CREATING LEARNING ORGANIZATIONAL CULTURE THROUGH TRAINING, NEED ANALYSIS

Mushtaque Channa [3]

Abstract

This technical research is based on the conceptual application of industry regarding the role of Training Need Analysis (TNA) steps as a strategic goal for creating a learning organizational culture. The Training Need Analysis (TNA) steps are covered: Step-01: Conduct an external/internal and corporate scan; step-02: Collect data to identify business needs; step-03: Collect data to identify Performance, Learning and Learners Needs; step-04: Analyze data; step-05: Identify potential training solution, Step-06 Deliver data analysis feedback as input wherein transition step begin to create learning organization culture as output; these characteristic are systematic problem-solving thinking, shared vision, mental models, personal mastery and team mastery. The study was conducted using a qualitative phenomenological approach. The investigation started with an orientation session on the training needs assessment (TNA) steps and further focused on the essential characteristics of the learning organization's culture. A total of 25 Divisional Heads were approached, and 21 participated in the interview after one month. The study's findings support every step input for creating learning organizational culture. i.e., Organizational scan and understanding values promote effective systematic problem-solving mechanisms; the businesses need analysis exercise contributed to the shared vision, Identification of performance, learning, and learner need to contribute to the personal and team mastery, overall data analysis developing insight, gap analysis, and design training will contribute as develop a mindset and inclusive, participative learning culture and finally feedback support to design training solution and to transfer knowledge is the archivist of a learning organization.

Keywords: Learning Organizational Culture, Training Need Analysis, Strategic Alignment

[3] Bahria University - Karachi Campus

Corresponding: channamushtaque01@gmail.com

1. INTRODUCTION

Due to the current uncertain environment, every organization must work as agile and resilient as possible and quickly adopt new trends and practices. Accordingly, these organizational characteristics required an open corporate culture towards learning and adopting recent trends and being well-equipped to face new working challenges. Every organization tries to create a learning culture in connection with quick adoption. Accordingly, organizations make strategic goals that help define their purpose, assist their business growth, and achieve their financial objectives. Setting specific organizational goals can also help a company measure its progress and determine the tasks that must be improved to meet those business goals. Peter M. Senge first developed the concept of a learning organization in 1990. Dr Senge is a senior lecturer of leadership and sustainability at MIT's Sloan School of Management. He is the founding chairman of the Society of Organizational Learning. His book The Fifth Discipline discusses learning organizations. Before embarking on learning organization in this technical report, some questions are essential to understand the need for learning organization culture. These are: Are you tired of repeatedly fixing the same old problem? Are you tired of the old "command-and-control" style of managing? Are you tired of making every decision in your organization? You may be ready to try a different approach. If so, prepare to join the ranks of those unique few companies that have created a "learning organization." If you accept this challenge, your goal is to create an organization where people solve their problems and solve them once, not again and again. Choosing the correct way to approach problem-solving. According to Jerry Weinberg (2019), "problem-solving" is the first step toward becoming a "learning organization." The Learning Organization is a concept in which organizations focus on continuous development and agile adoption of new norms and cope with the situation with a healthy view. According to some theorists, Organizational learning (OL) is the sum of individual learning in an organization (Simon, 1991; Kim, 1993); others contend it to be a collective idea, processes, systems, and structures of the organization (March 1991). According to Simon, an organization learns in only two ways: (a) by the learning of its members or (b) by ingesting new members who have knowledge the organization did not previously have. However, the alternative perspective is that organizations do not have brains but have cognitive systems and memories that preserve particular behaviors, mental maps, norms, and values over time (Hedberg, 1981; Nonaka, 1994). Thus, organizational systems and routines influence individual and group learning to achieve organizational goals (Inkpen & Crossan, 1995). Creating an organizational learning culture begins with strategic goals, which must be specific,

measurable, achievable, and timely. By setting clear, realistic goals, organizations have a more straightforward path to achieve success and realize their vision. Goal setting and attaining them can also help an organization achieve increased efficiency, productivity, and profitability as per the requirement above, which is the learning culture required for proper goal attainment. The organizational learning culture is governed by underlying assumptions that unconsciously take a granted sense of contribution and take action collaboratively and proactively. This technical report emphasizes Training Need Analysis (TNA) as a fundamental strategic requirement where organizations sketch learning culture development. Accordingly, the proactive TNA types of Training Need Analysis (TNA) are strategic and carefully planned without a definite problem as the focus. It is used to deliver new techniques or processes to employees and strengthen existing expectations. Reactive TNA happens when a specific problem is pinpointed. For instance, if a worker's performance problem is evident, reactive TNA is used to correct that particular issue. Proactive TNA happens when the weaknesses of a workforce are unknown, and it helps indicate where help is needed. Reactive TNA occurs when a problem is already apparent, creating specialized training to correct the situation.

Proactive TNA focuses on creating the training plan, while reactive TNA focuses on a problem. The proactive approach begins with assessing the training needs, and a reactive approach identifies the training needs after a problem has occurred. Organizations must observe a deficient approach or reactive TNA; training needs analysis focuses on job performance. If people lack the knowledge or skills necessary to perform successfully the various tasks that comprise their jobs, we have identified training needs. We have identified another need if another factor hinders performance, such as faulty equipment or low morale. We concentrate on job performance because it is observable and synchronizes with the behaviorist model of learning, which figures so prominently in most thinking about training. The Training Need Assessment (TNA) deeply reflects every organizational corner and effectively implements interventions. The Training Needs Assessment is an ongoing process of gathering data to determine the training needs and develop training to help the organization accomplish its objectives. Needs assessment is essential to the success of a training program or any organizational intervention. Organizations often develop and implement training programs without conducting a needs analysis or assessment. The independent self-study I propose will track and compare the training needs analysis models and their effect on the organizational learning culture. According to Beth McGoldrick and Deborah Tobey, The TNA must be followed systematically to help construct deep analysis and focus on roots to create learning

needs. Later, practices help build organizational norms and values that ultimately require learning corporate culture. According to James March, the new organizational ideal causes organizations to lose "important elements of permanence," implying significant challenges for creating a learning organization culture compared to more traditional functional structures (Galbraith, 1973). This technical study argues that one such significant challenge is creating a learning organization that proactively takes in training needs analysis since projectivization considerably changes the relationship between the organization and the people working in it.

Modern organizational development takes place in the learning environment of organizations and focuses on developing competence, leadership, and lifelong learning. The concept of the ideal learning corporate culture is now that of an experienced person who can act as an objective sounding board with the power to influence events. This person can help and support people as they manage their learning to maximize their potential, develop their skills, improve their performance, and become the person they want to be. All this contrasts the earlier notion of guiding per preconceived societal norms of excellence. In support of the modern perception of learning organizational culture, about 70% of Fortune 500 companies today prefer Training need analysis as the backbone of a learning organization.

2. LITERATURE REVIEW

The previous research literature reveals that creating an organizational learning culture begins with strategic goals, which must be specific, measurable, achievable, and timely executed. By setting clear, realistic goals, organizations have a more straightforward path to achieve success and realize their vision. Goal setting and attaining them can also help an organization achieve increased efficiency, productivity, and profitability as per the requirement above, which is the learning culture required for proper goal attainment. The organizational learning culture is governed by underlying assumptions that unconsciously take a granted sense of contribution and take action collaboratively and proactively. This technical report emphasizes Training Need Analysis (TNA) as a fundamental strategic requirement where organizations sketch learning culture development. Accordingly, the proactive TNA types of Training Need Analysis (TNA) are strategic and carefully planned without a definite problem as the focus. It is used to deliver new techniques or processes to employees and strengthen existing expectations.

PROCESS AND TYPES OF LEARNING ORGANIZATION

According to Crossan et al. (1999), "The three learning levels are individual, group, and organizational. Define the structure through which organizational learning takes place. The processes form the glue that binds the structure together; therefore, they are a key facet of the framework," which is governed through the steps of Training Need Analysis. Intuiting operates at the individual level. It is an unconscious process based on filtered experience and pattern recognition. That means the personal cognitive unconscious examines unique expertise to solve a rather complex problem in a new context. The result is intuition (Lakoff & Johson, 1999). Interpreting operates at the interface between individual and group levels. It is the sequence of externalizing and explaining that intuition through the combination to others (Nonaka & Takeuchi, 1995). Interpreting is a social process. Individuals construct cognitive maps about their field of activity and use them to interpret new issues in a social environment. "Just as language plays a pivotal role in enabling individuals to develop their cognitive maps, it is also pivotal in enabling individuals to develop a sense of shared understanding" (Crossan et al., 1999, p.528).

Integrating operates at the group level and the interface between group and organization levels. It is the process during which a shared understanding can be obtained at the group level, and as a result, an action may be decided. Its input is given by shared knowledge, and the outcome consists of interacting with others from the group and organization. Integrating is essential in transforming potential intellectual capital into operational intellectual capital and initializing action through decision-making (Bratianu, 2008; Bratianu & Orzea, 2013a). Finally, institutionalizing operates at the organizational level through new routines. Organizational learning differs entirely from individual learning since the outcomes belong to the whole organization. "Although individuals may come and go, what they have learned as individuals or in groups does not necessarily leave with them. Some learning is embedded in the systems, structures, strategy, routines, prescribed practices of the organization, and investments in information systems and infrastructure" (Crossan et al., 1999, p.529). new intuition and a new standardized routine can be identified as the beginning and end of an organizational learning cycle. Thus, the Crossan, Lane, and White model explains how the four processes (i.e., intuiting, interpreting, integrating, and institutionalizing) link the three ontological levels: individual, group, and organizational. Cook and Yanow (1993) distinguish the cognitive and cultural perspectives regarding organizational learning. The cognitive perspective focuses on

individual learning and knowledge creation, which is then transferred and integrated at the group level and institutionalized at the organizational level. From the cultural perspective, the focus is on the group or organization and its ability to learn by creating intersubjective meanings expressed through artifacts (i.e., objects, language, and acts). In this new perspective, organizational learning reflects the capacity of the organization to learn how to do what it does, and what it knows is possessed by the whole aggregate of people and not by individuals. In Cook and Yanow's view (1993), organizational learning means "acquiring, sustaining, or changing intersubjective meanings through the artificial vehicles of their expression and transmission and the collective actions of the group."

According to Sternberg, the below are types of learning organization and their characteristic:

Learning organization	**Type Characteristic**
The Rusted-Iron Institution	The rusted-iron institution is low in desire for actual creative change, desire for the appearance of creative change, and perceived creative quality. It is the antithesis of a learning organization. Its constituents abhor creative change or, for whatever reason, think it is impossible for their institution. The mood of the institution is variable, depending on circumstances. In my experience, rusted iron institutions fall into two broad groups.
The Granite Institution	The granite organization is low in desire for actual creative change and low in desire for the appearance of creative change but high in perceived quality. Its mood is one of smugness. Its self-belief is that the institution is sure and solid and that creative change would only chip away at it like erosion chips at rocks and beaches.
The Amber Institution (With Internal Insects)	The amber institution is low in desire for actual creative change, high in desire for the appearance of creative change, and low in perceived creative quality. Its mood is one of frustration. Its self-belief is that it is internally flawed and that creative change might destroy the institution. As with amber jewelry with insects inside, you cannot eliminate the insects without destroying them. So, you either learn to like the insects or get new jewelry. Thus, the amber institution believes that it has internal flaws: If they were to be removed, it would destroy the organization.

The Opal Institution	The opal institution is low in desire for actual creative change but high in desire for the appearance of creative change and high in self-perceived creative quality. Its mood is one of self-righteousness. It often believes it is at the top and that fundamental creative changes can only worsen it. Opal institutions often are rated highly, with the result that they fear that creative change will hurt their ratings.
The Cubic Zirconium Institution	The Cubic Zirconium institution is high in desire for actual creative change but low in both desire for the appearance of creative change and perceived creative quality. The organization's mood is fraudulence: As is the case with cubic zirconium, no one wants viewers to know that it is fraudulent, so viewers are, where possible, kept at a distance. Its self-belief is that "We are kind of a fraud; we cannot let outsiders get too close, lest they find out." It may try to hide that its faculty is weak by not publicly disclosing who is on its faculty. It may graduate only a tiny fraction of the students who matriculate but not publicly disclose its first-year retention or 6-year graduation rates. It may accept anyone who enrolls but has an admissions office that pretends admission is only for the chosen few.
The Slightly Imperfect (SI) Diamond Institution	The slightly imperfect (SI) diamond institution is high in desire for actual creative change, low in desire for the appearance of creative change, and high in perceived creative quality. Its mood is one of denial. Its self-belief is that it has some particular imperfection or set of imperfections, and if only it could dispense with the imperfection(s), it would be a fine institution.
The Lead Institution	The lead institution is high in desire for actual creative change and high in desire for the appearance of creative 12 change but low in perceived creative quality. Its mood is one of superstition, essentially the hope that a rabbit can be pulled out of a hat. Its self-belief is that it needs to find a way, metaphorically, to change lead into gold.
The Diamond-in-the-Rough Organization	The diamond-in-the-rough institution is highly desired for actual creative change, the appearance of creative change, and perceived creative quality. Its mood is one of hopefulness. Its self-belief is that it is excellent and can be even better. Signs of a diamond-in-the-rough institution are willingness to devote resources such as time and money to creative change, painfulness, accurate recognition of strengths and weaknesses, and receptiveness. The

diamond-in-the-rough institution views itself just as a diamond with a great deal of value but needs to be shaped and formed.

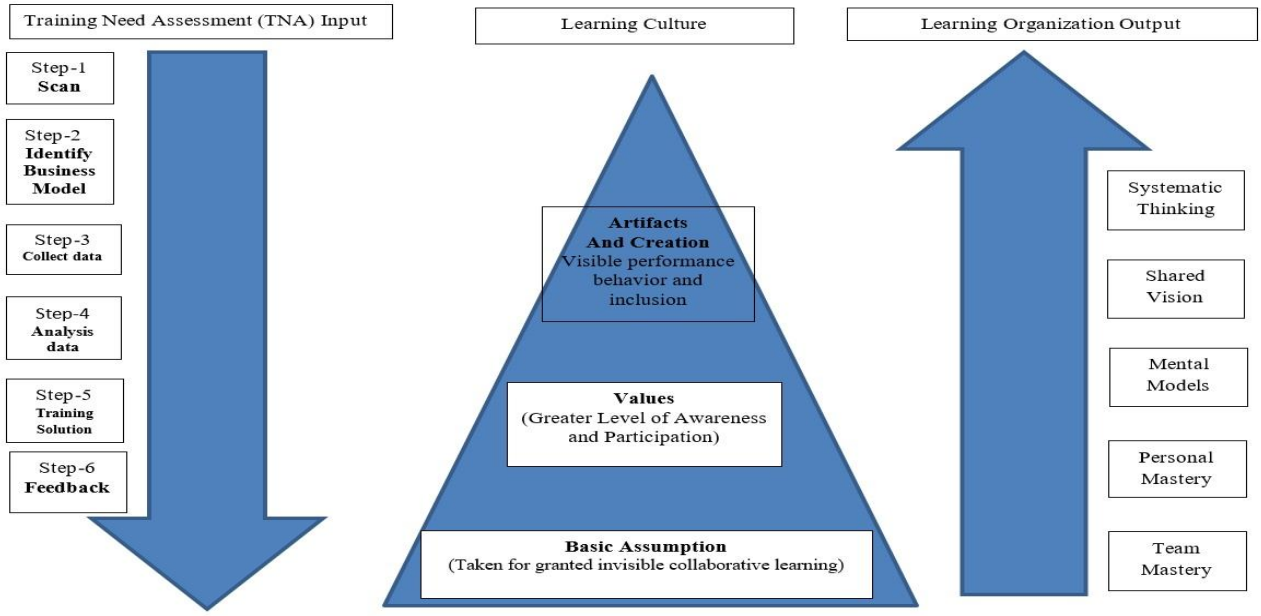
TRAINING NEED ANALYSIS AND LEARNING ORGANIZATION:

Simply put, the training needs assessment identifies how training can help your organization reach its goals. "Training needs assessment is what you do to create the tangible solution(s) to the problem or opportunity" (Rossett, 2009). Interestingly, the words training, skills, and learning do not appear in that definition. A critical aspect of a needs assessment is that it helps training professionals provide input for the ultimate training design. However, an even more important feature of a needs assessment is establishing that there is a business need, driving a performance need, driving an actual training need, identifying the specifics regarding the desired training, and finally, identifying the non-training issues that are also present and affecting the performance situation. Training can help businesses and organizations solve problems and prepare for opportunities. As we learned from previous literature, the essential characteristics of the learning organization are problem-solving, adapting, resilience, and agility to practice new trends. Training Need Analysis (TNA) is the step-by-step systematic Training recommendation that can also include a return on investment (ROI) or a return on expectations (ROE) forecast. An ROI forecast predicts the comparison between the costs of designing, developing, and delivering the training program and the value of the ultimate business outcome the training is expected to influence. Clients use the ROI forecast to help decide if a training project is worthwhile; trainers use it to control the client's decision. The below are essential ingredients during the framing of expectation of training need assessment step:

Training Need Analysis Step	**Learning Organization contribution**
Step-01 Conduct an External and Organizational Scan	Basic understanding of values of learning organization focusing on current and desired values and identifying gaps
Step-02 Collect Data to Identify Business Needs	During data collection, connect with every stakeholder and understand their mental models to frame the shared vision and mindset.
Step-03 Collect Data to Identify Performance,	Focus on three critical elements: individual, group, and organization, with the 4Is (intuiting, interpreting, integrating,

Learning, and Learner Needs	and institutionalizing) emphasizing personal and team mastery.
Step-04 Analyze Data	Identify specific types of organizations and recommend a plan for systematic thinking as the desired type of organizational learning culture.
Step-05 Identify Penitential Training Solution	Recommended the change management plan and potential intervention to create a learning organization culture.
Step-06 Deliver Data Analysis Feedback The transition step begins with Training Design.	Communicate vision and objectives and align with three elements of the organization through designing effective training programs for creating a learning organization.

CONCEPTUAL FRAMEWORK OF THE STUDY:



PURPOSE AND OBJECTIVES OF THE STUDY:

The primary purpose of this study is to understand and create an organizational learning culture by applying Training Need Analysis (TNA) steps and help the organization achieve its goals by providing and maintaining productive employees and adopting new trends, resilience, and agility toward sustainable learning organizational culture. Which consist of four domains: a) Personal objectives, b) Functional objectives, c) Organizational Objectives, and d) Societal Objectives.

Figure -01 Objectives of the study:

Below are the objectives of the study

1- To implement the six steps of organizational training analysis focusing on external/internal scanning, data collection, and interpretation.
2- Formulating a culture of learning, making a collective team mindset and a shared vision for all employees, and promoting an organizational learning culture.
3- Through Training Need Analysis (TNA), employees' skills and abilities are efficiently used, gaps are proactively analyzed, and a personal learning organizational culture is created.
4- Connect every employee through TNA steps and develop employees who have or receive the proper training, which is essential for learning organizational culture.
5- Build and maintain a positive employee experience with high satisfaction and quality of life so that employees can contribute their best efforts to their work as the backbone of a learning organization.
6- Effectively communicate relevant company policies, procedures, rules, and regulations to employees through training need analysis.
7- Maintaining ethical, legal, and socially responsible policies and behaviors in the workplace.
8- Effectively manage change to external factors that may affect employees within the organization.
9- To determine critical success factors that create momentum for change and enable the transition towards a learning organization through steps of training needs analysis.

3. METHODOLOGY

The present study focuses on Qualitative Study Methods Phenomenological. It was conducted on the organization's top management through interviews to assess their lived experience regarding basic concepts and research questions covered in the study's objectives through practical application of the concepts in the industry.

APPLICATION OF CONCEPTS IN INDUSTRY

The applicability of the concepts is significant for the conceptual framework of the study applied in the Pakistan Security Printing Corporation Pvt, limited (PSPC). Pakistan Security Printing Corporation was established as a joint venture company by the Government of Pakistan on March 10, 1949, with M/s Thomas De La Rue International of the UK. Over the years, PSPC has undergone several expansion programs and enhancements to its portfolio. That includes establishing Security Papers Limited (SPL) in 1965, of which PSPC today is the largest shareholder. The creation of SPL removed PSPC's dependence on imported security paper.

Similarly, PSPC reduced its dependencies on imported inks in 1995 under a joint venture between PSPC and SICPA (a Swiss company), a private limited company that manufactured inks for banknote printing. Lastly, the State Bank of Pakistan acquired a Banknote and Prize Bond printing facility from PSPC, and a new Company, NSPC, was formed for the Other Security Printing needs of the Country. As per concerned with the organization's function, PSPC supports SBP in its currency management policy by ensuring that the production of Banknote and Prize Bonds from printing to packing is as per the required indent and specification of denominations and that the delivery is as per the schedule provided by SBPBSC. In doing so, it adheres to the Clean Note Policy of SBP and is engaged in improving the quality and security of Banknotes.

The procedure of application in the industry:

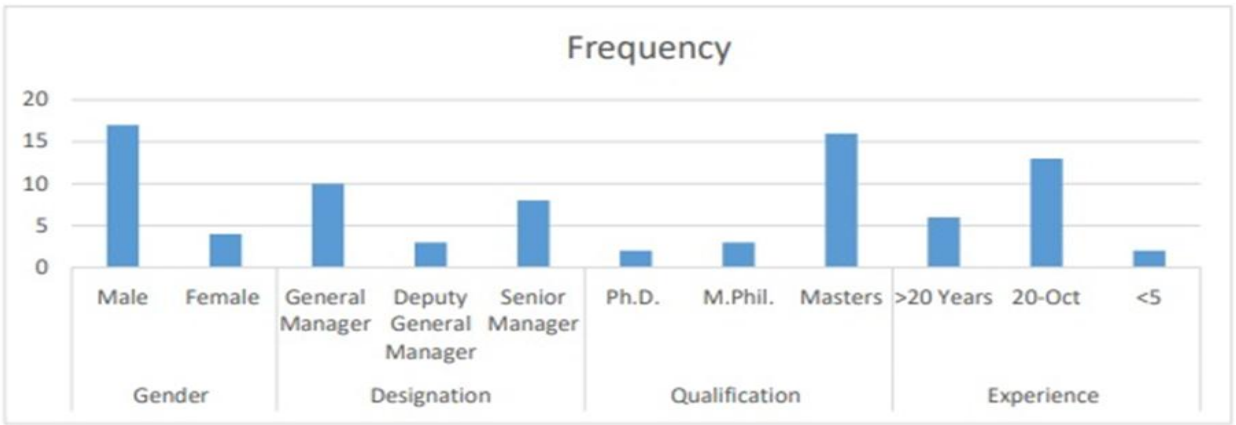
Theory and application are complementary (Martin, 2004) but are often perceived as conflict (Ardley, 2011); to overcome that conflict and gap between concept and application, I conducted this study with permission of top management and designed an orientation program and distributed the Training Need Analysis tools and techniques among Divisional Heads of the all respective departments of Pakistan Security Printing Corporation Pvt. Limited

qualitative phenomenological approaches were used to collect the data in the interview protocol. Another issue with translating theory into practice is environmental factors. The idea is often sound and reasonable, but the application challenge is often underestimated (Posner, 2009). Whereas conceptual framework is generally developed in thought or static environments, practice happens in real-world settings (Posner, 2009). Researchers regularly use a reductionist approach and seek to eliminate many variables to isolate a specific effect. Consequently, all learning organization characteristics were distributed along with Training Need Analysis (TNA) Steps with the participants during the orientation. Additionally, interview protocols were designed to focus on their lived experience, and brackets were used to maximize the effects on underwriters.

A total of 25 Divisional Heads were approached, and 21 participated in the interview—the sample demographic profile mentioned in the table.

Demographic Factors of Participants in Interview

Variable	Category	Frequency
Gender	Male	17
	Female	04
Designation	General Manager	10
	Deputy General Manager	03
	Senior Manager	08
Qualification	Ph.D.	02
	M.Phil.	03
	Masters	16
Experience	>20 Years	6
	10-20	13
	<5	2



4. RESULTS

According to interview protocols, probing was started from the essential characteristic of Learning organizations, which are based on five major activities: systematic problem solving, experimentation with new approaches, learning from their own lived experience and history, learning from the experiences and best practices of others, and transferring knowledge quickly and efficiently throughout the organization. A distinctive mindset, tool kit, and pattern of behavior accompany each. Many Divisional Heads practice these activities to some degree. However, few consistently succeed because they rely mainly on luck and isolated examples. By creating systems and processes that support these activities and integrate them into the fabric of Training Need Analysis Steps, each department of PSPC can manage their learning more effectively through the influence of their respective Heads.

Discussions:

The following main points are found and discussed per the study research question and objectives.

Organizational Scan and understanding values regarding systematic problem-solving

During the training needs analysis, the process begins with Step 1. Conduct an External and Internal Organizational Scan. Training professionals spend significant time scanning the internal and external environment and gathering information from many sources, such as newspapers, current events, annual reports, financial statements, customer service data, strategic plans, benchmarking, and the break room. This exercise is helpful for them in understanding the internal organizational mindset and mental model and reporting problems in their talent and competency-related phenomena and their problem-solving skills. Most training programs focus primarily on problem-solving techniques, using exercises and practical examples. However, these tools are relatively straightforward and easily communicated; the necessary mindset is more difficult to establish. Accuracy and precision are essential for learning. Employees must, therefore, become more disciplined in their thinking and more attentive to details. They must continually ask, "How do we know that is true?" recognizing that close enough is not good enough if real learning is to take place. They must push beyond apparent symptoms to assess underlying causes, often collecting evidence when conventional wisdom says it is unnecessary.

Otherwise, the organization will remain a prisoner of "gut facts" and sloppy reasoning, and learning will be stifled. Divisional Heads Leader response to the question, "Do you think that is the connection between organizational scan and systematic thinking of organization"? Their response themes for the connection between TNA and Organization scan focused on quality initiatives; since then, most employees have been trained in small-group activities and problem-solving techniques for specific tasks. During the orientation of TNA, a six-step process is used for all subordinates involved in decisions are provided with tools in four areas: generating ideas and collecting information (brainstorming, interviewing, surveying); reaching consensus (list reduction, rating forms, weighted voting); analyzing and displaying data (cause-and-effect diagrams, force-field analysis); and planning actions (flow charts, Gantt charts). They then practice these tools during training sessions that last several days. Training is presented in "family groups," members of the same department or business-unit team, and the tools are applied to the group's real problems. This process has been a common vocabulary and a consistent, companywide approach to problem-solving. Once employees have been trained, they are expected to use the techniques at all meetings, and no topic is off-limits. When a high-level group was formed to review the organizational structure and suggest alternatives, it employed the same process and tools that were revealed by a majority of the Divisional Heads during scanning internal problems and external requirements of the decision making and mainly designed training will be helpful for systematic thinking which is essential for learning organizational culture.

Further, Divisional Heads recommended continuous recycling in organization scanning as a weekly or monthly activity with coaching training for embed experimentation. The ongoing programs commonly involve a continuing series of small experiments designed to produce incremental gains in knowledge. They are the mainstay of most continuous improvement programs and are especially common on the shop floor. For example, Corning experiments with diverse raw materials and new formulations to increase yields and provide better printing of Banknote. Sheet department, a specialty steelmaker, 20 regularly examines new rolling methods and improved technologies to raise productivity and reduce costs. Finally, ongoing programs need managers and employees trained in the skills required to perform and evaluate experiments. These skills are seldom intuitive and must usually be learned. They cover a broad sweep: statistical methods, like the design of experiments, that efficiently compare many alternatives; graphical techniques, like process analysis, that are essential for redesigning workflows; and creativity techniques, like storyboarding and role-playing, that keep novel

ideas flowing. The most effective training programs are tightly focused and feature small plans tailored to employees' needs. Training in the design of experiments, for example, is helpful for manufacturing engineers, while creativity techniques are well suited to development groups.

Businesses need to contribute to a shared vision as a learning organization.

Business needs always consist of the data collection of Step-02, Collect Data to Identify Business Needs, and Divisional Heads have suggested the question, "According to your experience, is there a link between learning organization dynamics and the business need of the organization"? Their responding themes focused on the production and operating knowledge that can be systematically classified by level or stage of understanding. At the lowest levels of manufacturing knowledge, little is known other than the characteristics of a good product. Production remains an art with few articulated standards or rules. As their expert Knowledge, they agree that they produce vastly superior sound, but no one can specify precisely how they were manufactured because skilled artisans were responsible. By contrast, at the highest levels of manufacturing knowledge, all aspects of production are known and understood. All materials and processing variations are articulated and accounted for, with rules and procedures for every contingency.

An example would be a "lights out," fully automated factory that operates for many hours without human intervention. Further, business needs consist of data collection per TNA of Step-02, Collect Data to Identify Business Needs. Divisional Heads reveal that production and working knowledge can be classified systematically by level or stage of understanding.

In total, this framework specifies eight steps of learning. From lowest to highest, they are:

1) Recognizing prototypes (what is a good product?).
2) Recognizing attributes within prototypes (ability to define conditions under which process gives sound output).
3) Discriminating among attributes (which attributes are essential? Experts may differ about the relevance of patterns; new operators are often trained through apprenticeships).
4) Measuring attributes (some key attributes are measured; measures may be qualitative and relative).
5) Locally controlling attributes (repeatable performance; a process designed by experts, but technicians can perform it).

6) Recognizing and discriminating between contingencies (the production process can be mechanized and monitored manually).
7) Controlling contingencies (the process can be automated).
8) To understand procedures and controlling contingencies (the process is completely understood).

As per the recommendation of the Divisional Heads, Step -2 also fully helped out with knowledge of the business needs, which can filter and capitalize on opportunities, help resolve problems, support the strategy, and align with all stakeholders with essential elements of sharing the vision of the learning organization.

Performance, Learning, and Learner Need to contribute to the learning organization:

In response to the question, "Is there a relationship between a collection of Data to Identify Performance, Learning, and Learner Need to contribute shared vision, mindset development, personal and team mastery of learning organization"? Their response emphasized an organizational review of successes and 22 failures, assessing them systematically and recording the lessons in a form employees find open and accessible. One expert has called this process the "Santayana Review," citing the famous philosopher George Santayana, who coined the phrase, "Those who cannot remember the past are condemned to repeat it." Unfortunately, too many managers today are indifferent, even hostile, to the past, and by failing to reflect on it, they let valuable knowledge escape. At the heart of this approach, one expert divisional head of production has observed, "is a mindset that…enables companies to recognize the value of productive failure as contrasted with unproductive success. A productive failure leads to insight and understanding and, thus, an addition to the commonly held wisdom of the organization. An unproductive success occurs when something goes well, but nobody knows how or why." Fortunately, the learning process need not be so expensive. Case studies focused on the performance of the past and the needs of learning and learners to enhance and foster a learning culture in which personal mastery is individually focused and ultimately plays the role of glue in team mastery.

Developing insight, gap analysis, and initiating learning organization culture:

Of course, not all learning comes from reflection and self-analysis. Sometimes, the most powerful insights come from looking outside one's immediate environment to gain a new perspective. In response to the question, "According to your experience, is data analysis helping

to understand the type of organization and help to build the learning organization as we desired? Divisional heads responded that completely different businesses could be fertile sources of ideas and catalysts for creative thinking. Enthusiastic borrowing replaces the "not invented here" syndrome at these organizations. Milliken calls the process SIS for "Steal Ideas Shamelessly"; the broader term is benchmarking. Enthusiastic borrowing is replacing the "not invented here" syndrome. According to one expert, "benchmarking is an ongoing investigation and learning experience that ensures that best industry practices are uncovered, analyzed, adopted, and implemented." The most significant 23 benefits come from studying practices, how work gets done rather than results, and involving line managers in the process. Almost anything can be benchmarked. The concept's creator has applied it to all areas of gap analysis and helps identify learning organization types, strengths, and weaknesses for further planning and fostering an organizational learning culture primarily fulfilled by benchmarking. Unfortunately, there is still considerable confusion about the requirements for successful benchmarking. Benchmarking is not "industrial tourism," a series of ad hoc visits to companies that have received favorable publicity or won quality awards. Instead, it is a disciplined process that begins with a thorough search to identify best-practice organizations, continues with careful study of one's practices and performance, progresses through frequent site visits and interviews, and concludes with an analysis of results, development of recommendations, and implementation. While time-consuming, the process need not be expensive. Learning organizations cultivate the art of open, attentive listening. Managers must be available for criticism. Learning will only occur in a receptive environment, whatever the source of outside ideas. Managers cannot be defensive and must be open to criticism or bad news. This is a difficult challenge, but it is essential for success. Companies that approach customers assuming that "we must be right; they have to be wrong" or visit other organizations specifically that "they cannot teach us anything" seldom learn very much. Learning organizations, by contrast, cultivate the art of open, attentive listening. The divisional heads support the inclusion of all employees and accept responsibility for promoting psychological safety among all subordinates, which is an essential part of learning organizational culture.

Training Solution and Transferring Knowledge is the archivist of a learning organization:

During probing the question, "Do you think TNA steps contributed through training learning solutions to create learning organizational culture"? Most responses from divisional

heads indicated a theme on the transfer of knowledge, which reflects that for learning to be more than a local affair, knowledge must spread quickly and efficiently throughout the organization. Ideas carry maximum impact when shared broadly rather than held in a few hands. Various mechanisms spur this process, including written, oral, and visual reports, site visits and tours, personnel rotation programs, education and training programs, and standardization programs. Each has distinctive strengths and weaknesses. The line-to-staff transfers are another option. These are most effective when they allow experienced managers to distill what they have learned and diffuse it across the company in new standards, policies, or training programs. They also emphasize that the human resource department can practice around the concept of high-commitment work systems and help organize workers into small, self-managing teams responsible for work assignments, scheduling, problem-solving and improvement, and peer review. The first purpose of a training needs assessment study is to determine how a training initiative must affect job performance to meet business needs (training needs). The second purpose is identifying what must change to support the desired performance (non-training needs). Both goals should be addressed in training needs assessment recommendations. The training solution for developing a learning culture is essential and dynamic to create an organizational learning culture.

Feedback and Measuring Learning is essential for creating a learning organization culture:

In response to the question, "In your opinion, is there any role of TNA in creating learning organizational culture through feedback. Most Divisional Heads believe that Managers have long known that "if you cannot measure it, you cannot manage it." This maxim is as true of learning as it is of any other corporate objective. Traditionally, the solution has been "learning curves" and "manufacturing progress functions." Both concepts date back to the discovery. However, these measures are incomplete for companies hoping to become learning organizations. They focus on only a single measure of output (cost or price) and ignore the 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 the possibility of learning in mature industries, where output is flat, and the potential that other sources might drive learning, such as new technology or the challenge posed by competing products. Perhaps most important, they tell us little about the origins of understanding or the levers of change. The other themes were extracted through interviews;

organizational learning can usually be traced through three overlapping stages. The first step is cognitive. Members of the organization are exposed to new ideas, expand their knowledge, and begin to think differently. The second step is behavioral. Employees start to internalize new insights and alter their behavior.

Moreover, the third step is performance improvement, with changes in behavior leading to measurable improvements in results: superior quality, better delivery, increased market share, or other tangible gains. Because cognitive and behavioral changes typically precede performance improvements, a complete learning audit must include all three. Finally, a comprehensive learning audit also measures performance. Half-life curves or other performance measures ensure that cognitive and behavioral changes have produced results. Without them, companies would lack a rationale for investing in learning and the assurance that learning served the organization's ends and created supportive dynamics toward learning organizational culture. Being an organization, the characteristics of Pakistan Security Printing Corporation (PSPC) are not fixed in a specific type; however, they are often the Lead Institution and, to some extent, the Opal Institute.

4. CONCLUSION

Learning organizations are not built overnight. Most successful examples are the products of carefully cultivated attitudes, commitments, and management processes that have accrued slowly and steadily over time. However, initiating the Training Need Analysis (TNA) process from strategic planning to strategic implementation creates some changes that can be made immediately. Any company that wishes to become a learning organization can begin by taking a few simple steps of the (TNA) According to the objectives of the study, the Personal Objectives are always helpful, from conduct performance gaps, learning, and learner needs to ultimately create personal mastery, which was an essential ingredient of learning organization culture. Aligning performance with a required goal of the organization is a Functional Objective, which increases individual performance and relationships with the team's mastery of learning organizational culture. The corporate objectives of creating an organizational learning culture are embedded in all TNA steps. One by one, findings were discovered, and the last aim of the study related to society was ultimately beneficial for society and generated positive human-ethical interaction. Below are steps for creating a learning organization culture. The first step is to foster an environment that is conducive to learning. There must be time for reflection and analysis, to think about strategic plans, dissect customer needs, assess current

work systems, and invent new products. Learning is complex when employees are harried or rushed; it tends to be driven out by the pressures of the moment. Only if top management explicitly frees up employees' time for the purpose does learning occur with any frequency. That time will be doubly productive if employees possess the skills to use it wisely. Therefore, training in brainstorming, problem-solving, evaluating experiments, and other core learning skills is essential. Another powerful lever is to open up boundaries and stimulate the exchange of ideas. Boundaries inhibit information flow; they isolate individuals and groups and reinforce preconceptions. Opening up boundaries with conferences, meetings, and project teams, which either cross-organizational levels or 27 links the company, its customers, and suppliers, ensures a fresh flow of ideas and the chance to consider competing perspectives. Once managers have established a more supportive, open environment, they can create learning forums. These are programs or events designed with explicit learning goals in mind, and they can take a variety of forms: Strategic reviews, which examine the changing competitive environment and the company's product portfolio, technology, and market positioning. Systems audits review the health of significant, cross-functional processes and delivery systems. Internal benchmarking reports, which identify and compare best-in-class activities within the organization. Together, these efforts help eliminate barriers that impede learning and move education higher on the organizational plan. They also suggest a subtle shift in focus, away from continuous improvement and toward a commitment to learning. Coupled with a better understanding of the "three Ms.," the meaning, management, and measurement of knowledge, this shift provides a solid foundation for building learning organizations.

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