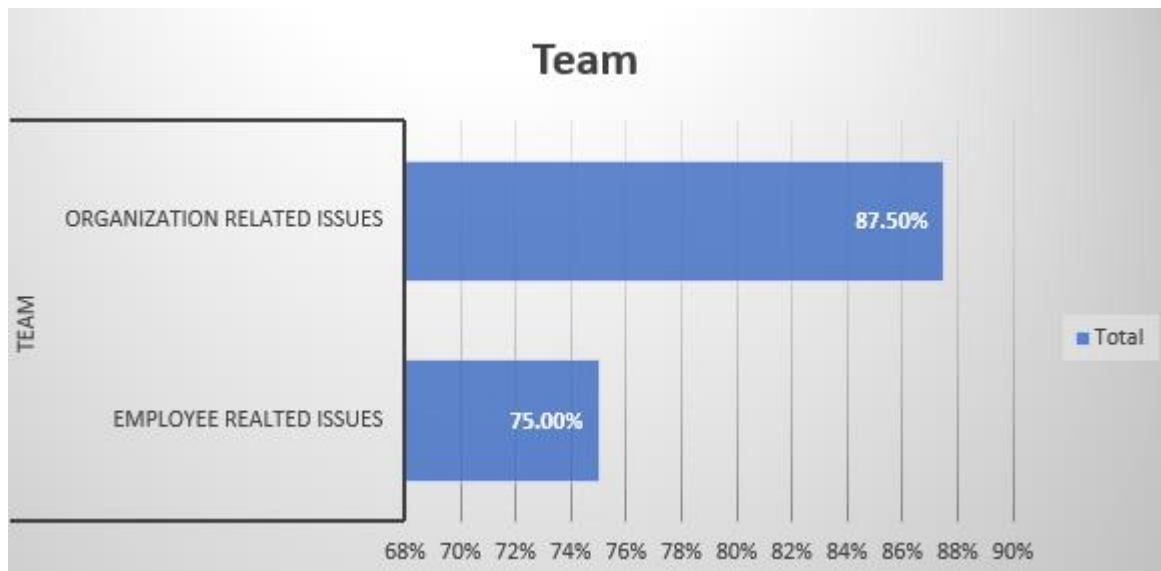


Figure 4.4: Percentage results of the team factor

When analysis carried for the subcategory, as shown in Figure 4-4: Percentage results of team factor, 87.50% participants responded that they have faced team related issues from the organization, while 75% participants responded that they have also faced team related issues from employees. This indicates that team issue is there for both organizational and employee level since both counts are significantly high.

4.3.1.3 Impact of Support and Recognition

Figure 4.5 shows the data collection of parent code support and recognition.

Parent Code	Sub code	Code	Company ->								Count	Count	count
			IBM		Attune		John Keells		In Detail wise	From Sub Category			
Designation ->			Senior Consultant (Functional)	Associate Consultant (Functional)	Senior Consultant (Functional)	Consultant (Technical)	Associate Consultant (Technical)	Associate Consultant (Functional)			Consultant (Technical)	Intern	
support and recognition	Organization related issues	less timely promotions	1	2	3	1	1	2	2	1	50.00%		
		not proper evaluations	1	2	2	1	0	3	3	3	62.50%	62.50%	
		internal politics	1	2	1	1	1	2	3	3	50.00%		75.00%
support and recognition	Employee related issues	less initiatives from employees	1	1	2	1	2	1	2	1	37.50%	62.50%	

Figure 4.5: Coding results of “Support and recognition” Factor

Five codes were conceptualized under the parent code ‘support and recognition’, through the observation of interview. Among that three codes were related to organizational’ responsibility issues and two codes were related to employee management responsibility related issue.

Most of the feedbacks on this factor are neutral so it reflects that support and recognition is not a significant problem to build a learning organization concept in Sri Lanka. however, it seems to be evaluation scheme is a problem in this code hence most of the participants were said that technical evaluation is not properly handled during the appraisals especially all the participants from John Keells said that it was an issue.

S7, S8 have said that internal politics is also a significant factor which determines the support and recognition in the organization. On the other hand, employee initiatives and relationship with the management seems not a bigger issue in the organization since the participant feedbacks are very low

Figure 4.6 analyses the percentage results of both organization and employees

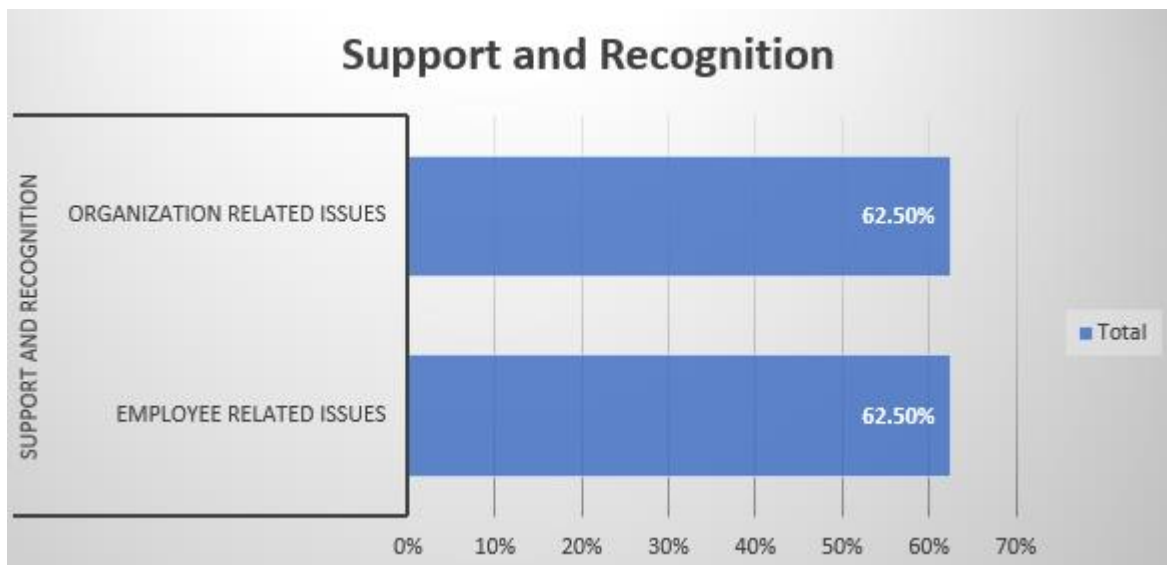


Figure 4.6: Percentage results of Support and Recognition factor

When analysis carried for the subcategory, as shown in figure 4-6: percentage results of support and recognition factor, 62.50% participants responded that they have faced recognition related issues from both organization level as well as employee level also. This indicates that support and

recognition issue is not only organizational responsibility but also employees' responsibility as well.

4.3.1.4 Impact of Capability

Figure 4.7 shows the data collection of parent code capability.

Parent Code	Sub code	Code	Company ->										In Detail wise	From Sub Category	From Parent
			IBM			Attune			John Keells						
Designation ->			Senior Consultant (Functional)	Associate Consultant (Functional)	Senior Consultant (Functional)	Consultant (Technical)	Associate Consultant (Technical)	Associate Consultant (Functional)	Consultant (Technical)	Intern	Count	Count	count		
S1	S2	S3	S4	S5	S6	S7	S8	Count	Count	count					
Capability	Organization related issues	Lack of trainings	2	3	1	2	3	1	1	1	50.00%	62.50%	75.00%		
		Failier to identify the current need	2	2	2	3	3	1	0	0	62.50%				
		Resource selection	1	2	2	2	2	0	0	0	50.00%				
		Poor Education settings at workplace	2	2	1	2	3	1	1	1	50.00%				
	Employee realted issues	Employees not havine adequate technical/domain knowledge	1	1	1	1	2	2	1	1	25.00%	37.50%			
		less R&D skills	0	2	0	1	2	2	0	1	37.50%				

Figure 4.7: Coding results of “Capability” Factor

Seven codes were conceptualized under parent code ‘Capability’, through the observation of interview. Among that four codes were related to organizational’ responsibility issues and three codes were related to employee management responsibility related issue.

Based on the feedback it shows that ‘Failure to identify the current need’ is the most significant code since most participants were talked about it. Comparatively Employees from Attune is facing more challenges than others in this factor because participant S5 and S6 have mainly highlighted most of the issues related to capability. S1 and S2 have not responded much to this factor because IBM mostly hires experienced professionals so that they already have the capability to do work-related tasks.

Employee-related issues are not highly impacted on this factor since all three codes were rated below 37.5%, participants S5 and S6 have responded as neutral because, mostly they get maintenance and support related works, so they don’t get much time to do research and development and initiatives. Since all three organizations are service organizations, research and

developments, initiatives and innovation scope will be small, most of the time they do implementation and maintenance.

Figure 4.8 analyses the percentage results of both organization and employees

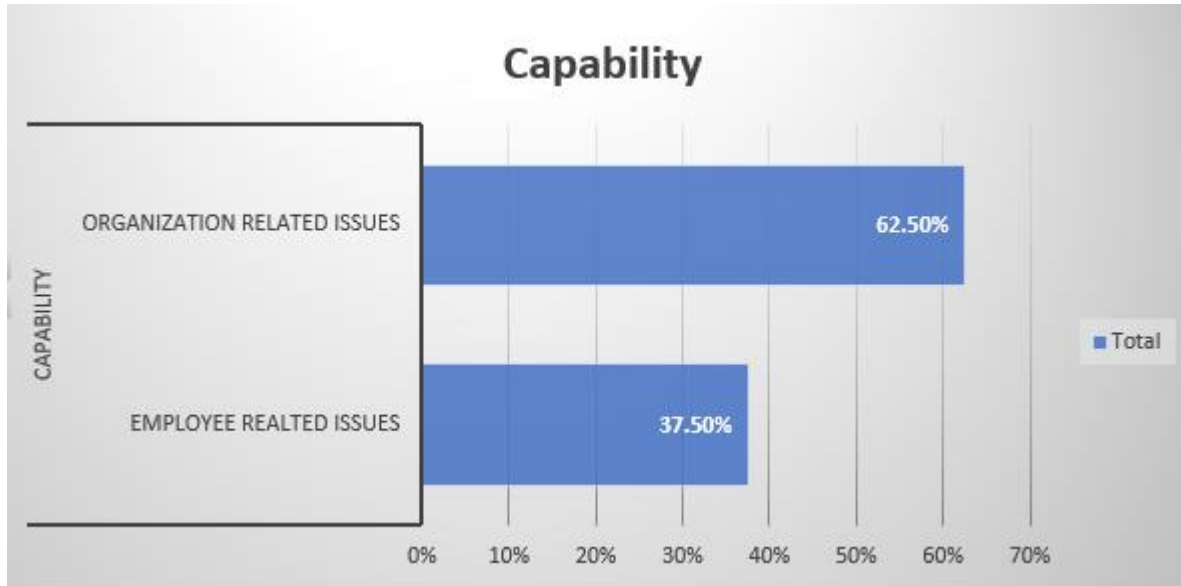


Figure 4.8: Percentage results of Capability factor

When analysis carried for the subcategory, as shown in figure 4-8: percentage results of capability factor, 62.50% participants responded that they have faced capability related issues from organization, while 37.50% participants responded that they have also faced capability related issues from employee's level. This indicates that majority of capability related issues caused due to organizational activities, employee related issues does not impact much on this factor.

4.3.1.5 Impact of Training

Figure 4.9 shows the data collection of parent code Training.

			Company ->										
			Designation - >										
			IBM		Attune		John Keells						
			Senior Consultant (Functional)	Associate Consultant (Functional)	Senior Consultant (Functional)	Consultant (Technical)	Associate Consultant (Technical)	Associate Consultant (Functional)	Consultant (Technical)	Intern	In Detail wise	From Sub Category	From Parent
Parent Code	Sub code	Code	S1	S2	S3	S4	S5	S6	S7	S8	Count	Count	count
Training	Organization related issues	Less investments on training and development	3	3	2	2	2	2	2	2	100.00%	100.00%	100.00%
		less concentration on market demanding skills	3	2	3	2	2	1	2	3	87.50%		
		Less knowledge about Employee skills and abilities	2	3	1	1	3	3	2	0	62.50%		
		Improvement areas are not targeted in Appraisals	2	2	2	1	1	2	3	2	75.00%		
		not evaluate employees on knowledge gathered from trainings	3	2	2	2	2	3	3	1	87.50%		
		wrong timing of training schedules	2	2	1	2	2	2	3	3	87.50%		
	Employee related issues	poor attention on trainings	1	2	2	2	1	1	1	1	37.50%	50.00%	
		fear to request for trainings from management	1	1	1	1	1	2	1	1	12.50%		

Figure 4.9: Coding results of “Training” Factor

Eight codes were conceptualized under parent code ‘Training’, through the observation of interview. Among that six codes were related to organizational’ responsibility issues and two codes were related to employee management responsibility related issue.

Considering the coding results, ‘Training’ is identified as one of the main factors since it has 100% response, all the participants were highlighted that investments on training and development are very less among all three organizations. Apart from that concentration on market demand, training schedules, evaluations, and improvement areas were also rated as higher-level issues in Training factor. Participant S1 and S2 stated that training focus was very less due to project schedules.

S3, S4, and S5 responded either neutral or no issue because they get timely training on work-related/knowledge sharing activities, but they also mentioned training based on upcoming technology or cross-functional training are given very rarely.

Figure 4.10 analyses the percentage results of both parties (Organization / Employees)



Figure 4.10: Percentage results of Training factor

When analysis carried for the subcategory, as shown in above Figure 4.10: Percentage results of training factor, 100% participants responded that they have faced Training related issues from Organization, while only 50% participants were responded that they have also faced Training related issues from employee’s level. This indicates that majority of training related issues caused due to organization not executing their responsibilities well.

4.3.1.6 Impact of Skills

Figure 4.11 shows the data collection of parent code Skills.

Parent Code	Sub code	Code	Company ->								Count	In Detail wise	From Sub Category	From Parent
			IBM		Attune		John Keells		Designation ->					
			S1	S2	S3	S4	S5	S6	S7	S8	Count	Count	count	
Skills	Organization related issues	Recruitment related issues	1	1	1	1	2	0	1	1	12.50%			
		Employee skills were not measured during appraisals	2	3	1	1	2	1	2	3	62.50%	62.50%	75.00%	
		less skill level trainings were given	3	3	0	1	1	1	2	2	50.00%			
	Employee related issues	less interest in learning new skills	2	2	2	1	1	1	1	1	1	37.50%		
		Attitude problems	3	2	3	0	1	1	1	1	3	50.00%	50.00%	

Figure 4.11: Coding results of “Skills” Factor

Five codes were conceptualized under parent code ‘Skills’, through the observation of interview. Among that three codes were related to organizational’ responsibility issues and two codes were related to employee management responsibility related issue.

During the interviews, the question was asked based on skills related to consultancy. Based on that most of the participants were mentioned skills are not only organization related but also individual abilities. In the code ‘Employee skills were not measured during appraisals’ participants S1 and S2 mentioned that skill levels need to be evaluated in the appraisals, and additional training should be given to them based on lacking skills (code – ‘Less skill level training were given’). S1, S3, S8 mentioned that knowledge and skills are depending on person’s attitude levels, whether are they willing to learn a new skill/not.

When analyses the factor ‘skills’ is more subjective and the issues in this factor covered from other factors, so the participant’s comments are not enough to prove that it is an issue.

4.3.1.7 Impact of Performance

Figure 4.12 shows the data collection of parent code performance.

Parent Code	Sub code	Code	Company ->								Count	In Detail wise	Count	From Sub Category	From Parent
			IBM		Attune		John Keells		Count	%					
Designation - >			Senior Consultant (Functional)	Associate Consultant (Functional)	Senior Consultant (Functional)	Consultant (Technical)	Associate Consultant (Technical)	Associate Consultant (Functional)			Consultant (Technical)	Intern			
			S1	S2	S3	S4	S5	S6	S7	S8					
Performance	Organization related issues	does not have a proper machanism to monitor employee performance	1	2	2	3	3	2	3	3	87.50%	100.00%	100.00%		
		putting more focus on increasing revenue without improving performance	2	2	1	2	2	3	3	0	75.00%				
		poor leadership	2	2	3	3	2	3	3	2	100.00%				
		not put right people for right skills	1	3	1	2	3	3	3	3	75.00%				
		poor work life balance	3	3	0	0	0	3	3	3	62.50%				
	Employee related issues	lack of motivation	2	2	2	3	3	2	3	1	87.50%	37.50%			
		less interest in contributing to organizational performance	1	1	1	1	2	1	2	1	25.00%				
		less likely to show the interest in work	2	1	1	1	2	1	3	1	37.50%				
		lack of teamwork	2	0	1	0	2	0	1	1	25.00%				

Figure 4.12: Coding results of “Performance” Factor

Nine codes were conceptualized under parent code ‘Performance’, through the observation of interview. Among that six codes were related to organizational’ responsibility issues and three codes were related to employee management responsibility related issue.

According to the interview, all the participants were responded to at least one code of this factor. Most of the participants were mentioned poor leadership as the main issue in employee performance because some participants said they didn’t get the opportunity to perform / opportunities given to favored people. To support the same argument participants S5, S6, S7, and S8 were mentioned putting the right people on right skills are also low.

Participants S1, S2, S6, S7, S8 were mentioned about poor work-life balance, it’s only there for both IBM and John Keells because of parallel projects. Sometimes one resource may have allocated to multiple projects at the same time. But in case of Attune employees are working based on shifts so, they don’t work extra hours due to 24 hour service availability.

However, as highlighted in the previous factors here also participants mentioned about employee performance monitoring mechanism during the appraisals. S4 and S5 mentioned, employee performance should be taken as a KPI during evaluations, S7 and S8 mentioned, performance should be measured by the complex tasks with an amount of time taken to complete.

Figure 4.13 analyses the percentage results of both organization and employees

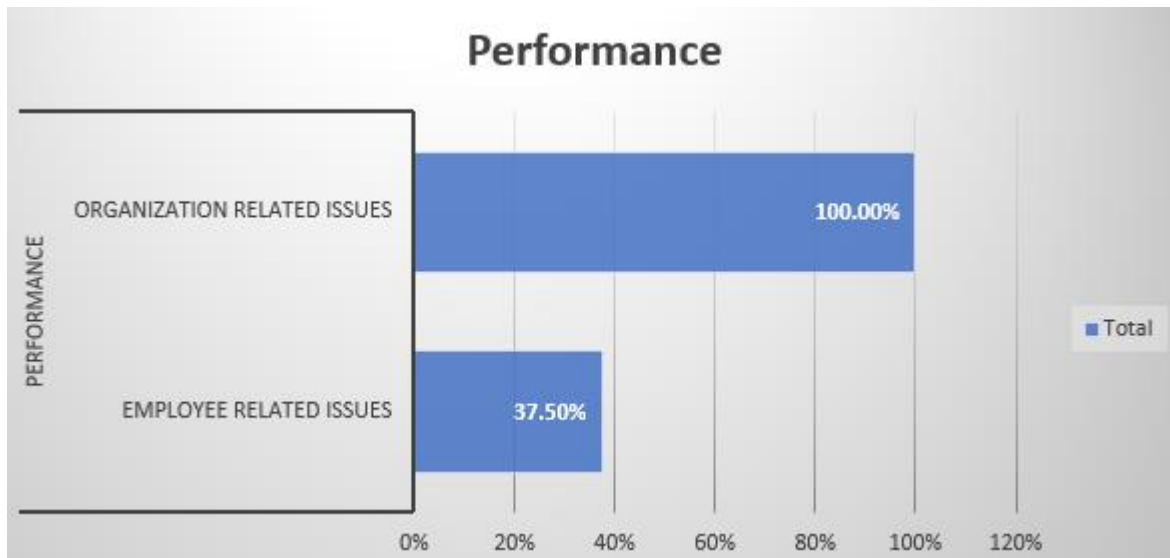


Figure 4.13: Percentage results of “Performance” Factor

When analysis carried for the subcategory, as shown in Figure 4-13: Percentage results of performance factor, 100% participants responded that they have faced performance related issues from organization, while only 37.5% participants were responded that they have also faced performance related issues from employee level. This indicates that majority of performance related issues caused due to organization not executing their responsibilities well.

4.3.2 Parent Factors Analysis which affects Employee Performance

Figure 4-14 illustrates the data collection of Parent Factor Analysis

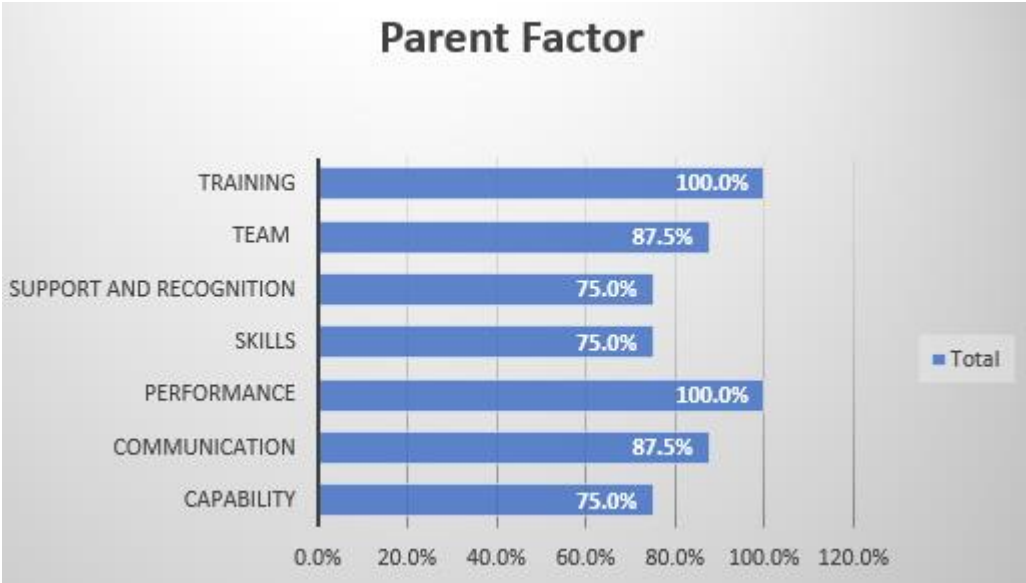


Figure 4.14: Parental factor analysis

Considering each parent factor percentage results, it is indicated that customers are mostly faced training, performance, communication, team related issues. Though other issues such as support and recognition, skills, capability do exist for certain employees those are subjective and have not been impacted or they have already following necessary steps to overcome such issues.

4.3.3 Main Factors for Success/Failure to Improve Employee Performance

In order to identify main factors which, affects success/failure of learning organization to improve employee performance, data sample was divided into three as a success, average and failure organizations. (As shown in Figure 4-15)

Figure 4.15 is an example of how the analysis was conducted

			Company ->			IBM		Attune		John Keells			
			Designation ->			Senior Consultant (Functional)	Associate Consultant (Functional)	Senior Consultant (Functional)	Consultant (Technical)	Associate Consultant (Technical)	Associate Consultant (Functional)	Consultant (Technical)	Intern
Parent Code	Sub code	Code	S1	S2	S3	S4	S5	S6	S7	S8			
Training	Organization related issues	Less investments on training and development	3	3	2	2	2	2	2	2	2	2	
		less concentration on market demanding skills	3	2	3	2	2	1	2	3			
		Less knowledge about Employee skills and abilities	2	3	1	1	3	3	2	0			
		Improvement areas are not targeted in Appraisals	2	2	2	1	1	2	3	2			
		not evaluate employees on knowledge gathered from trainings	3	2	2	2	2	3	3	1			
	Employee related issues	wrong timing of training schedules	2	2	1	2	2	2	3	3			
		poor attention on trainings	1	2	2	2	1	1	1	1			

Figure 4.15: Example of Analyzing main factors for Success/Failure to Improve Employee Performance

Factors which have not affected at successful organization while it is been affected by failure organization have selected for success/failure analysis (as highlighted rows are shown in below Figure 4.15). The selected factors may have/ may not have been affected by average organization. Through the analysis fourteen main factors were discovered, which could affect success/failure of IT service outsourcing relationship.

Table 4.3: Main Factors for Success/Failure to Improve Employee Performance

Communication	Organization related issues	Plan for future is not known
Team	Organization related issues	Difficulty in making decisions
		A conflict between management and teams
		Lack of transparency
Training	Organization related issues	fewer investments in training and development
		less concentration on market demanding skills
		Improvement areas are not targeted in Appraisals
		not evaluate employees on knowledge gathered from training
		wrong timing of training schedules
Performance	Organization related issues	does not have a proper mechanism to monitor employee performance
		putting more focus on increasing revenue without improving performance
		poor leadership
		not allocate right people on right skills
		lack of motivation

4.3.4 Findings from each employees' performance impact analysis

An analysis was continued with analyzing each participants' responses. Findings are as discussed below;

- Employees with poor quality skills fail to satisfy the customer needs
- Employees were struggling with the implementation when a customer asks for the latest technology platform
- Organization's plan for future is not known: resources are increased during the projects but not having plans to do after. Participants S1, S5, S6 and S8 were having the same problem.
- Company management instability (poor timely decision making / internal politics / poor leadership)
- Appraisals failed to cover areas of consultants skills/abilities S1, S6 and S7 stated that organization's understanding of the employees are not good enough.

- An organization is not updated with current need of demanding skills S4 and S5 stated that organizations only consider skills which are needed to do the existing job, not updated with the skills needed for upcoming opportunities.
- Some employees took advantage of providing poor service, instead of agreed quality service, due to lack of customer (Management) IT knowledge of participants S2 and S5.
- Not maintaining proper documentation process and knowledge transfer plan have affected, long-term customer relationship and performance of S2, S5, S7 and S8 participants.
Not maintaining proper documentation process makes customers fully rely on consultants if any issue or service is being closed.
- Poor customer relationship skills led the competitor to overtake the business.
Non-competent people were set front to face the customers, S2, S5, and S8 were affected by this.
- Certain circumstances promotions were given unfairly to control the employee turnover. S5 and S7 were affected by this

4.3.5 Suggested Recommendations to overcome issues

Interview feedbacks were helped to identify the real factors which affect the employee performance. To improve the employee performance, learning organization concept is suggested from this thesis. Recommendations and best practices are gathered through literature reviews, industry expertise and consultant inputs. Suggested recommendations are discussed as below;

Build a committed team

Building and maintaining an IT consultancy firms need a lot of concerns towards Organizational level. To build a skillful team first organization there are some steps need to be followed. Organization need to know their expectations and needs, set clear expectations from them, set goals and assign to them, train appropriately, ensure effective communication, go social/foster a culture of collaboration and reward regularly.

Top Management Commitment

Top management must consider strategic implications of forming an ERP implementation team. Management needs to facilitate employee empowerment and improved levels of job satisfaction through leadership and commitment. ERP implementation needs lot preparation beforehand: understand the product and features, learn ERP best practices, product customization areas, reporting and others. Consulting firms need to have all the capabilities before facing the customer. So, management needs to ensure the team is ready, if not make the arrangements to train the consultants. As a consulting firm quality is very important it affects the organization's reputation also. Building a quality organization needs a lot of commitments. Top management needs to provide a sense of enlightenment to all the employees.

Training Employees

Training and updating employees on ERP is a major challenge. Without proper training, front-line workers will not be able to handle the demands of the new system. Training employees on ERP is not simple, ERP systems are extremely complex and demand rigorous training. It is difficult for trainers or consultants to pass on the knowledge to the employees in a short period of time. so continues training is necessary to get the employees trained. Companies should provide opportunities to enhance the skills of the employees by providing training opportunities on a continuous basis to meet the changing needs of the business and employees.

Developing a Learning Organization

Technological companies need to be kept bang up-to-date so, budgeting on learning and development every time is not possible so, adopting learning organization practices will help the organizations to maintain their quality at the same level. There are steps to build a learning organization:

I. Awareness

Organization culture should change, all the levels in the organizations must appreciate that learning is necessary. This apart, need for change must also be accepted as the only way to survive.

II. Environment

Creating a learning environment requires creating a more flexible organic structure (flatter structure), which encourages innovations and members of the organization need to understand the comprehensive picture of the whole organization.

III. Leadership

Leaders should promote learning, sell the concept and encourage learning to help both the individual and the organization in learning, take the responsibility to help change the individual views of team members. Leaders need management support to provide a commitment to long-term learning with resource support.

IV. Empowerment

Employee Empowerment requires involving workers in decision making. It makes workers more responsible for their actions, without letting loose the managerial involvement. Managers should encourage, enthuse, and coordinate the workers. Empowerment much is allowed at all levels, so a member can learn from each other.

V. Learning

Learning involves systems learning, soft skill learning, training, learn from experience, learn from others, learn from mistakes, etc... The learning environment needs to be open, flexible and motivating.

Measuring and managing employee performance

Measuring and managing employee performance is important because the organization needs to understand the ability to properly gauge worker efficiency, identify the efficient/knowledgeable workers, manage and distribute the workload equally and improve the overall productivity.

Design a future-ready organization

To thrive in the future, organizations need to innovate beyond products and processes. Many teams struggle to bring innovative ideas to market in organizations which rely on traditional models of decision-making or information-sharing. To be futuristic organizations must create practices of

leadership, feedback, information sharing, team design, and shared purpose. These practices allow everyone to meet their potential and bring their genius to their work.

Employee morale

Employees who work on projects may work long hours even holidays. Though their experience is valuable for their career growth, the stress levels may increase also it could decrease their morale rapidly. Top management should boost the morale of the employees. Methods such as arranging get-to-gather, field trips and parties could help to reduce the stress to improve the morale.

4.4 Chapter summary

Through this chapter, findings of the data sample such as main factors which affects success/failures to improve Employee performance, findings of each company analysis are also presented. At the later part of the chapter, recommendations to overcome employee performance issues have been presented with the use of views and best practices suggested by the participants. Findings revealed that employees mostly face communication, team, training, and performance related issues. It is also found that employees are satisfied with organizational activities. Next chapter will carry out with the summary of the research study.

5. RECOMMENDATIONS AND CONCLUSION

5.1 Conclusion

This research study was conducted for SAP consulting firms in Sri Lanka. Past studies on improving Employee performance using learning organization concept are very seldom and there was no past study conducted for Sri Lankan context. The main objective of this study was to identify the factors which affect in Sri Lankan client organization context. Success factors and individual trends in each organization were discovered further.

The study integrated with analyzing the issues stated in section 3.2 conceptual framework. Through this research, open communication, teams, support and recognition, technical capability, rewards, training and development and knowledge management factors were individually analyzed in order to discover how IT outsourced customers are impacted with each issue factor.

Results and observation of this research study are presented below.

- Objective 1: Identify the factors which affect the Employee performance

Through the findings in section 4.3.3, it is discovered that employees are averagely satisfied with their organizations. employees believe that issues are there in both organizational and their side as well. Considering each identified issue factors research study discovered four factors which mostly affects the employee performance in Sri Lankan organizations. As discovered in section 4.3.1, major Factors are communication, team, training, and performance. For certain employee issue related to support and recognition, capability and skills do exist, but in the majority of employees those issues have not been impacted or they have already following necessary steps to overcome the respective issues.

- Objective 2: Investigate the barriers of learning SAP skills in the context of Sri Lanka

Findings from the section 4.3.3, it has been found that training related issues is one of the major issue in the context of Sri Lanka. Employees were stated that barriers are there are no training centers in the country. As closest center is in India, consulting firms finds difficult to send people due to lack of budget, learning materials are need to be purchased online via SAP learning portals

which is an expensive method, R&D learning setup is not effective within the company because setting up a SAP environment requires server space and it is a huge cost, training methods in the company were not focuses on latest technology and trends, webinar and other online training methods are available but poor time schedules. Since SAP is a small market in Sri Lanka consulting firms face difficulties in allocating a budget for learning and development.

- Objective 3: Identify the benefits of Training methods in the organization by using learning organization concept

Through the in-depth analysis of each major factors discussed in section 4.3.1, reasons for training, Skills and Capability related issues mainly caused due to the lack of knowledge in the domain. This indicates organization needs to adopt Training methods in practice. Through the analysis of section 4.3.1.4 and 4.3.1.5, it is discovered that organizations spent less investment on learning and development areas such providing adequate training & awareness on a friendly relationship, communication, flexibility, issue prioritization and technical knowledge to the juniors before assigning them to a customer site. It is also found in Figure 4-10: Coding results of "Training" Factor, that 'less concentration on market demanding skills' this will affect the employees' career growth as well as organizations future. This is one of the main problems in consulting firms in Sri Lanka since all the International firms have a separate team working on research and development area who will find and update the existing employees on latest technology and skills. Since SAP is an expensive and limited market in Sri Lanka there are not much private training centers available locally so, organizations need to have a learning/training method in the organization.

- Objective 4: Derive a recommendation on how the learning organization concept can be applied to improve the Employee performance

As discussed in the section 4.3.3, research study identifies four main factors which could affect success/failure to improve employee performance. The discovered factors are;

Table 5.1: Identified Factors

Communication	Organization related issues	Plan for future is not known
Team	Organization related issues	Difficulty in making decisions
		A conflict between management and teams
		Lack of transparency
Training	Organization related issues	fewer investments in training and development
		less concentration on market demanding skills
		Improvement areas are not targeted in Appraisals
		not evaluate employees on knowledge gathered from training
		wrong timing of training schedules
Performance	Organization related issues	does not have a proper mechanism to monitor employee performance
		putting more focus on increasing revenue without improving performance
		poor leadership
		not put right people on right skills
		lack of motivation

According to the analysis, it is revealed that employees are highly affected by above-mentioned factors due to lack of precautions taken by the organizations. Some of the international organizations have taken immediate steps to overcome such issues if they have noticed any of the above factors. Therefore, it is very important for Sri Lankan organizations on paying necessary attention and act immediately on taking necessary action in order to build successful consulting firms.

5.2 Recommendations

In order to build a successful service organization, both organization and employees need to pay attention to certain aspects. Analysis of suggested best practices by international industry experts and consultant inputs were discussed in section 4.3.5. Suggested best practices were also verified through the research study in section 4.3. Identified recommendations and market best practices are as below.

- **Build a committed team**
 - Need to know their expectations and needs,
 - Set clear expectations for them
 - Set goals and assign to them
 - Train appropriately
 - Ensure effective communication
 - Go social/foster a culture of collaboration
 - Reward regularly.

- **Top Management Commitment**
 - Facilitate employee empowerment through leadership and commitment
 - Improve the levels of job satisfaction of employees
 - Make the necessary arrangements to ensure the team is ready before starting a project
 - Enlighten all the employees
 - Aim to build a quality organization.

- **Training Employees**
 - Arrange basic training to juniors before facing customers
 - Continues training and evaluation to employees
 - Identify the market demanding skills
 - Soft skill workshops
 - Meet the changing needs of Employees

- **Developing a Learning Organization**
 - Create the awareness of learning
 - Setup a learning Environment
 - Leadership encouragement
 - Empower employees
 - Learning

- **Measuring and managing employee performance**
 - Measure the worker efficiency
 - Identify the efficient/knowledgeable workers
 - Manage and distribute workload equally
 - Improve Overall Productivity

- **Design a future-ready organization**
 - Create practices of
 - Leadership
 - Feedback
 - Information sharing
 - Team design
 - Shared purpose

- **Employee morale**
 - Boost the morale of the employees
 - Giving rewards
 - Credits
 - Giving benefits
 - Organize leisure events

5.3 Limitation

The research was limited due to few aspects. Data sample size was small. It is noted that most of the individuals are reluctant to discuss and share information on issues due to fear of giving information to a competitor's research study. When requesting for an interview to gather data for this study, only few employees are willing to participate. Some agreed on a conditional basis like enclose their identity. Possibly many employees might have felt, discussing issue factors is a sensitive area and might have a belief that revealing relevant information would affect their organization. Even with interviewed participants, personally contacted participants were open-up and officially contacted participants were bit reluctant to share their experience. However, if participants were willing to discuss the issues, sample size could have been increasing and more factors with deeper analysis on each factor could have been taken into consideration.

5.4 Directions to future research

This research mainly focuses on Improving employee using learning organization concept. Suggestions for further research areas through this research are as following;

- Learning organization concept to SAP consulting firms is new to Sri Lankan context, there are no practices or research papers written on it yet. This research can be taken as a pilot research to improve organizational practices.
- This study can further have continued with increasing sample size analyzing the identified issues into deeper.
- Organizations can analyze the issues from their views and improve their process better
- This research mainly focused SAP consulting firms same can be extended to other firms as well (all the technology related firms)
- Research can be further expanded with developing suggestion framework model.

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APPENDIX A: FACE TO FACE INTERVIEW QUESTIONS

Face to Face interview is chosen as the Data Collection technique in this research because, the context of this research and the targeted market is small and unique. The Interview questions are decided based on the Independent Variables discovered during the Literature Review phase.

Interview questions:

➤ Employee Demographic Information

- 1 What is the Organization you are working for?
- 2 What is your designation?
- 3 What is the size of your organization?
- 4 What kind of services your organization provides?
- 5 How long is your company doing IT services?
- 6 Are there any consultancy practices/standards your company follows?
- 7 Did you face technology challenges when doing the consulting services? how often? when(Year/month)
- 8 What causes the challenge?

➤ Open communication

- 9 Does the Management discuss the Plan for future with employees?
- 10 Do you have clear visibility on Management Decisions?
- 11 What is the major challenge you face when you work with customers\colleagues?
- 12 Do the objectives given to you fulfill the management expectations?
- 13 How well is the integrity between the teams?
- 14 Do you get enough support from your colleagues on the work you do?

➤ Teams

- 15 Do the team supportive enough to make decisions?
- 16 How do you handle conflicts with other teams while doing implementation?
- 17 How often you have team meetings within the organization?
- 18 Do you think the team leader has the leadership qualities? If not, why?
- 19 Do you face any attitude issues with your team members?

20 Do your colleagues help you during the difficult times in the implementation?

➤ **Support and recognition**

21 Did you recognize for the job you do by the organization?

22 Are you satisfied with the evaluations/feedbacks given to you? If not, why?

23 Will the company provide additional training in the area you need?

24 How does the promotions cycle work?

25 How do you rate your organization on internal politics? (High/Medium/low/none)

26 Do the management know about the employee talents/skills?

27 How well is your Company's Employee Recognition program?

28 Do you get any Rewards / Acknowledgements by the company if you accomplish any challenging tasks?

29 How often employee's get rewards or recognition by the company? (yearly/quarterly)

30 Are you satisfied with the recognition system of your company?

➤ **Technical Capability**

31 Are there any processes available in your organization to assess the skill related current need?

32 Will the company evaluate Employee's technical ability time to time?

33 How does your organization handle the Employee skills along with technical demand in the market?

34 Does your workplace have educational settings to improve knowledge/skills?

35 Do you get time to do Research and Development on new technologies?

36 Do the employees get trained on latest technologies?

➤ **Training and Development**

37 How often do you get training in the organization?

38 Does the company willing to invest on trainings if there a need?

39 Are the trainings given by your organization align with your professionalism or skills needed to do the job?

- 40 If there is a huge potential on upcoming technology does the company plans on training?
- 41 Does your organization plan on market demanding skills for trainings?
- 42 Do the employees evaluated based on the trainings given to them?
- 43 How well are the employees pays attention on trainings?
- 44 Is there a way where employees can request for trainings in your organization?

➤ **Consultancy skills**

- 45 Do you think the company finds the right people from the recruitment?
- 46 How many skilled consultants are working in your company?
(Consultant/ Senior/ Principle)
- 47 Does the Organization get Feedbacks from customers over the services your consultants provide?
- 48 Will the company consider consultant soft skills also during the appraisals?
- 49 Have your company faced any complaints related to resource incapability?
- 50 If yes, what have the related incidents occurred?
- 51 If no, what are the approaches taken to overcome/mitigate related issues?
- 52 What are the possible suggestions you would state?

➤ **Performance**

- 53 Do the company takes the employee performance as a measure during Appraisals?
If so how do they measure the Performance?
- 54 Are you motivated enough to do your job?
- 55 Do you think your organization put right people for right jobs?
- 56 How well the people contribute in teams?
- 57 Are you full-filled enough with the work you do?
- 58 Do you think employees have enough freedom to decide on their career aspirations?
- 59 How do you feel about the work life balance in your organization?
- 60 How much will the employees show their interest in work?

APPENDIX B: INTERVIEW RESPONSED AND NOTES

Company Profile – IBM

General Information: 16 Consultants, SAP Implementation and support services, serving the industry more than 6 years in Sri Lanka, Controlled by IBM India.

Person 1: Senior Consultant (Functional) – IBM

General Information: 6 years of industry Experience, working in IBM for 3 years.

Communication:

Organization's future is depending on upcoming projects and support and maintenance agreement, work schedules are allocated by project manager, annual training is scheduled by IBM India based on their interest, management decisions are transparent and clear, management expectations may vary depend on the projects we involved in.

Team:

decision making is not difficult since the team size is small, and we don't get to work in teams

Support and recognition:

Promotion path is based on the performance and competencies.

Capability:

Skill level evaluations are subjective since it is conducted by IBM Indian Consultants, educational settings are available online, but not sufficient, Experienced employees are recruited from the interviews, so domain knowledge is not a big issue.

Trainings:

Professional trainings are conducted by IBM India using webinars, training focuses on current consultation issues not the market demanding skills. relationship with management is poor since management is in India. Request for training is possible but schedules are not convenient.

Skills:

Skills and abilities are not properly evaluated during appraisals, Feedbacks were given based on Customer satisfaction, poor skill level trainings, attitude issues between colleagues.

Performance:

Appraisal process does not identify the performance, less motivations, interest in jobs are very low since routine jobs, less time to work in teams due to the tasks limit.

Person 2: Associate Consultant (Functional) – IBM

General Information: 3 years of industry Experience, working in IBM for 2 years.

Communication:

Organization's future is not known, working on the timely tasks allocated by project manager, poor training, expectation will vary from level to level, help from seniors are not sufficient

Team:

decision making is based on team leaders concern, management decisions are biased, ineffective leadership, engagement with juniors are very low.

Support and recognition:

Less Promotions, less opportunities to performance, since evaluations conducted by IBM India Appraisals are not effective, internal politics when decision making.

Capability:

Trainings are not effective due to Mother Company's agenda, Organization heavily depend on the Sales, Recruitments will happen only when there a new project has come, educational settings are available on parent company schedules, R&D labs are available in India so less likely to get a chance to travel.

Trainings:

we get only combined training with parent company teams, trainings are not targeted market demanding skills, management have less knowledge on employee skills, trainings are not targeted on improvement areas so poor attention on trainings, trainings schedules mostly clash with project timelines.

Skills:

Employee Skills are not measured during appraisals, learning new skills will be individual responsibility, attitude problems within team members

Performance:

Appraisal process is not helpful to identify the performance, less motivations, leaders are not supportive, sometimes difficult tasks are allocated, poor work life balance

Company Profile – Attune

General Information: 89 Consultants, SAP Implementation and support services (Apparel Industry), serving the industry for more than 12 years.

Person 3: Senior Consultant (Functional) – Attune

General Information: 6 years of industry Experience, working in Attune for 5 years.

Communication:

Trainings, organization plan and management expectations are clear.

Team:

Decision making is difficult since the team size is large, management conflicts are there on work schedules, employees are working on shift basis so individual participation and engagement are low in team activities.

Support and recognition:

promotions are very less due to routine jobs (less opportunity to perform) due to the same evaluation are also not helpful, employee initiatives are also less due to unavailability of time.

Capability:

Employees are capable enough to do their jobs, since the scope is less concern on technological updates, R&D is handled by development team, opportunities available within the organization to learn new skills

Trainings:

Trainings were scheduled monthly but can participate off the shifts, market demanding skills trainings will be given only if client demands, improvement area is only based on performance not based on skills, poor attention on trainings due to shifts.

Skills:

Recruitment process is good, learning new skills will be based on individual interest not organization's concern because most of the support staff are not facing the clients, attitude issues.

Performance:

Performance is not properly monitored and managed, poor leadership skills, less motivation.

Person 4: Consultant (Technical) – Attune

General Information: 4 years of industry Experience, working in Attune for 2 years.

Communication:

Trainings, organization plan, expectations are clear and concise.

Team:

Decision making happens between leaders and management, work schedules will conflict sometimes, management is not 100% transparent with the employees, low engagement with team leaders and less team spirit.

Support and recognition:

technical consultants were measured by no of complex tasks completed within shift hours, recognition and rewards are given to each user based on helpdesk resolution hours.

Capability:

Employee capability is hard to compare due no of different systems, current need is based on client demand not technological based.

Trainings:

Trainings schedules may clash with shifts so mostly depend on self-learning, trainings were based on client demanding skills, evaluations based on trainings are very rare due to poor attention on trainings

Skills:

Recruitment process is good, learning new skills will be based on individual interest not organization's concern because most of the support staff are not facing the clients, attitude issues.

Performance:

Performance evaluation mechanism will not suite for all the employees due to no of different system and issues they work on, less interactions with leaders, completing the tasks within shifts may tough due to last minute issues.

Person 5: Associate Consultant (Technical) – Attune

General Information: 3 years of industry Experience, working in Attune for 2 years.

Communication:

Career path is not known, expectations are limited, poor support from teammates.

Team:

Decisions are taken between leaders and managers, lack of transparency, attitude issues, low engagement within team members.

Support and recognition:

technical consultants were measured by no of complex tasks completed within shift hours, less initiatives from employees due to lack of time.

Capability:

Trainings are not helpful enough to solve the technical issues, tasks were assign regardless of employee capability, education settings are not helpful due to shift hours, hard to get into the R&D teams, learning new skills are individual responsibility.

Trainings:

Trainings are random not planned with lacking skills,

Trainings schedules may clash with shifts so mostly depend on self-learning, trainings were based on client demanding skills, evaluations based on trainings are very rare due to poor attention on trainings

Skills:

Recruitment process is good, learning new skills will be based on individual interest not organization's concern because most of the support staff are not facing the clients, attitude issues.

Performance:

Performance evaluation is not satisfactory, leaders are not helpful in complex situations, people are not identified by skills/ not allocated to the right jobs, poor teamwork, routine jobs leads to demotivation.

Company Profile – John Keells

General Information: 54 Consultants, SAP Implementation and support services, serving the industry for more than 8 years.

Person 6: Associate Consultant (Functional) – John Keells

General Information: 3 years of industry Experience, working in John Keells for 3 years.

Communication:

Organization Strategy is defined by top management, trainings were given only on the initial stages and career growth is depend on self-learning, mostly management decisions are kept informed up to Team-lead levels, expectations were set by the objectives each year.

Team:

Decision making within teams are taken after discussing with team members, very few conflicts between management and teams, transparency is not a bigger issue, team meetings are subjective not scheduled events, not all the leaders have leadership qualities i.e. trying to work on safe zones.

Support and recognition:

promotions are based on seniority and vacant, Appraisals does not properly evaluate the employees, minimum level of politics and partialities are there, relationship with management is very poor.

Capability:

Organization is process oriented but not all the processes are followed, technical ability is measured by completion of complex tasks, gaining market demanding skills is individual responsibility, for educational learning e-learning portal is available, poor R&D skills.

Trainings:

Most of the trainings are given on request basis, since the training centers are in India only the limited people will get the opportunity to go, soft skill trainings are there twice a year, trainings not considered in evaluations, training schedule are flexible.

Skills:

mostly people are recruited from beginner levels, so skills are either trained or learned during the working period, consultant skills and competencies are considered in promotions. I believe SAP consultant needs to have multiple skills since he/she plays multiple roles.

Performance:

There is no KPI to identify the performance, less motivations, right people are not putted for certain positions, very poor work life balance, employees have enough freedom to decide on their career aspiration due to that employees are interested in work.

Person 7: Consultant (Technical) – John Keells

General Information: 5 years of industry Experience, working in John Keells for 5 years.

Communication:

Basic trainings are given in the beginning there after all self-learning, management decisions are come to us through team leads

Team:

Minimum level of Work related conflicts is there within teams and management, sometimes we may feel the management is not transparent with us i.e. Management expectations are shared at the Appraisal feedbacks only.

Support and recognition:

Promotions are given to some unfairly i.e. Promotions are given to some in order to avoid them leaving the Organization, evaluations are not happening before the Appraisals, Performance is measured by number of new technologies learned, partialities are there for certain people, management employee relationships are poor.

Capability:

Since company is involving in Sales we are more updated on the technologies in the market, Cross-functional trainings will happen time to time so our learning curve is good, technical people always involves in R&D's to do POC's for external clients, Employees mostly get a chance to work on latest technologies.

Trainings:

If there is a new SAP technology only limited people will get a chance to visit India to get on training since the training centers are in India, Market demanding skills are targeted but only few will get the opportunities to get on training, Employee skills and abilities are not targeted on trainings, Appraisals does not have a mechanism to identify the improvement areas, trainings based evaluations are not there, training schedules are not preplanned.

Skills:

Mostly people are recruited from internship programs (one year), internship programs cover all the basics (end to end), other skill level trainings are given based on company agenda, learning new skills are individual responsibility.

Performance:

Performance KPI's are different to each manager sometimes we are not even recognized for what we do, Top management is more focus on increasing revenue than improving resource performances, leaders sometimes behave as bosses, motivation is low due to less encouragements, due to lack of motivation some employees are less interested in doing the job.

Person 8: Intern – John Keells

General Information: Joined as an Intern, currently working for 8 months.

Communication:

Career path is depending on the opportunities we get to do, management decisions are kept informed to all the senior level people we get inform only if it's necessary, faced many difficulties in the beginning to learn, Seniors help is not always there

Team:

During the internship period we work in support team, initial guidance will be given to do the support activities and later we have to self-learn and complete the helpdesk tickets, we don't get support from seniors unless if we are really in trouble.

Support and recognition:

Evolutions will happen in every 3 months during the internship period, tasks which are given during the internship period are very tough and we get only minimum level of support from the organization

Capability:

Most of the Seniors are well capable on the work they do, educational platform is good for beginners, didn't get much chance to do R&D's, learning capability is high.

Trainings:

Trainings are based on area we are going to work on, basics will be trained during the internship rest of the things are individual responsibility, training schedules are based on seniors availability.

Skills:

didn't had Appraisals yet, Evaluations target only technical skills, other skill level trainings are not given.

Performance:

Performance are measured by team lead based on the tasks we complete within the deadlines and the new learnings, certain times we may feel overloaded with the work so less work life balance, sometimes trainings will be scheduled after working hours.