

LEADING THE LEARNING ORGANIZATION

Sapna Rijal, Purbanchal University

ABSTRACT

Researchers have identified leadership as being one of the most important factors that influence the development of learning organization. They suggest that creating a collective vision of the future, empowering and developing employees so that they are better able to handle environmental challenges, modeling learning behavior and creating a learning environment, are crucial skills for leaders of learning organization. These roles are suitable to a transformational leader. Despite the potential for a transformational leader to positively affect the development of learning organization, little research has investigated the existence of this link. To understand the development of learning organization, it is important to understand the role of transformational leadership in learning organization. This article seeks to understand the role of transformational leadership in the development of learning organization.

JEL: M12, M14

KEYWORDS: learning, learning organization, transformational leader

INTRODUCTION

Interest in Learning Organization has been intense since the 1990s after Peter Senge popularized the concept in his best selling book “The Fifth Discipline” (Senge, 1994). Much scholarly work has been published on the topic since then. The present business world is characterized by unpredictable and accelerating turbulence in the realms of geopolitics, globalization, consumer and financial markets, technology, government policy and legislation, corporate organizational forms and practices and the politics of the environment (Kiernan, 1993) which has led to the emergence of new organizational forms known as Learning Organization. Under the present environmental conditions, transforming to learning organization has become an organizational imperative as the survival of the organization is at stake. This has motivated scholars and practitioners to identify a number of factors that influence the development of learning organization. Fiol & Lyles (1985) suggest that the organization culture, the strategy, organization structure and the environment in which the organization operates influence the development of learning organization. Caudron (1993), Schien (1993), Garvin (1993), Marquardt (1996) have identified the important role culture plays in creating a learning organization.

Many researchers have identified leadership as being one of the most important factors, among the many factors, that influence the development of learning organization (Senge, 1990; Johnson, 1998; Prewitt, 2003; Sadler, 2003). These scholars suggest that learning organization calls for a different kind of leadership as compared to the traditional leadership roles. The transition to a learning organization involves change in a complex system. Transforming a complex system is difficult without a leader who understands the needs of the situation, the people and the goal and undertakes the necessary action to achieve the transition. These scholars further suggest that creating a collective vision of the future, empowering and developing employees so that they are better able to handle environmental challenges, modeling learning behavior and creating a learning environment, are crucial skills for leaders of learning organization.

The plethora of studies on learning organization is mostly descriptive in nature. Studies on leadership have also focused mostly on the follower outcomes. In view of the current state of the literature, this study explores how leadership influences the development of learning organization. The type of leadership considered in this study is “transformational leadership”. Transformational leadership has been the

subject of extensive research in the past decade and these leaders bring about changes in the followers and the organization through innovative or revolutionary ideas and a vision of future possibilities (Bass, 1985). Yet, despite the potential for a transformational leader to positively affect the development of a learning organization, little research has investigated the existence of this link. In view of paucity of research in this direction, this article seeks to understand the role of transformational leadership in the development of learning organization.

The article is organized as follows. The first section provides a brief overview of the literature on learning organization. The second section gives a review of the leadership theories with a focus on transformational leadership. The impact transformational leadership has on various subordinate and organizational outcomes has been reviewed in the third section. The section that follows provides support for the influence of transformational leadership on the development of learning organization.

LITERATURE REVIEW

As pointed out by various authors, studies on learning organization, though vast, do not offer suggestion to senior managers on how to transform their organization into a learning organization. Studies on leadership also do not specify the roles of leaders in learning organization. This article is an attempt to understand the leadership style appropriate to learning organization.

Developing into learning organization means transforming from a traditional organization to one which values people and emphasizes on learning to improve performance. This requires people who thrive on the challenge of change, who can foster environments of innovation, who encourage trust and collaboration and who are prepared to chart a course in uncharted territories. Hence, learning organization requires effective leaders who provide a sense of direction to organizational members and facilitates the transition and not top-down command and control. The primary role of leaders trying to transform their organization is to achieve an intellectual transformation of the workforce (Waldersee, 1997).

Leadership takes an important role in a learning organization where the leader motivates the individuals towards a shared vision, changes the mental model and fosters an environment of learning. Kofman and Senge (1993) identified that leadership should not be focused in one position or one individual, but a characteristic to be developed in all the members of the organization. Many authors have identified a number of factors or steps to be taken by leaders of learning organization. From this literature base, Johnson (2002) has identified three crucial roles: visioning, empowerment and leader's role in learning. Therefore learning organization Therefore learning organization requires transformational leaders who empower followers and motivates them to perform beyond expectation articulates and communicates a clear vision and is committed to learning. This article highlights the important role transformational leaders play in transforming an organization into a learning organization.

Learning Organization

Accelerating environmental change, technological advancement and globalization have rendered change as commonplace phenomena. Change is the only constant in the present day organizational life. It is hence clear to many organizations that only those organizations that have understood and proactively embraced change will survive. In this era of intensified competition and rapid transformation and change successful organizations are those that can recognize, react to, manage, and prosper in a changing environment (Johnson, 1998).

The capacity for change and improvement is linked with learning. To obtain and sustain competitive advantage organizations must enhance their learning capability and must be able to learn better and faster

from their successes and failures, from within and from outside (Marquardt, 1996). Learning is the critical competency of the 1990's (Dixon, 1992) and is the key to being able to identify opportunities and to exploit them rapidly and fully. Learning has now been recognized as an important ingredient of organizational change and the ability of individuals and organizations to learn becomes the primary means of winning.

This had led to the emergence of learning organization whose foundation lies in the belief that learning and change are closely intertwined. The basic principle of learning organization is that these organizations help people and organizations to cope with change. Learning organization have structures and systems and are designed in ways that help to anticipate and react to changes such that people and organizations can improve their performance and survive in the turbulent environment.

What exactly does learning organization mean is a debated issue and various authors have defined it from several viewpoints. Though there are differences in perspective all converge on the view that in the long-run organizational performance is measured by long-term survival and growth of the firm. To achieve this organizations have to adapt to the environment and this implies that organizations must have the potential to learn and transform themselves through this learning. Hence, to capitalize on uncertainty, organizations must transform to learning organization. For the purpose of this discussion, learning organization has been defined as *“A learning organization is one which has the potential to transform itself by; harnessing the individual and collective learning of organizational members, empowering people both within and outside the organization, managing knowledge effectively, utilizing technology efficiently; so as to better adapt and succeed in the changing environment”*. This is similar to Marquardt (1996) who has defined it as one *“which learns powerfully and collectively and is continuously transforming itself to better collect, manage and use knowledge for corporate success”*. Transformation is the key component in these definitions thus to be learning organization one must be continuously transformed.

Leadership

Burns (1978) has defined leadership as a reciprocal process whereby persons with certain motives and values, various economic, political and other resources, in a context of competition and conflict mobilize people to realize goals which could be independently or mutually held by both leaders and followers. Leadership enables the achievement of objectives by influencing the group's commitment and compliance to the objectives, group maintenance and identification and the culture of the organization (Yukl, 2002). As the definitions indicate, leadership can be referred to as an attribute of a person or as a social process involving influence and persuasion. Therefore, leaders play a key role in the individual or group performance and the achievement of goals. The success or failure of a group and the organization depends on the qualities of the leader.

In the past, many theories were developed to determine leader effectiveness. The trait theories describe leaders as possessing those traits, behaviors, characteristics and personality patterns that differentiated them from non-leaders. This theory proved insufficient to determine leadership effectiveness and led to the development of behavioral theories, which relate leaders' behavior to performance. This theory was also not sufficient in studying leadership as it ignored the situational perspective and emphasized on behavior as the main factor affecting outcomes. The situational approach sees leadership as relatively specific to the situation in which it is being exercised. As a refinement of the situational perspective is the contingency theory that focuses on identifying the situational variables which best predicts the most appropriate or effective leadership style to fit the particular circumstance. However, most of the work falling in this category involves complex models to which practicing managers find it very difficult to relate.

The theories discussed so far considered leaders as heroes who made all the decisions. This was based on the assumption that people on their own lacked power, vision and the ability to bring about changes therefore this had to be initiated by a few great leaders (Senge, 1994). Further he says when people have a 'sense of their vision and commitment' this style of leadership would not be effective. This requires a leadership style, which is participative and encourages the people to take initiative and work creatively. The present dynamic scenario calls for a different kind of leadership as compared to the traditional leadership roles.

To lead the present day workforce and organizations which are faced with a rapidly changing environment requires a leader who brings out the best in followers, leadership which is more adaptive and flexible. To achieve this, leaders could influence followers through their own extraordinary behavior and personal attributes of charisma or through reward/punishment. The leader can initiate lower order improvement, that is changes in degrees or marginal improvement, through an exchange process: a transaction in which follower's needs are met if their performance measures up to the explicit or implicit contracts with their leader. This is transactional leadership. However, leaders can also initiate a higher order improvement, such as changes in attitudes, beliefs, values and needs through innovative or revolutionary ideas and a vision of future possibilities. This is transformational leadership (Bass, 1985). Transactional leaders clarify roles and task requirements for their subordinates, recognize their needs and wants, and clarify how they will be satisfied if necessary efforts are made. Whereas transformational leaders motivate followers by elevating their consciousness about the importance of goals and the ways of achieving them, to work for the interest of the team or organization rather than self-interest and to aspire for self-actualization needs rather than the need for security. Transformational leaders go beyond rewards, they create and communicate a vision, empower employees to perform beyond expectation (Bass and Avolio, 1994).

Transformational Leadership Defined

Burns (1978) defined transformational leadership as the process of pursuing collective goals through the mutual achievement of the leaders' and followers' motives. Therefore, both leader and follower raise one another to higher levels of morality and motivation. Bennis and Nanus (1985) define transformational leaders as those who are able to achieve significant change by their capacity to understand the aspiration of the followers and encourage them to achieve the common goal by raising the level of motivation of both leaders and followers. Bass (1985) defined them as leaders who motivate followers to perform beyond their current level of performance for the achievement of higher level needs. Dvir et. al. (2002) define it as influencing followers by "broadening and elevating followers' goals and providing them with confidence to perform beyond the expectation specified in the implicit or explicit exchange agreement".

Tichy and Devanna (1990) consider them as change agents and suggest that transformational leaders are the ones who take on the responsibility for revitalizing an organization by recognizing the need to change, creating new visions, gaining support and commitment to those visions and finally transforming those organizations. Tichy and Ulrich (1984) also define it from the change perspective and describe transformational leadership as involving dramatic organizational changes including the development and implementation of a vision. Transformational leaders help to realign the values and norms of their organization, and when necessary, to accommodate and promote both internal and external change. There is consensus among authors that transformational leaders are able to derive commitment, loyalty and involvement from the followers and motivate them to higher level of performance and the achievement of higher level needs by bonding individual and collective needs. In this manner, transformational leaders are able to achieve a positive transformation of both the organization and organizational members. They develop followers to believe in themselves and their mission and to accomplish goals that followers' would not have normally accomplished.

For the purpose of this discussion, transformational leaders have been considered as change agents. The definition adopted for this discussion is the one provided by Tichy and Devanna (1990) and Tichy and Ulrich (1984). They have considered transformational leaders as change agents who implement a vision, realign the values and norms of their organization, and when necessary, accommodate and promote both internal and external change.

Bass (1985) identified four distinct characteristics through which transformational leaders elevate the needs of the followers: *idealized influence, inspirational motivation, individualized consideration and intellectual stimulation*. Podsakoff et. al. (1990) defined similar constructs of transformational leadership: *identifying and articulating a vision, providing an appropriate model, fostering the acceptance of group goals, high performance expectation, providing individualized support and intellectual stimulation*. Podsakoff et. al. (1990) various researchers have identified transformational leadership constructs and there is a great deal of consensus among the researchers on some of these behaviors.

Transformational Leadership and Follower Outcomes

Across many contexts, various empirical studies have been conducted to study the effect of transformational leadership behavior on follower outcomes and these studies have reported that transformational leadership has been significantly and positively related to various follower outcomes. Transformational leaders through idealized influence and inspirational motivation encourage followers to perform beyond expectation and thus create followers who are capable of handling challenges on their own. Followers become more innovative and creative through intellectual stimulation and individualized consideration (Avolio et. al., 1991). The leaders themselves engage in innovative, novel, unconventional and counter normative behaviors and hence encourage followers to think creatively and become innovators (Conger and Kanungo, 1987; Shin and Zou, 2003).

Dvir et. al. (2002) and Hetland and Sandal (2003) showed work motivation, or willingness to exert extra effort, is the outcome variable that is best predicted by transformational leadership. Transformational leaders motivate followers such that the followers find their work to be more meaningful, important and self-congruent which leads to increased job satisfaction (Bono and Judge, 2003). Transformational leaders raise the followers' self-concept, thus affecting the self-expression, self-consistency, self-esteem and self worth aspects of motivation, and thus inspire followers to improve their performance (Shamir et. al., 1993).

Followers of transformational leaders become self-motivated and are willing to take responsibility that enhances their ability to think and act on their own (Avolio et. al., 1991). Therefore, through follower development and empowerment, transformational leaders raise the ability and motivation of the followers to enhance their performance (Bass, 1997). By raising followers' social identification with the work unit or organization, transformational leaders empower employees by connecting them to the bigger entity, the organization, and raising their self-concept (Kark et. al., 2003; Dvir et. al., 2002).

One important outcome of transformational leaders is that followers do not resist self-development and demonstrate enhanced commitment to their job, coworker and the organization (Avolio et. al., 1991). Since transformational leaders empower employees, these employees see themselves as more capable and are able to influence their jobs and organizations in ways that are more meaningful. This leads to higher commitment to their job and organization (Avolio et. al., 2004, Bycio et. al., 1995). Through individualized consideration, transformational leaders raise the confidence of the followers' and enable them to respond to challenges facing them and their organization. Thus, they develop the followers' personal interest in line with the collective interest leading to the followers' long-term commitment to the organization (Walumbwa and Lawler, 2003; Barling et. al., 1996; Koh et. al., 1995).

Kark et. al. (2003) advocate that transformational leadership is positively related to personal identification of the followers with the leader therefore followers want to emulate the leader and share similar values and beliefs with them. By articulating a compelling vision, they arouse team spirit and inspire followers to focus on the goals and the shared vision (Bass, 1998). Kirkpatrick and Locke (1996) found that leaders' vision and vision implementation in the form of task cues had a positive influence on followers' performance. Vision led to higher congruence between the followers' and leaders' beliefs and values and inspires followers' to improved performance through setting of specific goals and raising self-efficacy, whereas task cues led to task clarity and intellectual stimulation.

LEADERSHIP AND LEARNING ORGANIZATION

Learning organizations do not happen automatically but require a deep commitment to building required skills throughout the organization (Watkins and Marsick, 1993). They indicate that a long-term commitment must be made at the absolute pinnacle of the organization. The learning organization "will remain a distant vision until leadership capabilities they demand are developed" (Senge, 1990).

Johnson (1998) examines leadership in the context of learning organizations. He identified three themes from the literature: visioning, empowerment and leader's role in learning, as the crucial skills for leaders of learning organization. The success and failure of a learning organization depends on leadership behavior. Leaders play an important role in creating and communicating a vision of the learning organization; considering learning organization as a solution to business problems and not a concept to experiment with; fostering a learning culture which requires leaders to shift their own habit and ways of working so that they are prepared to support a learning organization culture (Prewitt, 2003). The role of leaders in learning organizations therefore requires a willingness not only to keep learning but also to be open about this. They should encourage learning by asking challenging questions and stimulating intellectual curiosity. Leaders should possess the ability to facilitate the learning of others by acting as coach and mentor and making incentives and resources for learning available. They should foster a climate supportive of learning and develop mechanisms for the transfer of learning from individuals and teams into the organization's store of knowledge and experience (Sadler, 2003).

Peter Senge (1994) who popularized the concept of a Learning Organization has identified a different role for leaders in learning organization as compared to leaders in traditional organization. He suggested that "leaders in learning organizations are responsible for building organizations where individuals continually expand their capabilities to understand complexity, clarify vision, and improve shared mental models—that is they are responsible for learning". They play an important role in creating a climate where organizational learning can flourish and the learning organization can turn into a reality. The leaders are responsible for fostering learning as they encourage learning and are themselves learners. They enable organization members to understand the environmental complexity and think of new ways of solving problems. This enhances the creativity skill in followers and hence encourages them to seek new knowledge and new ways of doing the task, which in turn leads to learning-seeking behaviors in individuals therefore fostering a climate of learning in the organization.

Senge further identified three leadership roles that are important for building a learning organization. "Leaders as designers" who design the social architecture, in which others operate, build a shared vision and foster an environment where learning can flourish. "Leaders as teachers" who conceptualize and articulate the reality so that followers perform at a higher level of performance. "Leaders as stewards" who develop their sense of purpose and set an example to the followers. Similarly, Marquardt (1996) has identified six leadership roles in a learning organization. Like Senge's role of "teacher, he considers the role of "instructor", "coach" and "mentor" as the most important aspect of leadership in learning organization. Marquardt (1996) next identified the role of leader as "knowledge managers". As "colearners and model for learning", he considers leaders have to be learners themselves. As "architect

and designers”, they are responsible for creating a learning environment. In the role of “coordinator,” leaders bring out the best in followers and motivate them to perform at their best.

In the literature, leadership has been identified as one of the most important factor that influences the development of learning organization. The roles of leaders of learning organization from the literature can be summarized as: creating and communicating a vision of future possibilities and a desired state of the organization, developing and empowering the followers to understand the environmental complexity and respond to challenges on their own, creating and fostering a climate of learning and encouraging learning seeking behaviors in organizations. As discussed in the previous section, these roles are suitable to a transformational leader as they are change agents, who take the responsibility for revitalizing an organization. They define the need for change, create new visions, mobilize commitment to those visions and ultimately transform an organization.

Learning organizations are in a state of transforming from a traditional organization which order and guide human activity towards the attainment of organizational goals that emphasize the accomplishment of task to ones that are guided by a quality based purpose, clear mission and goals that are flexible and dynamic (Knutson and Miranda, 2000). They rely on individuals who are self-managed and collaborative and who engage in continuous learning. Therefore, learning organizations require the leadership of a transformational leader as these leaders shape organizational vision and transform assumptions and mental models by performing the role of “designer,” “teacher” and “steward”. They create the vision and determine the future of the organization yet pay attention to people’s concern and ideas, set an example as they are learner’s themselves, cultivate a supportive environment where risk-taking is encouraged and people have a sense of security. These are transformational leaders who empower employees and motivate them to work at a higher level of performance. Transformational leaders with their ability to conceptualize and communicate a shared vision, and a deep understanding of individual employees, motivate employees to achieve higher order needs and perform beyond expectation (Denton, 1998).

Environmental uncertainties are stressful to followers, as they do not understand the direction of change, the potential impact of the change, and the success of a particular response. Under such conditions, the idealized vision articulated by the leader provides a challenge and motivating force for change to the followers as it represents a perspective shared by all the followers and promises to meet their hopes and aspirations (Conger and Kanungo, 1987; Waldman et. al., 2001). This age of rapid change, calls for a new kind of leadership to enable organizations to transform and cope with the changes (Tichy and Ulrich, 1984). This new brand of leaders must have the ability to help the organization develop a vision of what it can be, to mobilize the organization to accept and work towards achieving the new vision, and to institutionalize the changes that must last over time. These new leaders are called transformational leaders as they must create something new out of something old i.e. out of an old vision, they must develop and communicate a new vision and get others not only to see the vision but also to commit themselves to it. Learning organizations are also operating under conditions of environmental uncertainty hence transformational leadership plays an important role to enable organizational members to understand and cope with change.

The maintenance of a learning organization requires the leaders to be sensitive to the learning needs of others (Knutson and Miranda, 2000) and encourage members to learn not just with the desire to respond and adapt to environmental changes but as an “impulse to be generative, to expand capabilities” (Senge, 1990). Transformational leaders pay attention to this as they are perpetual learners themselves and are the one’s responsible for leading the organization to second-order (double-loop) learning, generative learning, transformational learning as the kind of learning required in learning organizations is one which motivates the examination of organizational assumptions and models and hence facilitates organizational effectiveness.

CONCLUSION

Accelerating change in the global economy has given birth to a new organizational form known as learning organization. These organizations are designed to enable people and organizations to be adaptive to the environment and responsive to change.

Despite the wide acceptance among scholars that leadership is a key contributor to the development of learning organization this relationship has been relatively understudied. This study highlights the important role transformational leadership plays in the development of learning organization.

The departure from traditional organizations that relied on rules and regulations to organizations that encourages its employees to think out of the box requires a visionary leadership, which brings out the best in the individuals. A learning organization requires a leader who can help cope with the changes in the environment as well as motivate the followers to work in collaboration towards the achievement of collective as well as individual goals. This kind of leadership is known as transformational leadership. Transformational leaders trust their subordinates and give them the freedom to breathe and grow. Therefore, this is a more developmental and constructive form of leadership for both individual employees and the organization as a whole. Hence, the development and maintenance of a learning organization requires a transformational leader.

REFERENCES

- Avolio, B.J., Waldman, D.A., & Yammarino, F.J. 1991. Leading in the 1990s: the four I's of transformational leadership. *Journal of European Industrial Training*, 15(4): 9-16.
- Avolio, B.J., Zhu, W., Koh, W., & Bhatia, P. 2004. Transformational leadership and organizational commitment: mediating role of psychological empowerment and moderating role of structural distance. *Journal of Organizational Behavior*, 25(8): 951-968.
- Barling, J., Weber, T., & Kelloway, E.K. 1996. Effects of transformational leadership training on attitudinal and financial outcomes: a field experiment. *Journal of Applied Psychology*, 8(6): 827-832.
- Bass, B. M. & Avolio, B. J. 1994. *Improving organizational effectiveness through transformational leadership*. California: Sage Publications.
- Bass, B.M. 1985. *Leadership and performance beyond expectations*. New York: The Free Press.
- Bass, B.M. 1997. Does the transactional-transformational leadership paradigm transcend organizational and national boundaries? *American Psychologist*, 52(2): 130-139.
- Benis, W., & Nanus, B. 1985. *Leaders: the strategies for taking charge*. New York: Harper & Row.
- Bono, J.E., & Judge, T.A. 2003. Self-concordance at work: toward understanding the motivational effects of transformational leaders. *Academy of Management Journal*, 46(5): 554-571.
- Burns, J.M. 1978. *Leadership*. New York: Harper & Row.
- Bycio, P., Hackett, R.D., & Allen, J.S. 1995. Further assessments of Bass's (1985) conceptualization of transactional and transformational leadership. *Journal of Applied Psychology*, 80(4): 468-478.
- Caudron, S. 1993. Change keeps TQM programs thriving. *Personnel Journal*, 72(10): 104-107.

- Conger, J.A., & Kanungo, R.N. 1987. Toward a behavioral theory of charismatic leadership in organizational settings. *The Academy of Management Review*, 12(4): 637-647.
- Denton, J. 1998. Organizational learning and effectiveness. UK: Routledge.
- Dixon N.M. 1992. Organizational Learning: a review of the literature with implications for the HRD professionals. *Human Resource Development Quarterly*, Spring (3): 29
- Dvir, T., Eden, D., Avolio, A.J., & Shamir, B. 2002. Impact of transformational leadership on follower development and performance: a field experiment. *Academy of Management Journal*, 45(4): 735-744.
- Fiol, C. M., & Lyles, M. A. 1985. Organizational learning. *Academy of Management Review*, 10(4): 803-813.
- Garvin, D.A. 1993. Building a learning organization. *Harvard Business Review*, 71(4): 78-91.
- Hetland, H., & Sandal, G.M. 2003. Transformational leadership in Norway: outcomes and personality correlates. *European Journal of Work and Organizational Psychology*, 12(2): 147-170.
- Johnson, J.R. 1998. Embracing change: a leadership model for the learning organization. *International Journal of Training and Development*, 2(2): 141-150.
- Johnson, J.R. 2002. Leading the learning organization: portrait of four leaders. *Leadership and Organization Development Journal*, 23(5): 241-249.
- Kark, R., Shamir, B., & Chen, G. 2003. The two faces of transformational leadership: empowerment and dependency. *Journal of Applied Psychology*, 88(2): 246-255.
- Kiernan, M.J. 1993. The new strategic architecture: learning to compete in the twenty-first century. *Academy of Management Executives*, 7(1): 7-21.
- Knutson, K. A. & Miranda. A. O. 2000. Leadership characteristics, social interest and learning organizations. *The Journal of Individual Psychology*, 56(2): 205-213.
- Kofman, F. & Senge, P. M. 1993. Communities of Commitment: the heart of learning organizations. *Organizational Dynamics*, 22(2): 5-23.
- Koh, W.L., Steers, R.M., & Terborg, J.R. 1995. The effects of transformational leadership on teacher attitudes and student performance in Singapore. *Journal of Organizational Behavior*, 16(4): 319-333.
- Marquardt, M. J. 1996. *Building the learning organization: a systems approach to quantum improvement and global success*. New York: McGraw-Hill.
- Podsakoff, P.M., MacKenzie, S.B., Moorman, R.H., & Fetter, R. 1990. Transformational leader behaviors and their effects on followers' trust in leader, satisfaction and organizational citizenship behaviors. *Leadership Quarterly*, 1(2): 107-142.
- Prewitt, V. 2003. Leadership development for learning organizations. *Leadership and Organization Development Journal*, 24(2): 58-61.
- Sadler, P., 2003. *Leadership*. London: Kogan-Page.

Schein, E.H. 1993. On dialogue, culture and organizational learning. *Organizational Dynamics*, 22(2): 40-51.

Senge, P. 1990. The leader's new work: building learning organizations. *Sloan Management Review*, 32(1): 7-23.

Senge, P. 1994. *The fifth discipline: the art and practice of the learning organization*. New York: Currency Doubleday.

Shamir, B, House, R.J., & Arthur, M. 1993. The motivational effects of charismatic leadership: a self-concept based theory. *Organization Science*, 4(4): 577-594.

Shin, S.J., & Zhou, J. 2003. Transformational leadership, conservation and creativity: evidence from Korea. *Academy of Management Journal*, 48(6): 703-714.

Tichy, N.M. & Ulrich, D.O. 1984. The leadership challenge-a call for the transformational leader. *Sloan Management Review*, 26(1): 59-68.

Tichy, N.M., & Devanna, M.A. 1990. *The transformational leader*. New York: Wiley.

Waldersee, R. 1997. Becoming a learning organization: the transformation of the workforce. *Journal of Management Development*, 16(4): 262-273.

Waldman, D.A., Ramirez, G.G., House, R.J., & Puranam, P. 2001. Does leadership matter? CEO leadership attributes and profitability under conditions of perceived environmental uncertainty. *Academy of Management Journal*, 44(1): 134-143.

Walumbwa, F.O., & Lawler, J.J. 2003. Building effective organizations: transformational leadership, collectivist orientation, work-related attitudes and withdrawal behaviors in three emerging economies. *International Journal of Human Resource Management*, 14(7): 1083-1101.

Watkins, K.E., & Marsick, V.J. 1993. *Sculpting the learning organization: lessons in the art and practice of a systemic change*. San Francisco: Jossey-Bass

Yukl, G. 2002. *Leadership in organizations*. New Jersey: Prentice-Hall.

ACKNOWLEDGEMENT

The author wishes to thank Prof. Dr. Devraj Adhikari, Tribhuvan University, Nepal, for his helpful comments on the earlier draft of this manuscript.

BIOGRAPHY

Sapna Rijal is senior lecturer of management at the Faculty of Management at Purbanchal University in Nepal. She received her Ph.D. in organizational behavior from the Faculty of Management Studies at University of Delhi. Her research interest includes learning organization, transformational leadership and organizational culture.