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CANONICAL CORRELATIONAL MODEL OF CULTURE AND LEARNING: A STUDY WITH REFERENCE TO SME ORGANIZATIONAL CONTEXT

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ABSTRACT

This paper tries to explore the cultural influences on organizational learning exclusively in small and medium enterprises with reference to Mysuru district of Karnataka. It is not necessary to argue that the large scale enterprises have their own scientific process to inculcate their unique culture aligned with their organizational goals. But it is interesting to note that the SMEs do not have such mechanisms as far as modern human resource management practices are concerned. Hence, few of the SMEs have already started to explore their unknown cultural practices and instituted to inculcate the same for better results. On the other hand, the question comes whether the existing cultural practices influence the organizational learning which focuses on improving the scientific management practices. Therefore, the authors studied the discussed phenomena with the objectives of exploring the Organizational Culture and Learning practices in SMEs with the Albert Bandura's Organizational Culture Model and Argote and Miron-Spektor Model of Organizational Learning. Also the authors tried to establish the relationship between the Organizational Culture and Organizational Learning in SMEs. For this purpose, they used the instruments developed by Prof. Pankaj Kumar and Prof. Udai Pareek for measuring the concepts Organizational Culture and Organizational Learning respectively. The

results are discussed based on the reliability of the instruments and validity to fit the above said models. Advanced multivariate statistical tool.eCanonical Correlational Analysis was used to test the hypothesis.

Key Words: Organizational Culture, Organizational Learning, SMEs, Canonical Correlation Analysis

1. INTRODUCTION

The focus of managing organizations has already shifted from traditional and conventional to contingency in the context of global business environment. Most of the multi-national companies have done research on understanding the culture of their own premises for an efficient business management. With the globalization of economy and changing avenues for the growth and development of business organizations, competition has emerged in the market place. The sheer enormity of competition has made it obligatory for organizations today to keep them better, efficient and effective than the other. The present situation demands an altogether new orientation, incorporation of appropriate culture that nurtures professionals in demand, and establishment of sound Organizational Learning mechanisms. A failure to adapt may shatter the dreams of unfit organizations under the paradigm of "survival of the fittest."

This is not only for multi-national large business organizations but also for the small & medium enterprises of the nation. It has been witnessed in the recent past that the number of these organizations is growing rapidly in the state, but more in quantitative terms. In order to survive in the competition, these organizations have to offer something valuable without compromising on the quality and quantity.

All over the world, Small & Medium enterprises are facing social and economic changes. Rapid technological changes are also affecting the business in their orientation and functional mechanisms. To cope up with these changes and opening challenges, these SMEs are in a fray to acquiring and utilizing the knowledge to remain competitive. With the world becoming a global village the study of Organizational Culture and Organizational Learning is gaining ground among such global business operations.

The issue of organizational culture and learning takes significant impact here if these SMEs envision addressing to the global demands. The researcher strongly feels that by addressing the issues related to Organizational Culture and Organizational Learning, a conducive

environment can be created, developed and maintained in these organizations that help in nurturing a high breed of operations fulfilling global demands with efficiency.

The present study attempts an empirical investigation and analysis of Organizational Culture and its impact of Organizational Learning in the small and medium enterprises with an aim to draw out some meaningful conclusions pertaining to the findings.

2. THEORETICAL BACKGROUND AND LITERATURE REVIEW

2.1 ORGANIZATIONAL CULTURE

Social scientists have explored the notion of organizational culture as a perspective in organizational theory over the past decades. Brown (1998, p 2) states that “current interests in organizational culture stems from at least four different sources: climate research, national cultures, human resource management and from conviction approaches which emphasize the rational and structural nature of the organization to be unable to offer a full explanation of organizational behaviour”.

Albert Bandura’s Model of Organizational Culture

This model is based on work started by Stanford psychologist Albert Bandura in the 1970’s. It’s also featured in E. Scott Geller’s text, *The Psychology of Safety Handbook*. Bandura called the interaction between these elements “reciprocal determinism.” We don’t need to know that but it basically means that the elements in the system can cause each other. One element can affect the others or be affected by the others.

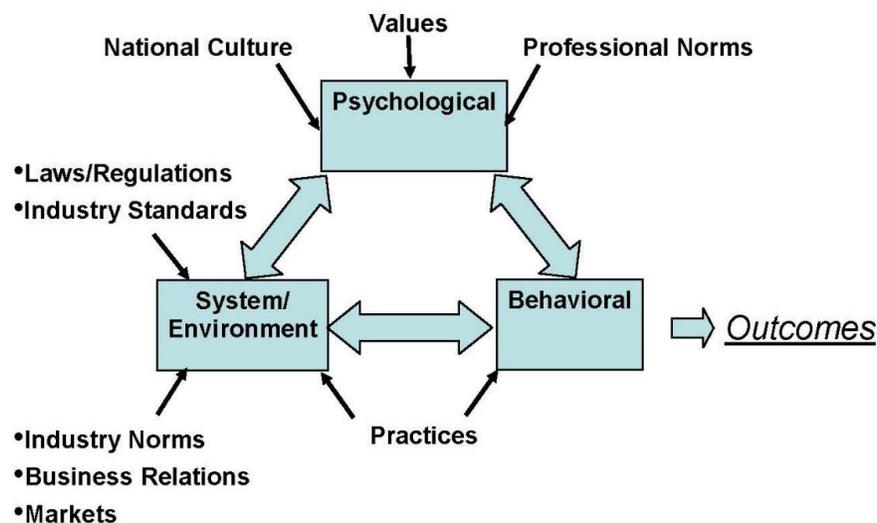


FIGURE-1: ALBERT BANDURA'S MODEL OF ORGANIZATIONAL CULTURE

2.2 ORGANIZATIONAL LEARNING

Figure 2 depicts a framework for analyzing organizational learning (Argote & Miron-Spektor, 2011). The figure portrays an ongoing cycle through which task performance experience is converted into knowledge through organizational learning processes. Task performance experience interacts with the context to create knowledge. The knowledge flows out of the organization into the environment and also changes the organization's context, which affects future learning.

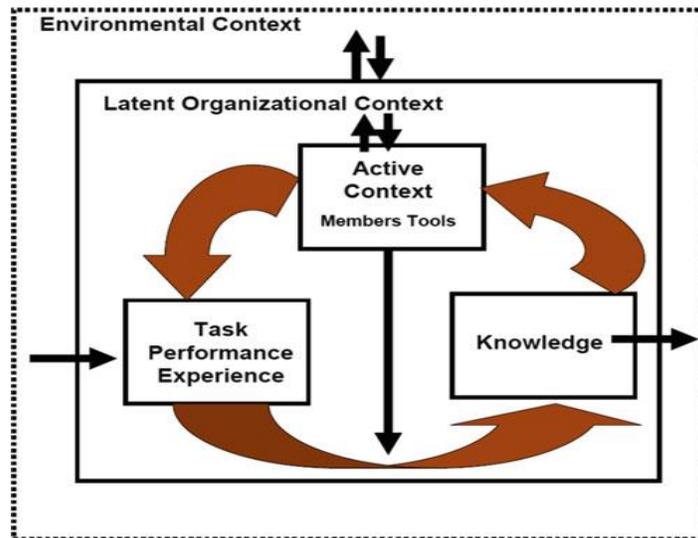


FIGURE – 2: THEORETICAL FRAMEWORK FOR ORGANIZATIONAL LEARNING

Experience accumulates as the organization performs its tasks. The total or cumulative number of task performances is typically used as the measure of organizational experience. For example, in a medical device assembly plant, the cumulative number of devices produced would be a measure of the organization's experience. In a hospital surgical team, the cumulative number of surgical procedures performed would be a measure of experience. Because organizations learn from attempts to perform tasks that are incomplete or unsuccessful, I define experience in terms of the number of task performances rather than the number of task completions.

3. RESEARCH GAP

Various important concepts discussed under Organizational Culture, e.g. environment, climate, values, ethics, beliefs, ethos etc. are presumably those factors that contribute to providing better learning opportunities and better performance by the organization both in the short and long term.

At this juncture of time it, therefore, becomes necessary to look into Organizational Culture and Organizational Learning process of organizations. Nothing can be a better learning ground here than the Small and Medium Enterprises of Mysuru District of Karnataka. This study revolves round the three important vertices, i.e. Small and Medium Enterprises, Organizational Culture and Organizational Learning will definitely be a challenging venture that will help in developing sound understanding of the subject matter. While it will help in providing a descriptive account of the processes of OC and OL in these SME organizations on one hand, it would greatly help in understanding, profiling and comparing these two processes among and within the SMEs of Karnataka on the other.

4. OBJECTIVES OF THE STUDY

- 1 To understand the nature and profile of organization culture in Small & Medium Enterprises at Mysuru District of Karnataka.
- 2 To study the profile and characteristics of organizational learning in SMEs at Mysuru District of Karnataka.
- 3 To evaluate whether the prevailing organization culture in SMEs impacts on the organizational learning at the outset.

5. HYPOTHESIS OF THE STUDY

The following Hypotheses are tested in relation to the above objectives.

1. There is a canonical correlation model exists between the variates of Organizational Culture and Organizational Learning measures in SME sector.

6. RESEARCH METHODOLOGY

The purpose of this research is mainly descriptive and exploratory. It is descriptive because descriptive data has been collected through detailed interviews and it is also explanatory since researcher will explain the relationship between the Organizational Culture variables and dimensions, and how these dimensions affect the Organizational Learning. It is somewhat exploratory nature since researcher is exploring the relationship between Organizational Culture variable and Dimensions & Organizational Learning based on the previous theory to develop a better understanding about the research area. Further, this thesis is qualitative and quantitative both. Organizational Culture dimensions and its measurement determinants analyze qualitatively

and Organizational Culture model will tested empirically with quantitative research approach. Researcher used quantitative primary data collected through descriptive survey method. Computer assisted Personal interviews has been used by the researcher to collect primary quantitative data.

In this study, survey methods have been preferred. Researcher adopts well-known developed measurement-scales. For Organizational Culture measurement, Researcher has used the instrument developed by Prof. Pankaj Kumar, and for Organizational Learning measurement, the 'Organizational Learning Diagnostics scale' developed by Prof. UdaiPareekh has been used. In this study, the research instrument was self-administered scale-based questionnaire, conducted inside & outside the small and medium enterprises in Mysuru District of Karnataka. To minimize the bias, prospective respondents were approached and interviewed individually. They were not allowed to respond with their peer/working groups.

Sampling Design

Researcher preferred to use a probabilistic random sample method of data collection. Sample were selected from the small and medium enterprises of Mysuru district of Karnataka where the organizations are following certain modern management practices to institute their organizational culture and learning practices. The data was collected from the respondents by picked randomly inside and outside the organizations.

The sample size is chosen based on the general guidelines for sample size that depends on the number of variables involved in the study. In the present study, sample of 521 were selected from the organization which follows the modern management practices to impart the organizational culture and learning process to achieve the better performance. While the organizations and their Human Resource heads were selected on census basis, the other managerial employees and supervisors were selected on the basis of simplerandom sampling.

7. ANALYSIS OF DATA

The data collected from the primary sources were analyzed using IBM-SPSS 21.0, IBM-SPSS 24.0 (Trial Version) and AMOS 24.0 (Trial Version) packages with reference to each of the objectives using various tools viz., Mean and Standard Deviation scores on all factors of Organizational Culture and Organizational Learning Data for all the demographic variables across the SME sector were calculated.

7.1 ANALYSIS OF PROFILE OF ORGANIZATIONAL CULTURE IN SMEs

At first we give an overview of the data that means the sample population (Characteristics and descriptive statistics of survey) and after that data will be checked assumption through Normality, linearity, Multicollinearity, Outlier, Homoscedasticity, and Independence of Residual tests. Next part will present Reliability test, Validity test and cross validation of Organizational Culture and Organizational Learning model. Data will be presented according to Organizational Culture modal under this study.

Characteristics of Organizational Culture Survey Data

TABLE No. 1 OVERVIEW OF SAMPLE OF ORGANIZATIONAL CULTURE DATA

	Percent
Gender	
Male	73.7
Female	26.3
Age	
Below 30	16.1
31-40 years	39.7
41-50 years	28.4
Above 50 years	15.8
Education	
Hr. Sec./Diploma	14.6
Undergraduate	22.6
Post-Graduate	25.3
Professional Studies	26.1
Others	11.3
Department/Functional Area	
Human Resource	17.9
Accounts and Finance	27.9
Production and Operations	17.7
General	20.0
Others	22.6
Managing Level	
Bottom Level	27.3
Medium Level	35.5
Top Level	37.2
Experience	
Below 5 Years	26.7
6-10 Years	22.5
11-20 Years	32.4
21-30 Years	18.4

Table No. 1 shows that 74% respondents were male and 26% were female. 16.1% respondents were below the age of 30, 39.7% were between 31 to 40 years of age, 28.4% respondents were in between 41-50 and 15.7% were above 50 years of age group. 22.6% and 25.3% respondents were Graduate and post graduate respectively. So total of all the respondents were able to judge the subjective concept like Organizational Culture and differentiate that. Majority of respondents are belonging to Top level and Middle level Management i.e. 37.2% and 35.2% respectively. 26.7% respondents were having the experience less than 5 years, 22.5 % having 6-10 years, 32.4% were having 11-20 years, and 18.4% were having 21-30 years of experience.

Testing of Assumption in Organizational Culture Data

Normality of Data

All skewness value is from -0.581 to 0.047 and kurtosis value is from -1.191 to 1.386. According to the guideline suggested by Kline (1998), all variables are univariate normal and the individual variable is normal in a univariate sense and that their combinations are also normal. So researcher can conclude that Organizational Culture data is multivariate normal and should be used for further multivariate analysis.

Multicollinearity

In this case, all of the dimensions (Values, Professional Norms, System and Behavioural Outcome) correlate substantially with Total over all Organizational Culture measure ($p < 0.01$). Also check that the correlation between each of our independent variables is not too high. In Organizational Culture construct, the correlation between all independent variables are less than 0.9, therefore, as per guideline suggested by Pallant (2005) all variables will be retained. Researcher also performed 'collinearity diagnostics' on variables as part of the multiple regression procedure.

In Organizational Culture case, the tolerance value for each independent variable is ranged from 0.411 to 0.531, which is not less than .10; therefore, data have not violated the multicollinearity assumption. These results are not surprising, given that the Pearson's correlation coefficient between these four independent variables was from 0.572 to 0.874.

RELIABILITY ANALYSIS

In the split-half reliability analysis, the items on the scale for Organizational Culture measurement in SMEs are divided into two halves and the resulting half score are correlated. High correlations between the halves indicate high internal consistency. Correlation between Forms are high in this scale i.e. 0.790. The Organizational Culture measurement scales in SME has good internal consistency, with a correlation between forms is more than 0.7, instrument is reliable for measuring Organizational Culture of SMEs. According to Malhotra & Dash (2011), the Organizational Culture scale has good internal consistency, with a Cronbach's alpha coefficient reported for more than 0.60. In the current study the Cronbach's alpha coefficient were $>.90$. So the scale can be considered reliable for measuring Organizational Culture of SMEs.

VALIDITY ANALYSIS

TABLE No. 3

CRONBACH'S RELIABILITY (INTERNAL CONSISTENCY) AND CRITERION RELATED VALIDITY OF ORGANIZATIONAL CULTURE IN SMES STUDY

	No. of Item	Cronbach's Alpha	Criterion Related Validity with Correlation
Overall Scale	60	0.892	0.63
Dimensions			
Values	16	0.710	0.869**
Professional Norms	14	0.745	0.874**
System	13	0.644	0.837**
Behavioural Outcome	17	0.711	0.836**

** . Correlation is significant at the 0.01 level (2-tailed).

The presented result in Table No. 3 shows that all the dimensions scale are highly correlated with the Overall Organizational Culture Measure (0.63, $p < 0.01$), thus verifying the

predictive validity of Organizational Culture. Based on Table, strong positive correlation can be traced for all the underlying dimensions.

7.2 STRENGTH OF RELATIONSHIP BETWEEN ORGANIZATIONAL CULTURE AND LEARNING

The first and second objectives of this study are discussed in the previous chapters. It is found that the existing theories which have been taken to test in this data limit i.e. Organizational Culture (proposed by Albert Bandura) and Organizational Learning (proposed by Argone Miron-Spektor) are not fit to this study area i.e., Small & Medium Enterprises of Mysuru District. Hence, the researcher has decided to explore the reality by applying the Exploratory Factor Analysis and then the third objective of this study is analyzed i.e. to evaluate whether the prevailing organizational culture impacts on organizational learning. This is done through another Multivariate Analysis called **Canonical Correlation Analysis** after having the factors extracted by the Exploratory Factor Analysis.

The Factor Analysis was used to reduce the number of variables. This was done for the 60 Indicators of Organizational Culture measure and 23 Indicators of Organizational Learning measure. Finally this was resulted in producing 14 factors of Organizational Culture and 8 factors of Organizational Learning which is used for further analysis.

The Canonical Correlation Analysis – Multivariate technique was used to test the model fit hypothesis i.e. to test the impact of Organizational Culture on Organizational Learning in SMEs. This was done to identify the correlation between two sets of variables i.e. Independent Variables of Organizational Culture measure and Dependent variables of Organizational Learning measures. The following discussion of canonical correlation analysis is organized around a six-stage model-building process.

I.Objectives of Applying Canonical Correlation Analysis

In applying the canonical correlation, 14 variables of Organizational Culture and 8 variables of Organizational Learning were used as input data. Both dependent and independent variables were assessed for meeting the basic assumptions underlying multivariate analyses. Among them there are no variable highly correlated with other variables. Thus, it is tested that there is no issue of multicollinearity. The Organizational Culture variables are designated as the set of Independent Variables and the set of Dependent Variables are defined as 8 variables of Organizational Learning measure. This Canonical Model is illustrated in Figure-6.1.

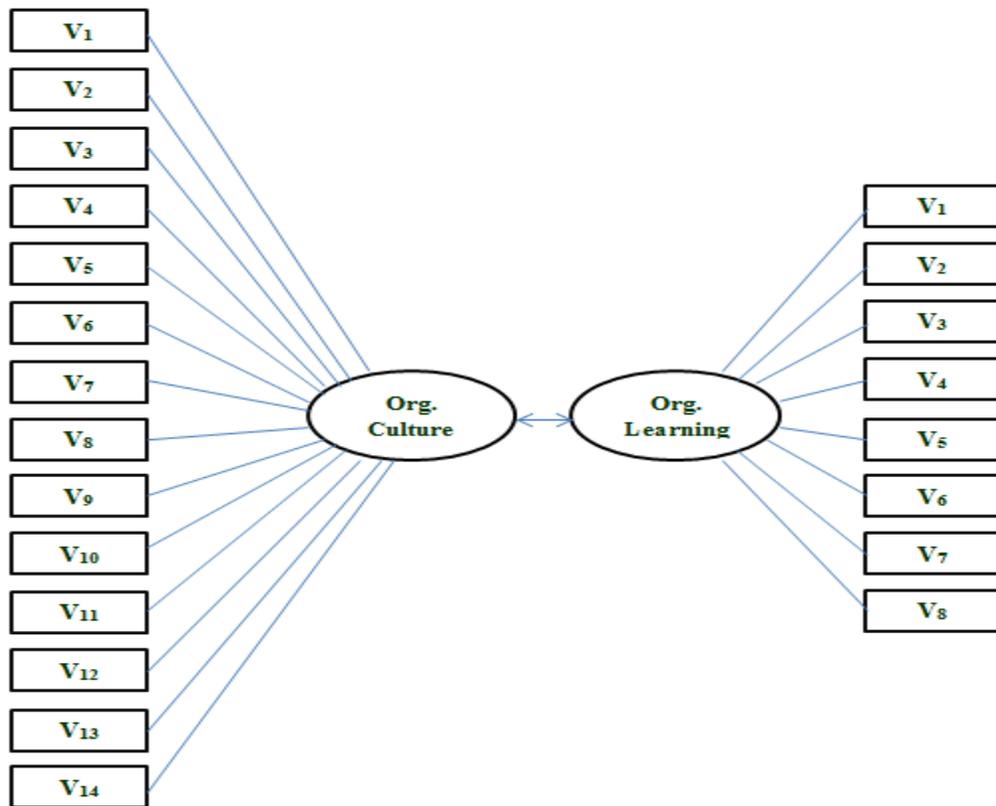


FIGURE No.-6

CANONICAL MODEL SHOWN THE STRENGTH OF RELATIONSHIP BETWEEN ORGANIZATIOANL CULTURE AND ORGANIZATIONAL LEARNING

HYPOTHESIS

H₀: There is no canonical correlation model exist between the variates Organizational Culture and Organizational Learning.

H₁: There is a canonical correlation model exist between the variates Organizational Culture and Organizational Learning.

II. Designing a Canonical Correlation Analysis and Testing the Assumptions

The designation of the variables includes 8 metric-dependent variables and 14 metric-independent variables. The 14 variables resulted in a 37-to-1 ratio of observations to variables, exceeding the guideline of 10 observations per independent variable. The Organizational Culture and Learning data set with 521 observations was used in this model. The sample size 521 should not affect the estimates of sampling error evidently and should not impact the statistical significance of the results.

III. Deriving the Canonical Functions and Assessing Overall Fit

The canonical correlation analysis was restricted to deriving eight canonical functions because the dependent variable set contained only eight variables. To determine the number of canonical functions to include in the interpretation stage, the analysis focused on the level of statistical significance and the practical significance of the canonical correlation.

TABLE No.6: CANONICAL CORRELATION ANALYSIS RELATING ORGANIZATIONAL CULTURE TO ORGANIZATIONAL LEARNING

Measures of Overall Model Fit for Canonical Correlation Analysis							
	Correlation	Eigenvalue	Wilks Statistic	F	Num D.F	Denom D.F.	Sig.
1	.549	.430	.256	6.733	112.000	3510.904	.000
2	.504	.340	.365	6.019	91.000	3125.342	.000
3	.482	.302	.490	5.321	72.000	2731.539	.000
4	.405	.196	.638	4.322	55.000	2327.231	.000
5	.341	.131	.762	3.542	40.000	1909.173	.000
6	.325	.118	.862	2.835	27.000	1472.582	.000
7	.168	.029	.964	1.152	16.000	1010.000	.302
8	.087	.008	.992	.555	7.000	506.000	.792
H0 for Wilks test is that the correlations in the current and following rows are zero							

Statistical and Practical Significance:

The first statistical significance test is for the canonical correlations of each of the eight canonical functions. In this model, only the first six canonical correlations is statistically

significant (see Table No.6). In addition to tests of each canonical functions separately, multivariate tests of all the functions were performed simultaneously. The test statistics employed included Wilks' Lamda, Pillai's criterion, Hotelling's trace, and Roy's gr. Function, taken collectively (see Table No. 7), is statistically significant at the .01 level; however, the last two canonical functions failed to achieve the significance level at the .05 level.

TABLE No. 7: MULTIVARIATE TESTS OF SIGNIFICANCE

Test Name	Value	Approximate F Statistic	Probability
Wilks' Lamda	1.20776	6.42673	.000
Pillai's trace	1.55412	6.89988	.000
Hotelling's trace	.25551	6.73329	.000
Roy's gr	.30086		

In addition to statistical significance, the canonical correlations show that only the first three correlation functions are of sufficient size to be deemed practically significant i.e. at least to consider as moderate positive relations as the correlation value is around 0.5. The fourth, fifth and sixth correlation functions are not considered as since the correlation values are less than 0.5 though the positive relations exist poorly. At the end, it is found that the seventh and eighth functions are not significant at 0.05 levels.

8. FINDINGS FROM THE STUDY

For Organizational Culture Study, researcher has selected a well know multi-dimensional Organizational Culture model i.e. Albert Bandura's Organizational Culture Model. The instrument used for this study is developed by Prof. Pankaj Kumar, so before adopting this instrument, we have to ensure that the scale has reliable diagnostic ability in SME sector. To check this diagnostic ability of Organizational Culture Measure instrument, the researcher used scale evaluation approaches to assess its reliability and validity in SME context. Approaches to assess reliability include internal consistency of the scale.

FINDINGS FROM CANONICAL CORRELATION ANALYSIS

It is observed from the study that the theoretical models chosen for the study is not suitable with the measurement instrument as well as the sample frame, i.e. in other words, the

Organizational Culture Model proposed by Albert Bandura and Organizational Learning Model proposed by Argote & Miron-Spektor are not complied by the Organizational Culture Measurement Instrument developed by Prof. Pankaj Kumar and the Organizational Learning Diagnostics Instrument developed by Prof. Udaipareekh respectively, in Small and Medium Enterprises of Mysuru District. Hence, it is decided to analyze the same collected data with respect to the same objective with the help of other Multivariate statistical tools.

Application of Exploratory Factor Analysis for further CCA

As the study failed to fit the existing theory in the sample frame, the researcher has decided to use the exploratory factor analysis (EFA) to extract the dimensions of the concept from its own nature of the data. Hence, the analysis resulted in producing 14 factors measuring the concept Organizational Culture and 8 factors measuring the concept Organizational Learning. Hence, the factors' indicators are averaged and produced different observed variables. In this way, the variables are produced for further Multivariate data analysis to achieve the third objective of this study.

Application of Canonical Correlation Analysis

In order to study the strength of relationship between Organizational Culture and Organizational Learning data with respect to the Small and Medium Enterprises, the researcher has selected the Canonical Correlation Analysis as the multivariate statistical tool. Here, when there is a need to analyze the strength of relationship between two sets of data, Canonical Correlation Analysis is advised to apply. In this study, the Organizational Culture which has 14 observed variables is considered as a set of Independent Variables whereas the Organizational Learning which has 8 observed variables is considered as a set of Dependent variables. Therefore, using Canonical Correlation Analysis is making sense in this case.

The canonical correlation analysis was restricted to deriving eight canonical functions because the dependent variable set contained only eight variables. To determine the number of canonical functions to include in the interpretation stage, the analysis focused on the level of statistical significance and the practical significance of the canonical correlation.

The first statistical significance test is for the canonical correlations of each of the eight canonical functions. In this model, only the first six canonical correlations are statistically significant. In addition to tests of each canonical functions separately, multivariate tests of all the

functions were performed simultaneously. The test statistics employed included Wilks' Lamda, Pillai's criterion, Hotelling's trace, and Roy's gcr. Function, taken collectively, is statistically significant at the .01 level; however, the last two canonical functions failed to achieve the significance level at the .05 level.

In addition to statistical significance, the canonical correlations show that only the first three correlation functions are of sufficient size to be deemed practically significant i.e. at least to consider as moderate positive relations as the correlation value is around 0.5. The fourth, fifth and sixth correlation functions are not considered as since the correlation values are less than 0.5 though the positive relations exist poorly. At the end, it is found that the seventh and eighth functions are not significant at 0.05 levels.

It is interesting to note that though the Organizational Culture Model proposed by Albert Bandura and Organizational Learning Model proposed by Argote & Miron-Spektor are not fit empirically to the SME context in Mysuru District, the Organizational Culture Measurement Instrument developed Prof. Pankaj Kumar and Organizational Learning Diagnostics Measurement Instrument developed by Prof. UdaiPareekh are almost suitable to measure the study concepts. As it is evidenced from the Chapter-IV and Chapter-V, there is no validity in applying the above said two models, but there is a high reliability in using the above said two instruments as for as the study concepts are concerned in this context.

Hence, further analysis has been done with the new dimensions extracted with the help of Factor Analysis and investigated with an another Multivariate statistical tool i.e. Canonical Correlation Analysis and found that there is a moderate relationship between the two sets of variables. Therefore, it is concluded that **there is an impact of Organizational Culture on Organizational Learning in Small and Medium Enterprises of Mysuru District.**

9. CONCLUSION

This study has examined the nature of organizational culture and organizational learning and its impact on one another. For this purpose, the researcher had few objectives to achieve while accommodating a scientific research process. The researcher found the gap that there are very few studies conducted in this field with reference to Small and Medium Enterprises. Even though, there are some studies conducted in large-scale industries in Indian context, those

theories are not suitable to the SME phenomena. Hence, the researcher tried to test the selected foreign models on Organizational Culture and Organizational Learning in Indian SMEs with the help of measurement instruments developed in the Indian context by the Indian authors. Therefore the Albert Bandura's Organizational Culture Model and Argote & Miron-Spektor Organizational Learning Model have been chosen to test in SMEs of Mysuru District of Karnataka with the help of measurement instruments developed by Prof. Pankaj Kumar (Organizational Culture Measure) and Prof. UdaiPareek (Organizational Learning Diagnostics Measure).

From this study, it is found that the instruments are reliable and measuring the concepts perfectly in the case of SMEs, but the models selected for this study are not valid as far as the sample data is concerned. Hence, it was decided to explore the nature of data and tried to study the impact of organizational culture on organizational learning. After the thorough analysis using the multivariate data analysis procedures, this study revealed that there is a positive relationship between the concepts with reference to the study area. Also it is interesting to note that the majority of the demographic variables are not disturbing the employees' experience of organizational culture and organizational learning. Subsequently, it can be substantiated that the SMEs are having positive scenario to improve their organizational performance and achieving their goals through the effective implementation of Organizational Culture and Organizational Learning processes.

10. SCOPE FOR FURTHER RESEARCH

It is grateful to share the ideas for further research based on the present study. Hope the scope for the study listed below would make sense to start further studies in the domain.

1. As noticed in the limitations of this study, this study limits its sample only to the Small and Medium Enterprises. Hence, one may take-up this study to other organizations like Tiny, Cottage, Handicraft and other industries as the culture impacts more on their performance.
2. One may consider studying two different industries/organizations and going with a comparative study research design. It would make sense if there scope to study both industries/organizations in same level of operations.
3. It is better to go with the Qualitative Methods to study the Organizational Culture and Organizational Learning of any organization, because the Qualitative Method has its own

strength to measure the Qualitative aspect of the data (like Culture, Learning, etc.), relatively with the Quantitative Method.

4. The study can be done by covering all levels of employees of the organization instead of conducting with the selected levels like Managerial, Top level, Bottom level, etc.
5. This study can be conducted in those organizations that have not yet institutionalized the Organizational Culture process as well as Organizational Learning process systematically. So that, we can compare the both type of organizations and study how the culture formed and impacts the performance.
7. Further, it is necessary to make the attention on emerging micro and macro factors which would affect the study like changing socio, economic, political and cultural factors, situation based internal rules & regulations, innovative policies & procedures, etc. One can study the impact of these emerging factors on the Organizational Culture and Organizational Learning.

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